

Development of Sociocultural-Based Reflective Picture Book Media to Improve Social Skills and Reading Interest

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ABSTRACT

The aim of this research is to: (1) Find out the analysis of teacher and student needs for the development of reflective picture storybook media (2) Find out the design for developing socio-cultural-based reflective picture storybook media (3) Find out the feasibility of socio-cultural-based reflective picture storybook media (4) and find out the effectiveness of using socio-cultural-based reflective picture storybook media to improve social skills and reading interest in grade IV elementary school students in Kersana District, Brebes. This type of research is research and development to produce sociocultural-based reflective picture storybook media to improve social skills and reading interest of fourth grade elementary school students. This research refers to the ADDIE development model from Dick and Carry. Data collection techniques using questionnaires, interviews, observations and documentation. The population in this study were fourth grade elementary school students in Kersana District with a sample of 6 schools divided into control classes and experimental classes. Data analysis techniques used were normality tests, homogeneity tests, t tests and feasibility tests and media effectiveness. The results of the study showed that there was an influence of reflective picture storybook media on social skills and reading interest of grade IV elementary school students in Kersana District, Brebes, in this case the media was positive and had a significant influence. The conclusion that can be obtained based on this study is the analysis of teacher and student needs for media includes analysis of student needs, user analysis, analysis of facilities and infrastructure. Knowing the design of media development consists of media selection, format selection, compilation of questions and answers and designing application media. The feasibility of media from three validators obtained material validation of 93%. While in the media aspect obtained an average of 92%. The effectiveness of the use of learning media is proven by student learning outcomes between the results of the pre-test and post-test of the experimental class which increased from 14% to 83%. This proves that media has a significant effect on students' social skills and reading interests.

Keywords: Influence, Reflective Picture Book, Sociocultural, Social, Reading

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INTRODUCTION

The condition of reading interest in Indonesia is very concerning. Based on the results of the PISA (Program for International Student Assessment) survey released by the Organization Economic Co-operation and Development (OECD) in 2022 regarding reading literacy, Indonesia's ranking is still in the bottom 11 out of 81 countries recorded.

The Indonesian government has made various efforts to resolve these issues, namely through the school literacy movement. The school literacy movement is one of the government's efforts to increase students' interest, ability, and reading culture, which is implemented by all schools in Indonesia. The activities listed in the Literacy Movement Guidelines of the Minister of Education and Culture Regulation Number 23 of 2015 state that students should read non-textbook books for fifteen minutes before study time begins. This

is one of the efforts to make elementary school students interested in reading books. Light and entertaining reading books are expected to encourage students to start liking books.

Efforts to attract students and the community to read are also carried out by the Brebes Regency government which tries to carry out activities that encourage the community to enjoy reading, including elementary school students who are the next generation of the nation. This proves that instilling a character of liking to read is the responsibility of all parties, especially the world of education, considering the importance of a character of liking to read in order to prepare a superior generation of the nation in global competition.

Reading activities require interest for each individual because reading interest needs to be instilled and developed since childhood because reading interest in children will not form by itself, but is greatly influenced by the stimulation obtained from the child's environment. The character of liking to read needs to be instilled in students since elementary school. The low character of liking to read can cause various problems in the world of education starting from students at elementary school level and the next stage. At the lower grade level of elementary school, the problem that arises is difficulty in reading so that this can hinder the teaching and learning process. At the upper grade level of elementary school, the problem that arises is the low ability to understand the contents of the reading. In general, upper grade students at elementary school level are already fluent in reading but the ability to master the contents of the reading is still low. Various problems related to reading such as low interest in reading, ability and understanding of reading can be overcome by instilling the character of liking to read from an early age. More than just being able to read, the character of liking to read can be said to be a bridge to lead the nation's generation to success, Rajaratnam (2013).

Reading is a window to the world that can improve students' knowledge, abilities and even character. Reading activities are one of the important programs that need to be encouraged as a provision to realize a country and nation that has knowledge and a high standard of living. Reading as a simple activity can be a means to adapt to world developments.

The literacy program movement to all levels of education carried out before the lesson begins indicates that the character of liking to read is very necessary to be instilled. In addition, Nurgiyantoro (2010) stated that being lazy to read is a chronic character and disease, interesting literary reading can be used as one solution to cure the disease. Based on this opinion, it can be said that liking to read is a character that is very necessary for students to have. One way to instill a liking to read is to attract students' interest first. Through book media containing interesting literary readings can be used to attract students' interest in reading.

Through reading activities, students gain many benefits that are useful for their lives. A student who loves to read will influence his/her environment regarding how the student behaves in his/her social environment. Students who love to read will be more experienced and knowledgeable so that they can have a positive impact on the social skills of other students. Positive reading will encourage students to behave positively according to what they read. Students can learn about the importance of social skills based on the information they get from reading activities.

Social skills are also skills that really need to be improved. According to Anna Surti Ariani (2016) it is important for children to have social skills because children will be more easily accepted by anyone in their environment, able to solve problems with others, hone various other life skills, help reduce difficulties at school and make children more enthusiastic about going to school. Good social skills can make children's achievements more optimal and overall children are able to enjoy their lives and feel happier. Therefore, social skills are important to be taught from an early age.

One of the importance of improving social skills is as an effort to prevent criminal cases committed by students and to support the learning process of students in the school environment and society. Social skills are also important as provisions for students who will

enter the community and the world of work. Criminal cases committed by students are very worrying because they are detrimental to schools and society.

Behaviors that indicate low social skills in students are bullying and fighting. This phenomenon is one of the cases that is not unfamiliar to elementary school students. Low social skills in students are also indicated by selective behavior, being impolite, rude to friends, teachers and parents. Poor social skills need to be improved so that students can have better social skills.

