

Development of Picture Storybook about Cultural Diversity and Patriotism Characters in Elementary Schools

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Abstract—This study aims to develop a picture storybook to improve students' understanding of regional cultural diversity and patriotism character in elementary schools. This research is motivated by the problem of the presence of the globalization era which will more or less affect the life patterns of primary-school-age children, where they are faced with comprehensive information but must still have a love of regional culture and the Indonesian homeland. This research is research and development research. The design of this study is in accordance with that developed by Borg and Gall. This year the research was carried out at the expert validation stage, which includes preliminary study activities to the development of a product prototype, expert validation test. The research subjects in this stage consisted of teachers, and elementary school students in the city of Yogyakarta. Data collection techniques at this stage used questionnaires, interviews, observations, and documentation. Data analysis techniques using quantitative and qualitative analysis techniques. The results showed that based on a preliminary study of the need for picture story book in elementary schools containing cultural diversity and patriotism character was needed. The results of the development of the criteria are feasible.

Keywords—*picture story book; cultural diversity; character of patriotism*

I. INTRODUCTION

Character education is a process carried out to grow students into good character. Lickona [1] explains that there are three components of good character that includes moral knowing, moral feeling, and moral action. Based on Lickona's

opinion, that moral behavior is based on the knowledge and moral attitudes students have.

One of the characters that needs to be cultivated in this era is the patriotism. The presence of the globalization era, where information from any world can be accessed by children, including elementary school students, will influence their behavior towards the local culture, and the character of patriotism. The demand that children are able to have insight about the world globally, but still have an understanding of regional culture and the patriotism is a challenge for education.

Students' understanding of local culture is important to support their patriotism, bearing in mind that national culture grows and develops starting from regional culture. Understanding of regional culture will include components of understanding regional dances, folk songs, regional weapons, regional heroes, tourist attractions in the area, and others.

It is hoped that by growing understanding of the culture of the region, it will be able to make a basis for students to understand national culture, thus fostering the character of patriotism. Thus, even though the current of globalization is very swift as it is today, so that information about the cultures of other countries is also easily accessed by students, but they will still be able to love their homeland, because it turns out that the culture owned by their homeland is no less interesting.

The problem that now arises is that students' understanding of regional cultural diversity in the era of globalization has shifted. Based on the results of interviews with several teachers in elementary schools, it was explained that students knew a lot about culture from outside, but in fact

the diversity of local cultures lacked implementation. This is diagnosed because children get a lot of information about the diversity of other cultures, but less information about the diversity of their local cultures.

One way to provide an understanding of regional cultural diversity is through learning activities. Basically the learning process is communication between teachers and students to convey learning messages. Whether or not the message of learning to students is influenced by the presence of learning media. A picture book about regional cultural diversity is one solution that can be used.

Efforts to understand students about the culture of the region and the character of students' patriotism can be done one of them using picture books. Turan & Ulutas [2] in his research found data that story books are useful and effective in terms of character education. Of course the material content in picture books about the diversity of regional culture, and the values of the character of the patriotism.

At present the existence of illustrated story books in which contains material about the diversity of regional cultures by adjusting their respective regions is very lacking. Many picture books are used in schools about cultural diversity whose material does not suit the local area. Even though it is based on the principle from near so far. Therefore, it is very reasonable if to understand students about national culture, it is necessary to start from the local culture first. Likewise, if an analysis of story books on cultural diversity and the character of patriotism is done in many bookstores, the contents of which are not begun by adjusting the culture of the local area, especially the Special Region of Yogyakarta. This study aims to develop a picture book about regional cultural diversity to provide understanding to students. The book story is developed by paying attention to the importance of learning elementary school students so that the information presented can reach students optimally.

Character education is an important thing to be instilled in students as prospective future generations of the nation. Parents, educators, religious institutions, youth organizations have a great responsibility to build character, values, and morals in the younger generation. Character education is important to do in order to overcome the problems of moral perversion that has occurred a lot lately. Bebeau et al. [3] explains that character education is needed as a means to fight the deviations and anarchies of young people.

Culture or culture is the fruit of human civilization [4]. The forms of culture are very diverse, including music, dance, drama, carvings, drawings, statues, ways of marriage, traditional clothing, customs, government, and so on. When talking about the regional cultural context, the various forms of culture were adjusted to their respective regions. In this study the intended regional culture is within the scope of the Special Region of Yogyakarta.

Regional culture is a nation's wealth that needs to be considered and handled seriously, especially in entering regional autonomy and the era of globalization. Believe it or not, the importance of the existence of regional culture, because this culture in fact contributes greatly to the formation

of national identity, and also to the process of regeneration of our nation [5]. Thus to have a patriotism, it is necessary to first grow an understanding of the regional culture.

