

Child-Friendly Based Lift-the-Flap Story Book: Does It Affect Creative Thinking Ability and Self-Actualization of 4th Grade of Elementary Student?

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Abstract—This study aims to find out the effect of lift the flap story book, child-friendly based “Kayanya Negeriku” toward creative thinking ability self actualization of 4th grade of elementary students. This is a quasi experiment study with nonequivalent comparison-group design. The population of study was 4th grade students of SDN in Pleret sub district the choosing of study samples was conducted by using cluster random sampling method. Data collecting was conducted through pre test and posttest by using test instrument in a form of creative thinking description and non test in a form of self actualization. Data analysis method was conducted by using MANOVA, Tukey test, gain test and N-gain test. The result of study shows that the uses of child-friendly based lift the flap story book affect creative thinking and self actualization

Keywords: *child-friendly based lift-the-flap story book, creative thinking, self-actualization*

I. INTRODUCTION

The fundamental change on curriculum of 2013 is in the concept of curriculum, text book, learning method, and evaluation [1]. Not only doing change on curriculum, in 2014 the government released regulation about child-friendly school (SRA). The implementation of 2013 curriculum and SRA is supporting each other, because one of indicator to assess the completion of SRA in Women Empowerment and Children Protection Minister decree number 8 year 2014 is the implementation of curriculum.

The importance of SRA in primary education development is to generate high quality graduation [2]. The environment with child-friendly concept can encourage the emergence creative thinking [3]. In addition, child-friendly concept creates not only the ability of creative thinking but also self improvement and explores the potential of the children [4]. Self development and student potential is related to students' self actualization.

Implementation of learning with child-friendly concept can be indicated from innovative and fun learning process, by using authentic assessment which assess all aspect, comfortable, clean and well organized class, the availability of lesson material suitable with the development of students, teachers' attitude that close to the students and do not discriminate the students [5]. Refer to that statement the users of text book suitable to the children development as teaching material in learning can facilitate the implementation of child-friendly learning.

There is product of study result assumed be able to realize child-friendly learning and can give effect creative thinking and self actualization, those product is child-friendly based lift the flap story book. This book was developed by post graduate students team in 2018 by referring to picture story book literature combined by adding the concept of “lift the flap” on every page, aims to create a decent product and increase creative thinking and self actualization of elementary students [6]. The reason being is that child-friendly based lift the flap story book can realize child-friendly learning, that a teacher should pay attention the framework in learning process to integrate children development, social interaction, and literature option, for the type of literature which can be used in 4th grade of elementary students' learning is picture story books [7] in addition, the story presented in child-friendly based lift the flap story book is related to moral message about child-friendly concept such as the importance of respecting diversity of peers and society, no discriminating, aware to environment and discipline [8]. Based on those two basis it can be understood that child-friendly based lift the flap story book can facilitate one of indicators child-friendly learning, which is the availability of lesson material consist of child-friendly content and suitable with students development.

Child- friendly based Lift the Flap Story Book. Lift the Flap Story Book is including in picture books. Pictured book made by adding part by using lift the flap concept popular since 20th century [9]. In more detail Lift the Flap Story Book is including in interactive book, this book has its uniqueness that it gives surprise behind the page when the page is opened [10]. The surprise appears when the flap is opened to reveal the next story [11]. Not only contain material and exercise, child-friendly based Lift the Flap Story Book also contains illustration and story. The story presented moral value about child-friendly concept such as mutual respect in diversity of peers and society, non discrimination, environment awareness and discipline [12].

The child-friendly based lift the flap story book in this study is a learning resource in the form of a text book that is packaged like a picture story book with its distinctive design, namely the folds and the pull at the bottom of the page sheet. These folds are used to hide text, picture illustrations, or questions and answers so that the reader can read the story interactively by lifting the available folds, while also being able to illustrate a story so that it is easily understood. The stories and images contained in the child-friendly based lift the flap story book emphasize the existence of several indicators of child-friendly attitudes, such as not containing violence, pornography, not discriminating gender, non-discriminatory, and contextual. The use of a child-friendly lift the flap story book can make readers feel happy, safe, comfortable, and can be actively involved with the fold when reading a child-friendly based lift the flap story book. The syntax in the child-friendly based lift the flap story book includes group activities, reading stories, opening the window (lift the flap) in accordance with the number sequence, expressing opinions about stories that have been read, playing roles, discussing questions contained in the window of lift the flap, and draw conclusions from each story.