Improving social skills and reading character can be done simultaneously, united and integrated through literacy programs carried out by each school before lessons begin. The Merdeka Curriculum initiated by the government supports learning that encourages students to become Pancasila students, namely those who believe, are devoted to God Almighty, and have noble morals, are globally diverse, work together, are creative, think critically and are independent. Having good social skills and being fond of reading is one aspect of the indicator of achieving the Pancasila student profile.

Seeing the reality in the field, namely at SDN Limbangan 01 that not all students like to read, makes it a challenge for us to make reading an interesting and routine activity in their daily agenda. Reading will be interesting if people understand the nature of reading, its benefits and use the right media in teaching reading. Every learning process using media will be more interesting to students. According to Sadiman (2014:7) media is anything that can be used to convey messages from the sender to the recipient so that it can stimulate the child's thoughts, feelings, attention, interests and attention so that the learning process occurs well.

The development of a sociocultural-based reflective picture storybook adapted to the sociocultural context will help students understand the contents of the book that are contextual and closer to the students' environment. The development is packaged by involving the social and cultural characteristics of the surrounding area. The values of good Indonesian culture need to be used as a foundation in the implementation of education. The sociocultural-based reflective picture storybook media is a development of the picture storybook, but it is different from the picture storybook in general which only contains story text and pictures. The sociocultural-based reflective picture storybook media contains illustrated stories whose stories are related to the surrounding culture. Another uniqueness that makes this book different from other picture storybooks is the presence of a student self-reflection journal section.

Reflection is important to determine the extent of the development and improvement of students' social skills and reading character. In addition, with reflective journals, students can independently measure the improvement of their reading character and social skills. This is a way to discuss with students indirectly.

This media will also be integrated with the independent curriculum and literacy program that can improve the character of reading and social skills of students. As is known, in the independent curriculum there is a self-assessment that can reflect on students. It is expected that after students read the sociocultural-based reflective picture storybook, students will reflect on themselves. Students' self-reflection is then expected to improve students' social skills and reading character. This study was conducted to produce sociocultural-based reflective picture storybook media to improve the social skills and reading character of grade IV elementary school students in Kersana District.

Based on the limitations of the problems that have been described above, the research problem is formulated as follows. How is the analysis of teacher and student needs for the development of reflective picture storybook media, How is the design of reflective picture storybook media development, How is the feasibility of reflective picture storybook media and How is the effectiveness of using sociocultural-based reflective picture storybook media to increase reading interest and social skills of grade IV Elementary School students.

Based on the formulation of the problem that has been mentioned, the purpose of this study is to find out the analysis of teacher and student needs for the development of

reflective picture storybook media, to find out the design for developing reflective picture storybook media, to find out the feasibility of reflective picture storybook media and to find out the effectiveness of using socio-cultural-based reflective picture storybook media to increase reading interest and social skills of grade IV Elementary School students.

Theoretical Study

The interests that a person has can determine a person's actions or behavior. Paul J. Silvia (2020) states that interest can be used as a source of strong behavioral motivation for someone to learn. In line with this statement, Schunk (2021: 30) states that interest is something that is liked or desired so that it involves oneself in being involved in an activity.

Reading activities can be carried out if there is interest in a person. According to Suryadi (2021), reading interest is a strong internal motivation accompanied by an effort to read continuously. In line with this opinion, Prasetyo (2020) states that reading interest is a strong and ongoing attention to reading activities.

Based on several opinions above, it can be concluded that reading interest is a strong attention or desire with one's own will accompanied by a sense of pleasure in carrying out reading activities.

Reading has many benefits that can be obtained by its readers. Burns, E. (2023) states that reading is a complex cognitive process that involves word recognition, understanding and interpretation of the meaning of written texts. Moreover, Anderson, J (2022) states that reading is the ability to understand and analyze written information which is important for effective communication and lifelong learning. Based on this opinion, it can be concluded that reading activities can help a person or student to grow and develop.

There are many benefits obtained from reading activities so that the educational environment plays an important role in instilling a character of reading in students. Reading activities as a lifelong learning habit supported by a love of reading that must be maintained through the school environment and formal education. Reading is very important because it provides and changes the knowledge and understanding needed. The importance of the character of reading is also stated by Miller, D (2023) who stated that increasing students' love of reading is very important to build curiosity, critical thinking skills and a love of learning. Based on several opinions above, it can be concluded that aspects of reading interest consist of aspects of awareness, aspects of attention, aspects of frequency and aspects of pleasure. These aspects are used to measure students' reading interest. In this study, data was obtained by providing a questionnaire. There are several factors that influence a person's interest in reading. According to Harris & Sipay (2022), the factors that influence a person's interest in reading are age, gender, reading skills, attitudes and needs. Other factors that influence a person's interest in reading are family background, economy, level of education, education at school, language used and field or major. Based on this opinion, it can be said that external factors are very likely to influence a person's interest in reading.

Another opinion regarding the factors that influence reading interest was also conveyed by Tarigan (2022) who stated that providing time to read and choosing good reading materials can influence reading interest. Almost the same as this opinion, Hritcu & Schipor (2014: 1) stated that there are 2 factors that influence a person's interest in reading, namely individual and situational interest factors. Individual reading interest arises because of a person's drive or interest in reading, while situational reading interest is influenced by factors of need, usefulness and value of a reading. Based on the opinion above, it can be stated that external factors greatly influence reading interest. Referring to the opinion of Nawarathne and Tarigan who stated that the school environment and the selection of good reading materials can influence reading interest, the development of good reading books can be used as one way to increase students' interest in reading.