An understanding of regional cultural diversity can be interpreted as students being able to construct meaning or understanding based on their initial knowledge, or integrate new knowledge. In the level of thinking understanding of activities that students can do is interpreting, giving examples, classifying, summarizing, inferring, comparing, and explaining. In the context of this research, it is hoped that through picture story books students will be able to understand the diversity of regional cultures as a basis for fostering the character of patriotism.

Patriotism is one of the character values that needs to be instilled in students. The patriotism is a way of thinking, acting and acting that shows loyalty, care and high respect for the language, physical environment, socio-cultural, economic, and political aspects of the nation [6]. Based on this understanding when the character of patriotism begins with an understanding of regional cultural diversity to be appropriate, because one of the elements of patriotism is culture and the physical environment. In its introduction, it needs to be done from the closest environment of students, namely the cultural diversity of the area around where they live.

Wibowo explained that school indicators and class indicators for the character of the homeland love are as follows:

- 1) School indicator
 - a) Using domestically made products
 - b) Use good and correct Indonesian.
- 2) Class indicators
 - a) Display photos of the president and vice president, national flags, national symbols, maps of Indonesia, physical, socio-cultural, economic and political life of the nation.
 - b) Provide information about the natural riches of Indonesian culture
 - c) Using domestic products.

The achievement of competencies in the learning process is influenced by the availability of appropriate teaching materials. Therefore, in compiling teaching materials must be adjusted to the competencies to be achieved. The teaching material used must also be in accordance with student development, learning characteristics, and close to the student learning environment.

Learning about character knowledge in low grade elementary schools, one of which can be done by utilizing teaching materials in the form of character based picture books. The results of research by Khairoh, Rusilowati, and Nurhayati [7] found that science books containing environmental care characters were able to develop students' environmental care characters. Based on this research, the character's content in the story book will influence the behavior of the students' characters such as the values obtained in the storybook. Picture

books are intended so that in addition to students reading stories, it will also be clarified with images that match the story being read.

Rahim & Rahiem [8] in his research article explains that to teach morals to children can use moral stories. Through stories children can understand and grasp the moral message that is in them. This story becomes a tool for teachers to influence student behavior to follow what is exemplified in the story. Prasetyo [9] explains in his research results that character education for children can be done through fable story book illustrations. This means that illustrations or pictures in fable story books can be a supporting factor for the success of character education for children. The contents contained in the fable story book will facilitate the moral message reaching students. Somadi [10] explains that the moral development of students can be done by guiding children to identify moral values in a story. Through this activity the children will indirectly learn the moral values contained in the story's message. Good examples in a story will generate mental stimulation of children to behave properly.

II. METHODS

This research is a Research and Development (R & D) study by adopting the R & D model developed by Borg & Gall. The reason for using the R & D research model, because this study intends to develop picture story books to improve understanding of the diversity of regional culture and character of for fourth grade students in elementary schools. The main procedures of this research are: (1) preliminary study; (2) planning; (3) initial product development; (4) small group test; (5) product revision; (6) main field test; (7) revision of the main field test results; (8) operational field test; (9) final product revision; (10) dissemination. In the first year this research was carried out through to the initial product development. The preliminary study was conducted by conducting a group discussion forum with 15 elementary school teachers throughout Yogyakarta. Based on the data from the preliminary study results, an initial product development was carried out in the form of a picture story book for grade IV elementary school students. Furthermore, product validation was carried out by material experts and media experts. The technique for collecting the data used a questionnaire equipped with a questionnaire, interview, observation, and documentation. Qualitative and quantitative data analysis. Qualitative data analysis was carried out on data from interviews, observations, and documentation in the preliminary study. Quantitative data analysis was performed for the scale questionnaire data from the validator

III. RESULTS AND DISCUSSION

A. Initial Product Development Results

The process of collecting data in this research was carried out in several stages, namely starting from the study of literature, field studies, for the purposes of analyzing needs, as well as collecting various product development materials. Explanation of each stage of the study is as follows:

B. Preliminary Studies

Preliminary studies were carried out through Forum Group Discussion activities with interview techniques, and questionnaires. Interviews in this study were conducted with teachers in grade fourth elementary school in the city of Yogyakarta. Based on the results of interviews related to the condition of students' understanding of cultural diversity and the love character of patriotism in today's era began to cause concern. This is indicated by indicators that the introduction of the local culture of Yogyakarta is not well understood by students. Elementary school students have started to become familiar with foreign cultures that are more interesting for them to know, for example films, or stories that are packaged in books or cartoons.

In terms of increasing students' understanding of regional cultural diversity and patriotism, teachers have not yet found a picture story book that specifically addresses Yogyakarta's cultural diversity. Teachers in teaching material about cultural diversity are still limited to using books on the market. The book hasn't shown much about the diversity of cultures that exist in the Special Region of Yogyakarta in particular. Most books teach diversity by displaying traditional clothing, traditional houses, traditional food as a whole that exists in Indonesia. Thus students' understanding of the cultural diversity of the Yogyakarta Special Region has not been comprehensive.