The correlation of child-friendly based lift the flap story book with Creative Thinking Ability. Creative thinking is one type of thinking abilities in processing and forming existing elements, into a new pattern or structure [13]. Students' creative thinking skills are included in the cognitive domain. The cognitive development of students according to Vygotsky's view, that children build knowledge through social interaction, children depend on the tools provided by culture, which determine the skills they will develop and language plays a key role in cognition [14]. In this regard, providing opportunities for students to interact directly with picture books in learning can improve students' creative thinking [15]. The child-friendly based lift the flap story book facilitates students to interact directly in learning activities, through reading stories, opening and closing the "lift the flap" page. Creative thinking can

be taught by opening assignments and provides opportunities for students to work in groups [16]. The child-friendly based lift the flap story book facilitates students to solve open-ended questions found in the "lift the flap" fold through group discussion activities and assigns students to make conclusion of the stories they have learned. This shows that child-friendly based lift the flap story book can facilitate students to think freely so that creative thinking skills can emerge.

The combination of text and images in the picture book can help students more alive to the real world around them and imagine new ways to interact with them [17]. The statement can be understood that the pictures and text stories contained in the child-friendly based lift the flap story book can direct the students to be able to think creatively by imagining new ideas when interacting directly with the environment around them. The ability of creative thinking can be realized through Wallas' Four-Stage Model, those are preparation, incubation, illumination, verification which can be applied in learning activities [18]. In this regard, the syntax of activities in the child-friendly based lift the flap story book can lead children to be able to go through the four stages of creative thinking.

The correlation of child- friendly based Lifts The Child-Based Flap Story Book with Self Actualization. The concept of self actualization refers to the desire of humans to self fulfillment, which has a tendency to actualize the potential possessed [19]. A person can achieve self actualization if his basic needs are fulfilled, in learning activities in order to make students can achieve self actualization; the basic needs in learning activities must be fulfilled. Children who study with a child-friendly school dimension in addition to make children feel happy; their potential is explored and developed, because the concept of child-friendly emphasizes the importance of a school to support the needs of children in the school environment [2]. The statement shows that students' self actualization can be developed in a child-friendly learning environment. One of the characteristics of child-friendly learning is that learning activities are supported by teaching media such as textbooks, teaching aids so that it helps students to receive and understand the lesson [20]. It can be understood that the presence of learning media can facilitate the child-friendly learning process that can lead students to realize self actualization.

The stories presented in the child-friendly based lift the flap story book not only contain subject matter, but the stories presented in child-friendly based lift the flap story book are related to moral messages about child-friendliness. Child friendly atmosphere can meet the learning needs of students, so that students are able to optimize self actualization. The presence of a child-friendly based lift the flap story book in learning activities is inseparable from

the benefits of children's literature. Children's literature has an important role in the process of growth and development of children. During the growth and development of children, children's literature has several contributions that work together to support children's growth, these contributions can be categorized into personal values and educational values [21]. One contribution of personal values and educational values that can stimulate students to optimize self actualization is to contribute to intellectual development and the development of beauty values, both values are assumed to fulfill the cognitive needs and beauty of students, so it can be synthesized that child-friendly based lift the flap story book can affect students' self actualization.

The fact in field shows that child-friendly learning, students' creative thinking ability and self actualization needs to be optimized. In previous study, child-friendly based lift the flap story book according to experts can be stated that it is appropriate to be used in stimulating creative thinking ability and students self actualization but empirically there was no evidence support this appropriateness. Therefore the author wants to prove that child-friendly based lift the flap story book affect creative thinking ability and self actualization of 4th grade elementary students. This study can compare the child-friendly based lift the flap story book, students' book of 2013 curriculums and integrated thematic book published by Erlangga. This is carried out because those three books are categorized as appropriate book in learning process to teach aspects of spiritual, social, knowledge, and skills, and including in the child-friendly text book because it is formulated by considering students right in text book and fit to the children's development.

II. METHOD

This research is a quasi-experimental type of research. Quasi-experimental design is an experimental research design that does not provide full control over potential confounding variables [22]. It shows that in its implementation there was no randomization of students into new classes, so that in this study carried out by utilizing existing student classes.

TABLE I. STUDY DESIGN

	<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
Experiment 1	O ₁	X ₁	O ₂
Experiment 2	O ₁	X ₂	O ₂
Control	O ₁	X ₃	O ₂

The quasi-experimental design used in this study is a nonequivalent comparison-group design, so that there are experimental and control classes, which both get pretest and posttest in order to determine the students' initial and final abilities between before and after treatment.