Human life cannot be separated from relationships with other humans. Humans as social beings, which means they cannot live without the help of others. Humans in relating and interacting with others are inseparable from differences. Differences in terms of race, ethnicity, religion, even when having the same race, religion, and ethnicity, there are still

differences, namely differences of opinion. The differences that exist must be addressed properly. When a conflict occurs, solutions and problem solving are needed. Covey.S.R (2023) states that social skills are related to how to overcome differences, solve problems, produce creative solutions, and interact optimally to pursue common goals. Another opinion regarding the definition of social skills is that social skills are closely related to socialization, because social skills are a set of skills used to communicate and interact with others. Based on this opinion, a person needs to have social skills so that goals can be achieved. Interacting with other humans must go well. Therefore, humans must have social skills for the success of a relationship. Arends (2023) states that social skills are attitudes that encourage successful social relationships and enable a person to work effectively with others. This opinion indicates that to be successful in relating to others, a skill is needed, namely social skills. This skill is not only useful for successfully relating to others but also allows someone to work with others effectively.

Social skills need to be taught to children from elementary school. The opinion regarding social skills related to the world of education was conveyed by Garcia, MA (2022) that social skills have a major impact on a child's ability to succeed in an academic setting. Based on this opinion, learning and habituation related to social skills are highly recommended to be given to students, especially at the elementary school level. Based on the explanation above, it can be concluded that social skills are the ability to understand, communicate and interact with other people in their environment related to how to overcome differences, solve problems, produce creative solutions, and interact optimally to pursue common goals and increase positive interactions in their environment with other people.

The social skills that a person has do not just happen, but through a process. Furlong (2023) stated that the development of social skills is the result of a formal education process. This means that education in schools has contributed to the formation and improvement of students' social skills. Based on this opinion, the results of the formal education process are one of the factors that influence social skills. Therefore, improving social skills in schools needs attention because it will have an impact on people's lives in the future.

Other factors that influence social skills are stated by Cartledge & Milburn (1995: 36) that there are two factors that influence social skills, namely student character and social environment criteria. Student character includes the level of development, cognitive abilities and student behavior. While social environment criteria include cultural context, specific situations and peer relationships. Cultural contexts such as cultural differences will have implications for social skills. Specific situations are characterized by behavioral flexibility that has an awareness that different situations will require different behaviors. While peer relationships contribute to students' social development such as where social skills are one of the driving factors for peer acceptance. Based on this opinion, it can be concluded that student character and environmental criteria can influence social skills. Based on all the opinions of these experts, it can be concluded that the factors that influence students' social skills are internal and external factors. Internal factors are factors that come from the individual which include character, ability, physical, behavior and student development. While external factors are factors from outside such as peers, culture and educational environment.

Humans are social creatures, therefore to be able to live with other social creatures requires good social skills. Koyama (2011: 9) states that social skills are important skills for children according to their level. For example, the ability to share toys and play together with peers may be the focus of preschoolers, while elementary school students need skills to join and chat with peers in order to establish good friendships. It is important to note that the influence of social skills can handle significant social behaviors

Social skills play a role in children's development. Mar.R.A (2022) states that not all young people can socialize naturally, as we have seen that social skills are difficult to acquire. Children who have low social skills tend to be less skilled in solving the problems

they face by using inappropriate behavior, compared to children who have social skills they have more alternatives in solving problems.

Teachers have an important role in improving students' social skills. Rashid (2021) stated that teachers, parents, and teachers are responsible for shaping children's behavior both at home, in society, and at school. The same thing was expressed by Leffert, Brady, & Siperstein (2009: 124) who stated that to develop students' social skills, teachers can integrate various methods during classroom learning. Thus, it can be said that during classroom learning, teachers can adjust and prepare materials or media that can help improve their students' social skills. Social skills can be developed through reading. Cooper, Moore, Powers, Cleveland, & Greenberg (2014:1251) stated that social skills and reading have a close relationship in childhood. This can help students in interpreting, empathizing, and encouraging finding solutions in solving problems in the story.

Based on the explanation above, it can be concluded that the role of teachers in improving students' social skills is very important. Teachers can do various alternatives during classroom learning in order to improve students' social skills. One alternative that teachers can do is to provide readings containing stories about social skills. The use of sociocultural-based reflective picture storybook media can help teachers improve students' social skills because the media contains stories of characters who have good social skills.

Communication between one person and another requires an intermediary called media. Someone talking from a distance or near all require media. Wati (2019) states that media can be interpreted as a tool that can be used as a message deliverer to achieve goals. Related to the world of education, teachers delivering material to students also need intermediaries in the form of educational media or learning media. Learning materials can reach students well if they use media that is in accordance with the characteristics of the students and can attract attention. Arsyad (2023) states that learning media is a media that carries messages or information that has instructional purposes or contains teaching intentions.

The functions of the media are very numerous, especially when viewed from a socio-cultural perspective. Munadi (2013: 42) states that the function of the media when viewed from a socio-cultural perspective can help overcome socio-cultural barriers between participants in learning, considering that each student has different characteristics related to customs, beliefs, environment and experience. This can be interpreted as media as a means to provide the same stimulation, equalize experiences, and create the same perception. Based on these statements, it can be concluded that media is a tool to convey messages and information that contain teaching intent to achieve learning objectives. The intended teaching intent is to provide stimulation, equalize experiences, and create the same perception.

Picture story books are closely related to the world of elementary school students. Story books compiled for elementary school students are different from story books compiled for adults. Based on this, it is necessary to know the appropriate story books for elementary school students. The development of story books in this study is a sociocultural-based reflective picture storybook which is reviewed from the elements of the story content and the visual appearance of the story book.