In addition, the books in circulation also lack character of patriotism which is related to loving the local culture. This causes the character of patriotism related to knowledge of the patriotism value of the relationship with the diversity of regional culture is still lacking.

Preliminary studies in this study were also conducted using a questionnaire. Based on the questionnaire data, it was shown that all respondents (100%) stated that the development of picture story books about cultural diversity is very much needed. This is based on the reason that in the field there has not been found a book about cultural diversity that specifically discusses Yogyakarta which is packaged in a story that is interesting and contextual for students. All teachers explained that picture books would make it easier for students to understand because they were preferred, especially if the story was contextually packaged.

Based on the questionnaire data it was also shown that 1) picture books should be made interestingly, 2) use language that is easy to understand, 3) colorful, 4) strong covers, 5) paper used is not easily damaged, 6) pictures must be interesting, 7) not too thick, 8) based on Yogyakarta's local cultural diversity, 9) proportional size, 10) the story is not too long, and 11) the story is up to date.

C. Product Planning

Based on the results of the preliminary study, it is obtained that data that need to be developed for picture books about cultural diversity and the character of patriotism, especially for the Special Region of Yogyakarta that meets the criteria of 1) picture books should be made interestingly, 2) using language that is easily understood, 3) colorful, 4) strong covers, 5) the paper used is not perishable, 6) the images must be attractive,

7) not too thick, 8) based on Yogyakarta's local cultural diversity, 9) proportional size, 10) stories not too long, and 11) the story charged up to date.

The step at the development stage is to plan the production of picture book products about the diversity of cultures and characters patriotism. The product development process is carried out with the following steps: 1) determine the title of a picture story book, 2) determine the number of story titles in a picture story book, 3) determine the contents of each story title, and 4) determine the material used.

D. Product Development

Product illustrated story books about cultural diversity and character of homeland love need to be tested for eligibility before being used in field trials. The feasibility of a picture story book product about cultural diversity and the character of patriotism in this study is reviewed in terms of two things, according to material experts and media experts. Both assess the feasibility of the product based on predetermined indicators.

Feasibility test by material experts is done by assessing the product in terms of content and language feasibility. The results of the validation test of the material experts in this study produced data that illustrated story books about the diversity of cultures and the character of patriotism a whole were declared very feasible. The level of eligibility for illustrated story books on cultural diversity and the character of patriotism in the first validation is in the category of 85% (eligible). Then the second validation was 91% (very eligible).

Product eligibility validation from media experts is carried out on physical appearance, graphic design, and language. The results of the validation with the media experts showed that the picture books about the diversity of cultures and the love character of patriotism were 92.5% (very eligible) with some improvements.

The stage of developing picture book products about cultural diversity and the love character of patriotism. It is based that the character of patriotism needs to be formed not suddenly in moral action, but starts from moral knowing and moral feeling. Moral behavior will be well formed if moral knowledge and moral attitude are also well formed. This is consistent with the opinion of Lickona who explains that the components of good character include moral knowing, moral feeling, and moral action [1].

The presence of picture books with a load of cultural diversity will be able to provide students with an understanding of the culture of Yogyakarta. In the story book also presented phrases that build students' moral feelings related to the love of regional culture. Both of these hopes are able to support the formation of moral action students to patriotism more.

The development of picture book products with a load of cultural diversity and the love character of the motherland is based on the opinion of Turan & Ulutas in his research finding data that story books are useful and effective in terms of character education. The hope is through the introduction of regional cultural diversity will be able to gradually grow the character of patriotism [2].

The need to recognize regional cultural diversity, bearing in mind that the formation of a love for national culture begins with regional culture. This is based on the opinion that the importance of the existence of regional culture, because this culture in fact contributes greatly to the formation of national identity, and also to the process of regeneration of our nation.

Based on the above study, it can be concluded that the development of picture story book products is appropriate for enhancing the understanding of cultural diversity and the character of patriotism. Through picture books will make moral knowing students develop. This will underlie the development of moral feeling and moral action

IV. CONCLUSIONS

The development of picture story books was carried out based on the results of preliminary studies where all respondents stated the importance of developing learning media to provide information to students about regional cultural diversity. Furthermore, the product development stage is carried out by paying attention to the criteria for a good picture story book. After completion of development, the picture book product are tested for its feasibility to material experts and media experts. Based on the results of the development, it is obtained that the picture book about the diversity of culture and character of patriotism has fulfilled the feasibility aspects of the validator of the media and material experts. The eligibility criteria from material experts and media experts obtained data that illustrated story books about cultural diversity and the character of patriotism are in the very eligible category.

Based on the results of the development it can be submitted a suggestion that: 1) teachers need to use picture story books to facilitate students in understanding cultural diversity material, 2) picture story books are developed according to the conditions of the Special Region of Yogyakarta region because to teach about the cultural diversity of the Special Region of Yogyakarta, and 3) development illustrated storybooks about the diversity of cultures and characters of patriotism need to be adapted to the development of students.

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