The population in this study was 4th grade from 14 elementary schools in the Pleret sub-district, Bantul district. The research sample was determined using cluster random sampling method based on the reason that homogeneous based on academic ability at the end of the semester assessment, both accredited A and using the 2013 curriculum, so that the sample of SDN Pungkuran was obtained with the number of class IV students totaling 28 students as classes Experiment 1 used a child-friendly lift the flap story book "Kayanya Negeriku", SDN Putren with the number of students in 4th grade as many as 28 students as an experimental class 2 using the integrated thematic book erlangga "kayanya Negriku", and SDN Kanggotan with the number of class IV students as much as 28 students as an experimental class 1 using as a control class using the 2013 curriculum student book "Kayanya negriku". Each class uses four different textbooks for 4 meetings, in learning theme 9 " Kayanya Negriku", sub theme 1 "kekayaan pembelajaran 1 and 3, and sub theme 2" Pemanfaatan Kekayaan Alam di Indonesia" learning 1 and 3 The instrument used in this study was the instrument of creative thinking ability in the form of description and the instrument of self actualization in the form of a self-assessment scale. The test instrument in this study was tested for content validity by expert judgment, construct validity using bivariate correlation and reliability using Cronbach alpha.

The data was obtained through pretest and posttest. The data that has been collected was tested for normality and homogeneity. After that, the hypothesis test was done, through the MANOVA test to determine the effect of the use of books, Tukey's test to determine the difference in the influence of the use of books, gain test and N-Gain test to find out the increase in the results of the pretest and posttest on the students' ability of creative thinking and self actualization.

III. RESULT AND DISCUSSION

The analysis was conducted by using the SPSS 25 program for windows. The assumption of normal and homogeneous data has been fulfilled, so that the MANOVA test can be carried out. The results of "Multivariate Tests" display multivariate test results of three independent variables, those are the child-based lift the flap story book, Integrated thematic book published by Erlangga , 2013 curriculum student book on creative thinking abilities and self-actualization of 4th grade elementary school students.

TABLE II. MANOVA TEST

Effect		Sig.
Class	<i>Pillai's Trace</i>	0.000
	<i>Wilks' Lambda</i>	0.000
	<i>Hotelling's Trace</i>	0.000
	<i>Roy's Largest Root</i>	0.000

Based on the table above the significant value (Sig.) with a significance level of 5% of the four tests is 0,000. This shows the value of Sig. is smaller than 0.05 which means that H_a is accepted and H_o is rejected, so it can be concluded that there is effect of the use of on child-friendly based lift the flap story book, integrated thematic books Erlangga, 2013 curriculum student books on the ability of creative thinking and self-actualization of 4th grade elementary school students.

All three books show an effect on the ability of creative thinking and self actualization, therefore a further test in the form of a Tukey test was conducted to determine whether or not there was effect difference in the use of child-friendly based lift the flap story book, integrated thematic books published by Erlangga, and 2013 curriculum student books on creative thinking skills and self-actualization of fourth grade elementary school students. Tukey test results of posttest score of creative thinking ability and self actualization is shown on the table as follows.

TABLE III. TUKEY TEST

Dependent Variable	Learning Text book	Learning Text book	Sig.
Creative Thinking	LTFSSBBRA	BTTE	0.031
		BS K-13	0.003
	BTTE	LTFSSBBRA	0.031
		BS K-13	0.677
	BS K-13	LTFSSBBRA	0.003
		BTTE	0.677
Self Actualization	LTFSSBBRA	BTTE	0.000
		BS K-13	0.000
	BTTE	LTFSSBBRA	0.000
		BS K-13	0.388
	BS K-13	LTFSSBBRA	0.000
		BTTE	0.388

Note:

- LTFSSBBRA : child-friendly based lift the flap story book
- BTTE : integrated thematic book published by Erlangga
- BS K-13 : 2013 curriculum students' book

The results of Tukey's test above prove that the child-friendly based lift the flap story book has a different effect on creative thinking ability and self actualization of 4th grade elementary school students when compared with the integrated thematic book published by Erlangga s and 2013 curriculum student books. Gain and N-Gain test to find out the significance of the effect from the three books through the pretest and posttest score data. Gain and N-Gain tests were carried out with the help of the SPSS 16 for windows program. The results of the gain and N-gain tests are as follows.

TABLE IV. GAIN & N-GAIN TEST

No.	Treatment class	<i>Creative thinking</i>		Self Actualization	
		Gain	N-Gain	Gain	N-Gain
1.	LTFSSBBRA	24.22	0.48	19.01	0.47
2.	BTTE	19.08	0.40	11.39	0.26
3.	BS K-13	17.91	0.36	9.90	0.23

This Gain and N-Gain Test shows that although the three books used together have the effect on self actualization, the class using the child-friendly based lift the flap story book gives an increase higher pretest and posttest score, so that it can be said that child-friendly based lift the flap story book affect more on class IV self-actualization than class using integrated thematic books published by Erlangga and 2013 curriculum students' books. When reviewed based on the results of the Gain and N-Gain test, child-friendly based lift the flap story book have more significant effect on the ability to creative thinking and self-actualize of 4th grade elementary school students, because they show an increase in the average value that is higher than the other two books.