Learning media has many types and varieties. Purnama (2021) stated that there are various types of learning media which are divided into three groups, namely audio media, visual media, and audio-visual media. Based on this statement, it can be explained that audio media only involves the sense of hearing as a sound catcher, for example radio, tape, recorder, and so on. Audio-visual media involves the sense of hearing and sight such as video. While visual media involves the sense of sight to capture what is seen, for example pictures, posters, books, and so on. Thus, socio-cultural-based reflective picture storybook media is included in visual media because it is a book that focuses on being seen through the sense of sight. Print-based media has parts that need to be considered so that the media is suitable for use. Sugiharto (2021) stated that print-based media has four elements that need

to be considered when designing it, namely content quality, graphic design, printing techniques, and regulatory compliance. Socio-cultural-based reflective picture storybook media must pay attention to these four elements in order to be developed into a suitable and effective media and can achieve learning objectives well.

Visual media can be printed or non-printed. Reflective picture storybook media based on socio-culture is a printed version of visual media because it is displayed in printed form and is non-projectional. Kusnadi (2022) states that print media is a form of media that uses physical media such as paper to disseminate information to readers. Print media is one of the oldest media groups and is widely used in the learning process because of its practicality. Based on this explanation, it can be seen that visual media in the print category has existed since ancient times and is still used today. One of the reasons for the persistence of print media is because of its practicality.

Sociocultural-based reflective picture storybook media is a printed visual learning media in the form of a book. Books have many advantages compared to other learning media. Hadi (2022) stated that books and printed books have special characteristics that make them superior, including. A more focused reading experience, physical and emotional satisfaction, readability and ease of access, preservation and collection. Sociocultural-based reflective picture storybook media can also be referred to as supplementary books that are a source of reading in school literacy programs. Daryanto (2016: 26) stated that supplementary books can be used as enrichment materials for children, both related to learning or not. Supplemental books can add to students' provisions to further strengthen aspects of their personality. Based on this statement, it can be seen that printed visual media, especially books, have many advantages that are expected to be a medium that can change and improve a person's attitude and character such as social skills and creative character.

There are many ways to improve social skills. One way to improve social skills is with sociocultural-based reflective picture storybook media. Not all children can socialize naturally and for some, as has been seen, social skills are difficult to obtain. In order for children to be together collaboratively, they must learn discussion and sharing skills. The substance of sociocultural-based reflective picture storybook media, one of which is that it contains stories related to social skills. In addition, there is a reflection journal questionnaire and reflection questions. This is like discussing and sharing about what students can get when reading and using sociocultural-based reflective picture storybooks. Teaching social skills needs to be done sequentially and using visual support. Durlak, J.A, etc. (2023) stated that studies on teaching social skills are structured and integrated into the school curriculum and supported by good visual media. Throughout the entire group session, basic skills must be practiced and reinforced consistently. It is also recommended that visual support be used when teaching more complex social skill component skills. Sociocultural-based reflective picture storybook media contains visual images that support teaching social skills. Students are also encouraged to emulate the characters in the story and then practice them in everyday life. Stories greatly influence children's behavior. Morrison suggests that to support the development of pro-social skills in the classroom, teachers can read stories to children that exemplify pro-social behavior and provide similar reading materials for them to read. Teachers should provide several types of reading materials, especially those related to improving social skills. The sociocultural-based reflective picture storybook contains examples of stories that can be an inspiration, information and role model for students to have good social skills.

Providing interesting reading books is the right solution to increase students' interest in reading. Neuman & Celano (2023) stated that the thing that most influences children's interest in reading is interesting reading material. Sociocultural-based reflective picture storybook media can be used as one way to increase students' interest in reading. Nurgiyantoro (2011: 39) stated that interesting literary reading can be used as one solution to reduce the disease of being lazy to read. Based on this opinion, the literary readings made must be interesting to students. Therefore, the use of pictures and stories must be in

accordance with the characteristics of the students. The use of stories can be used to influence students' character, as expressed by Mar, R.A (2022) who stated that stories can increase students' empathy and emotions, they learn to understand and feel the emotions and perspectives of others. Green (2023) stated that social stories can give children perspective on the thoughts, emotions, and behavior of others. It is hoped that after reading sociocultural-based reflective picture storybooks, students can have the perspective, emotions and behavior of liking to read so that if it becomes a habit, it will form a character who likes to read.

The research study was conducted to examine several studies relevant to the research and development of sociocultural-based reflective picture storybook media. Research conducted by Lee and Kim (2023) entitled "The Impact of Reflective Picture Storybook on Children's Emotional Development" The results of the study showed that the use of reflective storybooks can improve children's emotional intelligence by helping them understand and manage their emotions better.

Research conducted by Chen & Wang (2022) entitled "Enhancing Cognitive Skills through Reflective Story books in Early Childhood Education" The results of the study showed that reflective storybooks are effective in improving children's cognitive skills such as problem solving and critical thinking, especially in the context of early childhood education. Research conducted by Ahmaed et al (2021) entitled "Reflective Picture Storybook as a tool for foresting Empathy and Social Understanding". The results of this study show that reflective storybooks can strengthen empathy and social understanding in children by encouraging them to see from the perspective of others.

Research conducted by Pekdogan (2016) entitled "Investigation of the Effect of Story-Based Social Skills Training Program on the Social Skill Development of 5-6 Year-old Children". The results of this study indicate that there is a positive effect in the use of stories on children's social skills. Through stories, children can also solve their daily life problems.

The similarity of the research conducted by Serpil with this research lies in the use of stories used to improve children's social skills. The difference between the research and this research is in the research subjects where in this research the research subjects were students aged 10-11 years. Another difference lies in the use of socio-cultural-based stories, adding picture illustrations and reflection sheets. Another study was conducted by Faizah (2009) entitled "The Effectiveness of Picture Stories for Value Education and Language Skills in Learning Indonesian" which showed that the use of picture story media is effective in improving the values and language skills of grade II elementary school students. Based on this research, it is increasingly confirmed that the development of socio-cultural-based reflective picture storybook media is also effective in improving students' social skills and character because in this study picture stories will be developed by adding reflective and socio-cultural-based.

The next study is a study conducted by Susilaningrum and Mustadi (2017) entitled "Development of Reflective-Picture Storybooks to Improve Democratic Character of Grade V Elementary School Students" showing that reflective picture storybook media is effective in improving students' democratic character. Wijayanti (2017) added the research title "Development of reflective picture storybook to improve social self-concept and character of responsibility of grade IV elementary school students in Bantul District" in addition to being effective in improving the character of responsibility, reflective picture storybook media can also improve the social self-concept of elementary school students. Based on the results of the study, it is increasingly convincing that sociocultural-based reflective picture storybook media is feasible and effective, therefore it needs to be developed to improve character and other skills. Based on several relevant research studies above, there are differences with this study. This study develops a sociocultural-based reflective picture storybook media to improve social skills and reading character of fourth grade students. The media developed in this study is a sociocultural-based reflective picture storybook, where the story presented will be adjusted to the surrounding socioculture equipped with a reflective story that

functions to improve social skills and students' reading character. In addition, the story is equipped with interesting picture illustrations and the reflective sheet can be used by students to assess and reflect on the social skills and reading character of the students themselves.

METHOD

This type of research is research and development. The purpose of this study is to produce sociocultural-based reflective picture storybook media to improve social skills and reading interest of fourth grade elementary school students. This study refers to the ADDIE development model from Dick and Carry (1996). This ADDIE development model is taken through 5 steps, namely:

Analysis, namely conducting a needs analysis. Identifying problems, identifying products that are in accordance with targets, thinking about the product to be developed. Design, the design stage is the stage of designing the concept of the product to be developed. Development, development is the process of making the design a reality. Implementation, implementation is a product trial as a real step to implement the product we are making. Evaluation, namely the process of seeing whether the product made is successful, in accordance with initial expectations or not.

The ADDIE development model was chosen because in its implementation, the research and development steps are carried out systematically and always refer to the results of the previous steps so that in the end a feasible product is obtained. The procedure for developing a sociocultural-based reflective picture storybook to improve social skills and reading interest in grade IV elementary school students throughout Brebes Regency refers to the ADDIE steps described in the following chart: The research stages with ADDIE in the image above can be described as follows:

Analysis

A preliminary study was conducted to assess the problems and potentials within schools, aiming to identify alternative solutions or develop existing strengths. The initial data collection process focused on gathering relevant information regarding the need for developing sociocultural-based reflective picture storybook media to enhance students' social skills and reading interests. This data was collected through several methods: interviews were held with grade IV teachers from SD Limbangan 02, SD Limbangan 03, and SD Sutamaja 03, alongside observations of the literacy program for grade IV students. In addition, need analysis questionnaires were distributed to both students and teachers at these schools. Furthermore, an analysis and literature review were conducted to explore theories that could support the development of sociocultural-based reflective picture storybook media aimed at improving students' social skills and fostering greater reading interest.

Data Collection Techniques and Instruments

The data collection techniques used in this study include interviews, questionnaires, and observation. First, structured interviews were conducted with teachers and fourth-grade students from elementary schools across Kersana District. The purpose of the interviews was to analyze and follow up on the needs of the participants, providing in-depth information on the feasibility and effectiveness of the media being developed. Second, two types of questionnaires were employed. The student needs questionnaire aimed to explore and determine the students' interests and potential, offering insight into the demand for the book media to be developed. The second questionnaire, focusing on teacher and student responses, was used to assess their feedback on the use of sociocultural-based reflective picture storybook media in learning. Finally, observation was carried out as another data collection technique, where the researcher directly observed the object or phenomenon of

interest. This approach allowed for the gathering of primary data from real-life situations or behaviors occurring in the field, without researcher intervention.

Data Analysis Techniques

The data obtained from the research, both qualitative and quantitative, were analyzed using various techniques. Qualitative data, derived from interview results, were described to address issues related to character, social skills, and media needs. Quantitative data, including scores from student and teacher responses, expert validation scales, social skills assessments, and reading interest scales, were processed through several stages. In the preliminary data analysis, interviews, questionnaires, and literature reviews were conducted to identify the needs. For product feasibility, quantitative data from expert assessments of the sociocultural-based reflective picture storybook media were collected, tabulated, and analyzed using score scale conversion before being transformed into qualitative data. Teacher and student response scales were analyzed by calculating the average scores for each indicator, converting them into qualitative data, and comparing them with conversion guidelines. To test the effectiveness of the media, a t-test was used after conducting normality and homogeneity tests. The normality test, using the One-Sample Kolmogorov-Smirnov test, and the homogeneity test, using the Levene test, were performed on reading interest and social skills data. The t-test was applied to compare social skills and reading interests before and after treatment, with both Independent Sample t-test and Paired Sample t-test used. Additionally, observation data on social skills and reading interest were categorized into qualitative criteria (very good, good, sufficient, lacking, and very lacking). Lastly, an ANOVA hypothesis test was performed to evaluate the effectiveness of the media in enhancing reading interest and social skills, contingent upon meeting the assumption tests..

FINDINGS AND DISCUSSION

Research Results

The result of this study is the ADD development model which is actually taken from the ADDIE development model. This ADD development model is used for the development of Sociocultural-based Reflective Picture Book media. The development stages used are systematic and easy to understand. There are three stages in the ADD development model, namely: 1) analysis, 2) design, 3) development.

Analysis

The first stage in the ADD development model is to analyze the need for product development. In this study, the product developed is a learning media using a Sociocultural-based Reflective Picture Book to improve Social Skills and Reading Interests of Grade IV Elementary School Students in Kersana District, Brebes. Based on the results of observations conducted by researchers, there are several things that are the basis for developing this Reflective Picture Book application, including:

Needs Analysis

Based on the observations made, it is known that in the learning process, teachers have not developed learning media when teaching. Teachers only use methods, media and learning resources provided by the school. In addition, students also expressed that they admitted to being bored with monotonous learning using the lecture method. This reason shows that there is no media related to effective learning activities and is routinely used. In addition, in the learning process, students still always need teacher guidance. So that learning motivation in this case, students' interest in reading is still very lacking.