Fig. 1. Cover child-friendly based lift the flap story book



Fig. 2. Front view lift the flap



Fig. 3. Back view lift the flap

Child-friendly based lift the flap story book, integrated thematic book published by Erlangga and 2013 curriculum student book are a textbook. These three textbooks can be an effective source of learning when used in independent learning activities, as a source of learning for teachers to deliver the lesson, a source of ideas and activities, a source of reference for students, a syllabus that reflects learning goals, and can facilitate teachers who lack of experience and confident in teaching. Although both have effect on the ability to creative thinking and self actualization of 4th grade elementary school students, based on the results of the Tukey test there are differences in effect significance between child-friendly based lift the flap story book, integrated thematic books published by Erlangga, 2013 curriculum student books on creative thinking skills and self Actualization of 4th grade elementary school students, and child-friendly based lift the flap story book become the most affecting textbooks to increase the average score of creative thinking skills and self actualization. It happens because child-friendly based lift the flap story book was developed by adjusting learning in the 2013 curriculum and in accordance with the needs of students ranging from aspects of language, images, content and values contained in it. The child-friendly based lift the flap story book has several other uniqueness which is not exist in integrated thematic book published by Erlangga and the 2013 curriculum student book. The first uniqueness is that the child-friendly based lift the flap story book is designed using the concept of a picture storybook, which makes learning material integrated in story and picture. Presentation of learning materials becomes more concrete, interesting and motivates students to learn when presented in a combination of stories and images, so students can be actively involved in learning activities. Refers to the result of research which proves that picture storybook was more complex, varied and provocative [23]. This shows that textbooks with the concept of picture storybooks can facilitate student learning activities.

Child-friendly based lift the flap story book can facilitate all student learning styles, both visual, auditory and kinesthetic learning styles. If students have a visual learning style, the teacher can direct students to understand the meaning of learning material by looking at the images presented in the book. If students have an auditory learning style, the teacher can help students by reading stories presented in books. Whereas if students have a kinesthetic learning style, the teacher can give instructions to students to open and close "lift the flap" and perform role playing activities. This is consistent with some of the results of research on enthusiasm and enthusiasm of students when observing pictures, reading narratives, or practicing activities contained in books, so that teaching and learning activities become more fun and meaningful because students can actively participate, and the use of picture story books on Elementary students can build attraction, imagination and curiosity of students in learning the learning material provided [24], [25].

The second uniqueness is that there is the concept of "lift the flap" that can surprise the reader when lifting each cover to reveal the next part of the story or to answer the questions. The concepts can also affect students' creative thinking abilities. The findings of the research show that a windowed book was suitable for practicing students' creative thinking skills through various features available in the book [26]. Based on this finding it can be understood if the concept of "lift the flap" can make children more active and interactive when reading books, so they can understand the meaning of the message conveyed in the story.

The third uniqueness is that there is child-friendly content. The concept of child-friendly in the child-friendly based lift the flap story book works is shown through the interaction between characters in the story. As explained in the previous discussion, child-friendly learning indicators contained in child-friendly based lift the flap story book are learning devices which do not contain discrimination, do not contain violence, do not contain degrading elements, stories are presented by integrating material that is contextual and in accordance with the environment of daily life of students, encourage active participation of students in learning, and present learning materials according to student needs. Participation is a core dimension of Child Friendly Schools [27]. The purpose of participation is to ensure that children get their rights to quality education. In addition, the way to create a friendly school is by focusing on child-centered learning. Children are directed to engage in activities in the learning environment that support the achievement of learning outcomes and the teacher's task is to provide support, instruction, and feedback. In this regard, lift the flap story book based on child-friendly instructions for the use of books for teachers, can be a guide for teachers to play their role as

facilitators of learning, so that in learning students and teachers can carry out their respective tasks to create child-friendly learning.

Based on the explanation above, the uniqueness found in child-friendly based lift the flap story book can fulfill the needs of students in learning activities, so that it can attract students' attention, motivate students to learn, facilitate students to be actively involved in learning activities, create meaningful learning and create a sense of security and comfort when studying. This condition is a factor affecting the child-friendly based lift the flap story book on the ability of creative thinking and self actualization for 4th grade elementary school students.

IV. CONCLUSION

The use of the child-friendly based lift the flap story book "Kayanya Negriku" in learning can affect the ability of creative thinking and self actualization for 4th grade elementary school students. In addition, the child-friendly based lift the flap story book "Kayanya Negriku" has also been shown to be more affecting in improving students' creative thinking abilities and self-actualization compared to the integrated thematic book published by Erlangga "Kayanya Negriku" and 2013 curriculum student book "Kayanya Negriku".

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