Analysis of the learning process or curriculum

Based on observations conducted by the author, it shows an in-depth analysis of the learning process and curriculum. The sociocultural approach used prioritizes local social and cultural interactions as the basis for learning. This media integrates social and cultural values that are relevant to students' daily lives, such as stories and illustrations that reflect the local

culture of Brebes. In the learning process, this media encourages social skills such as effective communication, empathy, and the practice of moral values through discussion and cooperation between students.

In addition, this Reflective Picture Book functions to increase students' interest in reading by presenting interesting stories that are connected to their experiences. This supports integrative thematic learning in the elementary school curriculum, where the media is a tool to connect various subjects such as Indonesian, Social Studies, and Pancasila Education. This media also provides interactive learning experiences through visualization and reflection activities, which help students develop critical attitudes and decision making.

In terms of evaluation, a curriculum that supports process-based assessment is implemented through observation of students' social interactions and analysis of the results of their reflections on the stories in the media. This study concludes that the Reflective Picture Book is not only in accordance with national curriculum standards, but also contributes to the development of students' social and literacy skills in a sociocultural-based environment

The assessment in this study uses an authentic assessment approach, where teachers monitor the development of students' social skills and reading interests through direct observation, learning outcome portfolios, and students' written reflections. With this method, the curriculum implemented does not only focus on academic learning outcomes, but also on the development of students' personality and social competence.

The results of the study indicate that the sociocultural-based Reflective Picture Book is able to meet students' learning needs in a local context while still referring to the national curriculum. This media supports inclusive learning that empowers students through the introduction of local culture, strengthening literacy, and character building. Thus, this study provides a significant contribution to the development of innovative learning models at the elementary school level, especially in improving students' social skills and reading interests.

Table 1. Thematic Learning Completion of Class IV At Elementary Schools in Kersana District, Brebes

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	1	0.8	0.8	0.8
45.00	2	1.6	1.6	2.3
50.00	4	3.1	3.1	5.4
55.00	15	11.6	11.6	17.1
60.00	24	18.6	18.6	35.7
65.00	15	11.6	11.6	47.3
70.00	20	15.5	15.5	62.8
75.00	20	15.5	15.5	78.3
80.00	10	7.8	7.8	86.0
85.00	13	10.1	10.1	96.1
90.00	4	3.1	3.1	99.2
95.00	1	0.8	0.8	100.0
Total	129	100.0	100.0	

Based on the table above, it is known that the mean (average) of respondents (students) obtained a score of 68.4496. From these results, it shows that classically the results are still below the KKM (77). While the median to measure the centralization of data, which is the middle location of a group of numbers in a statistical distribution, obtained a score of 70.00.

Table 2. Recapitulation of Thematic Learning for Class IV at Elementary Schools in Kersana District, Brebes

N	Valid	129
	Missing	0
Mean		68.4496
Median		70.0000
Std. Deviation		11.26385
Minimum		40.00
Maximum		95.00
Sum		8830.00

The mode used to measure central tendency, which is the central location of a group of numbers in a statistical distribution, obtained a score of 60.00. The standard deviation obtained a score of 11.26385, which means that the distribution of data is homogeneous or less varied. From these data, the author can describe the Normality Test and T Test using the SPSS series 23 program as follows:

Normality Test

The basis for decision making in the Normality test is as follows: (a) if the value (sig > 0.05), then the data is normally distributed, (2) if the value (sig < 0.05), then the data is not normally distributed.

Table 3. Normality Test of Learning Outcomes Before Using Augmented Reality Learning Media

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
N	0,130	129	0,000	0,971	129	0,008

Based on the table above, it can be explained that the significance value in Shapiro-Wilk is 0.008. Therefore, based on the Normality test for learning before using the Reflective Picture Book learning media, it is not normally distributed because the Sign value (0.008) is smaller than 0.05.

T-test

Basis for Decision of Sig. value. if the sig value (2 tiles) < 0.05, then Ho is rejected, if the Sig value (2 tiles) > 0.05 then Ho is accepted. The following researchers present the results of the Normality Test in table 4.5. below:

Table 4. T-Test of Learning Outcomes Before Using Reflective Picture Book Learning Media

Test Value = 77						
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
N	68,264	128	0,000	6769,96124	6573,7311	6966,1914

Based on the table above, it is known that the Sig (2tiled) value is 0.000 < 0.05, so in accordance with the basis for making the decision above Ho is rejected. Thus it can be interpreted that the average assessment of material validation is not the same as the value of 75. Meanwhile, if you look at the comparison of t count with t table, then the t table obtained is 68.264 > 3.1512, so the researcher can conclude that the value of learning outcomes before using the Reflective Picture Book learning media is not the same as the value of 75. Based on the data above, the conclusion is that grade IV students of Elementary Schools in Kersana

District need an instrument or model to improve social skills and increase reading interest in grade IV Elementary School students.

User analysis

The development of Reflective Picture Book learning media in Civic Education subjects is intended to make it easier for teachers to deliver learning materials in class. Almost all teachers in Public Elementary Schools in Kersana District can operate computers or laptops and use media, although they are able to operate computers, teachers still use the lecture method so that it is less interesting. The characteristics of grade IV students have a great curiosity and need things that are always new to attract attention. Therefore, in its development, researchers designed the appearance of the Reflective Picture Book with interesting and interactive content so that students are interested in focusing on the contents of the reading.

Analysis of Learning Facilities and Infrastructure

Based on the descriptions above, the researcher developed a learning media or Reflective Picture Book with the hope that the media can increase students' interest in reading on the subject of social skills on the theme of Caring for Living Things, subtheme Come on, Love the Environment. In its use, the Reflective Picture Book learning media is combined with learning in class and outside the classroom. This aims to ensure that students can understand the material presented with the learning media in their class and so that the learning material can be well received by students to build and discover their own knowledge. With this, it is hoped that it can improve students' social skills and interest in reading in the Civic Education subject on the theme of Caring for Living Things with the subtheme Come on, Love the Environment. In addition, the Reflective Picture Book learning media is considered to be able to provide a fun and more effective learning experience.

Design

At this stage, the product design remains conceptual, laying the foundation for the development process in the subsequent stages. The design includes several key components: First, media selection focuses on choosing learning media that enhances interactivity and engagement by displaying virtual objects within the real world, offering a more captivating and meaningful learning experience. The media selected includes images that depict realistic objects, interactive features, and diverse material content. Next, the format selection involves creating the Reflective Picture Book learning media in the format of a picture book, centered on the theme "Caring for Living Things" with the subtheme "Come on, Love the Environment." This format is aligned with the basic competencies being taught in Civic Education, specifically aimed at increasing students' reading interest. The preparation of questions and answers is done separately from the picture book framework, based on the theme and subtheme, with questions designed for grade IV students to help identify the implementation of obligations and rights as citizens in everyday life (KD 3.2). Finally, the Reflective Picture Book media design involves planning and developing tools to convey information effectively. The design aims to support the learning process in an interactive and engaging manner, tailored to students' needs, while also analysing and refining both physical and non-physical systems to optimize future learning experiences.

Development

Development is the stage of realizing what has been created in the design stage to become a product. The final result of this stage is a product that will be tested. At this stage, the media that has been created is also checked and validated by media experts and material experts so that it can be used in the learning process. The following are the stages of development:

Product Manufacturing Stages

This stage begins with preparing the equipment and materials used in making the Reflective Picture Book learning media. Hardware in the form of a laptop and mouse; software in the form of Blender 3D, Unity, Vuforia software, Pancasila and Citizenship Education textbooks for grade IV, and images. After completing the preparation of the equipment and materials needed, the next stage is the process of making learning media. The first step taken at this production stage is to create a model of the image from the predetermined theme. Next, enter the image models into the appbookcreator, then create a description. After finishing, continue to make the image more real, starting with selecting the material image then adjusting it with the color and writing features. After that, create each section in the book section. At this production stage, the developer adjusts the material to the learning media script based on the syllabus in effect at the research location, so that the material is useful and systematic.

Product Trial Stages

The next stage is a trial process involving material experts and learning media experts. After that, an evaluation is carried out on the feasibility of the Reflective Picture Book learning media that has been developed. The evaluation is carried out through several stages of trials with students, including individual trials, small group trials, and field trials. The results of this series of trials are used to refine the final product of interactive learning media by taking into account input and revisions from material experts, learning media experts, and students.

Product Revision Stages

After the product goes through the validation stage and based on comments and suggestions from the validator, the researcher revised the product. The purpose of the product revision is to fix the deficiencies of the product so that it can be tested on students. Based on the results of the material and media validation test, it can be concluded that the Reflective Picture Book learning media product developed is valid and can be tested on students with minor revisions.

Analysis of Feasibility and Effectiveness of Reflective Picture Book

Data analysis aims to assess the feasibility and effectiveness of learning media. The assessment of the feasibility of this media is carried out using data from an evaluation questionnaire filled out by learning media experts and learning material experts.

Analysis of Expert Validation Feasibility Data for Learning Materials

Validation of learning material experts is an assessment process carried out by an expert or specialist in a particular field to ensure that the learning materials prepared are in accordance with the objectives, relevance, accuracy, and learning needs. This process aims to ensure the quality of the material so that it can be used effectively in supporting the teaching and learning process.

Table 5. Expert Validation of Material Development of Reflective Picture Book Learning Media

Assessment Aspects	Validator			Total Score	Skor Maks	Presentase (%)	Information
	1	2	3				
Material	37	36	37	110	117	94%	Very Valid
Linguistics	19	18	19	56	60	93%	Very Valid
Total				166	177	93%	Very Valid

Based on the table of results of the material/content validation test above, the final score was 166 out of a maximum score of 177 with a percentage result of 93% with a very valid category. The details of each aspect of the assessment criteria are the material aspect with learning outcomes obtained a score of 110 out of a maximum score of 117 with a percentage result of 94% with a very valid category. The linguistic aspect obtained a score of 56 out of a maximum score of 60 with a percentage result of 93% with a very valid category.

From these results, it can be concluded that the Reflective Picture Book learning media in Civic Education learning with the theme of Caring for Living Things is very valid/worthy of being tested on students.

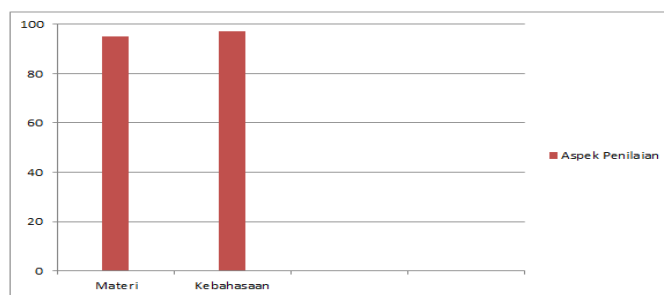


Figure 1. Bar Chart of Expert Material Assessment Results Data

Analysis of Validation Feasibility Data of Learning Media Experts

Media validation is an evaluation process carried out to assess the feasibility and effectiveness of a media before it is used in learning or delivering information. This process aims to ensure that the designed media meets quality standards, is relevant to its intended use, and is able to support the learning or communication process optimally. Media validation also aims to provide information input and evaluate the developed learning media. If the Reflective Picture Book learning media product that is developed is declared unfit or fit according to revisions and suggestions, then improvements need to be made according to the suggestions that have been submitted by the experts, and if it has been declared fit by media experts and material experts, the Reflective Picture Book learning media can be used for the next trial stage.

Table 6. Expert Validation of Media Development Reflective Picture Book Learning Media

Assessment Aspects	Validator			Total Score	Skor Maks	Presentase (%)	Ket.
	1	2	3				
Appearance	23	23	23	69	75	92 %	Very Valid
Media Content	18	19	19	56	60	93%	Very Valid
Language	14	14	14	42	45	95%	Very Valid
Practicality	9	9	9	27	30	92%	Very Valid
Total				194	210	92%	Very Valid

Based on the table of media validation test results above, the final score was 194 out of a maximum score of 210 with a percentage result of 92% in the very valid category. From these results, it can be concluded that the Reflective Picture Book learning media is very valid for use by students.

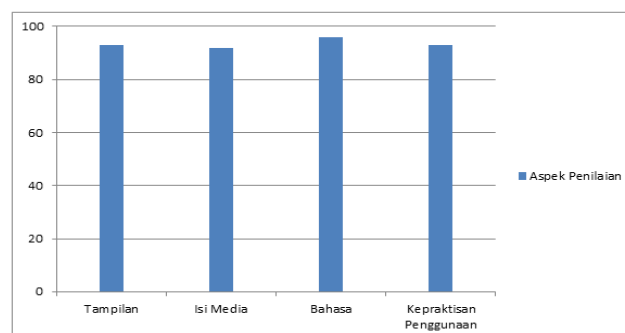


Figure 2. Bar Diagram of Data from Media Expert Assessment Results

Analysis of Question Reliability Test

The reliability test of the question items, conducted on 20 valid questions, yielded a reliability statistic of 0.793, indicating that the questions had high reliability. In this study, pre-test and post-test questions were administered to students in both the experimental class (grade IV of Limbangan 01 State Elementary School) and the control class (grade IV of Limbangan 03 State Elementary School). In the experimental class, the data showed that out of 35 students who took the pre-test, only 5 students met the completion criteria, with an average score of 55.74 and a learning completion percentage of 14%. In contrast, after the post-test, 29 students met the completion criteria, achieving an average score of 74.28 and a learning completion percentage of 83%, with only 6 students failing to meet the criteria. This reflects a significant improvement, with the percentage of students meeting the learning completion criteria increasing by 69%.

In the control class, the pre-test results revealed that 5 out of 33 students met the completion criteria, with an average score of 56.67 and a learning completion percentage of 15%. After the post-test, 26 students met the completion criteria, achieving an average score of 69.39 and a learning completion percentage of 78.8%, with 7 students failing to meet the criteria. This improvement shows a 63.8% increase in the completion percentage, indicating that while the control class also saw progress, the experimental class showed a more significant enhancement in learning outcomes.

Analysis of Students' Reading Interests

The results of the Reading Interest analysis were carried out by filling out a questionnaire by students. The questionnaire was filled out before and after using the Reflective Picture Book learning media. From the results of the analysis carried out, after using the reflective picture book media, it can be concluded that students' interest in reading has increased.

Validity in a questionnaire is the extent to which a questionnaire or data collection instrument can measure what it is supposed to measure. Validity ensures that the items in the questionnaire are relevant and able to describe the concept or variable being studied. Describes how well the questionnaire is structured in relation to the measurement scale being measured. A good questionnaire must be able to measure how clear the criteria to be targeted are. Before being distributed to respondents (students), the questionnaire is first tested by content experts to assess whether the items in the questionnaire cover all aspects or dimensions of the concept being measured. Usually done by involving experts to assess the suitability of the questionnaire content so that researchers can identify deficiencies in the construction of the questionnaire that has been prepared.

Analysis of Students' Social Skills

The results of the Social Skills analysis were carried out by filling out a questionnaire by students. The questionnaire was filled out before and after using the Reflective Picture Book learning media. This was used to determine students' social skills in their relationships in the classroom, especially in Pancasila and Citizenship Education learning on the theme of Caring for Living Things with the subtheme Come on, Love the Environment.

Validity in a questionnaire refers to the extent to which the instrument is able to measure what it is intended to measure. Validity ensures that each item in the questionnaire is relevant and in accordance with the concept or variable being studied. This indicates the quality of the questionnaire in representing the intended measurement scale. An effective questionnaire must be able to clearly measure the criteria that are the objectives of the study. Before being given to respondents (students), the questionnaire is first tested by content experts to ensure that all items cover aspects or dimensions of the concept being measured. This process involves experts to assess the suitability of the questionnaire content, so that researchers can identify and correct deficiencies in the preparation of the questionnaire.

Based on the results of validation by Expert Judgment of the questionnaire content, the overall assessment results for the statements/assessment aspects were found to be satisfactory, meaning they were included in the "good/valid" category, with the statement that the questionnaire may be used with minor revisions.

CONCLUSIONS

The analysis of teacher and student needs for learning media in Pancasila and Citizenship Education on the theme of "Caring for Living Things" and subtheme "Come on, Love the Environment" using Reflective Picture Book learning media for grade IV elementary students includes student needs analysis, user analysis, and facilities and infrastructure analysis. The design of the learning media development includes media selection, format selection, preparation of questions and answers, and designing the application media. The feasibility of the learning media, based on validation from three experts, showed a material validation of 93% and a media aspect validation of 92%. The effectiveness of the learning media was demonstrated by the significant improvement in the experimental class, where student learning outcomes increased from 14% in the pre-test to 83% in the post-test. Additionally, observations indicated noticeable improvements in students' social skills, further confirming the effectiveness of the Reflective Picture Book learning media.

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