

## The Development of Heroes Story Book as the Social Science Studying Source for Fifth Grade of Elementary School

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### Abstract

*This research is aiming for developing Social Sciences Studying Sources on Elementary School. This research uses research method and research procedure development using Dick and Carey model which has 10 stages, they are : 1) needs and learning objectives analysis; 2) Doing Learning analysis. 3) Trainer and environment analysis. 4) formulate Goals for work. 5) Developing Instrument. 6) Learning strategy development. 7) developing and selecting Learning materials. 8) Doing Formative evaluation. 9) Doing Learning Revision. 10) Designing and Doing Sumatif Evaluation. The instrument of this research uses angket to determine the feasibility of media in terms of expert validation and field trials and the next instrument is test to measure the student's Tolerance. Evaluation held by 3 steps : the first is expert judgement which is conducted by media experts and social sciences materials. The second step is done by evaluating small group with 10 students. The result of the test stated that the source of Learning in the form of a Hero Storybook worthy of use. To see the effectiveness of product developed continued with field group test with 25 student. T-test analysis results show differences in learning outcomes between pre-test and post-test. From the average score, indicating that Learning resources developed is effectively used for the improvement of Student's Understanding in Social Science learning in Elementary School.*

**Keywords:** Story book, Social Sciences, Studying Sources.

### 1. Introduction

Indonesian national education serves to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, and aims to develop the potential of Student to become human beings who believe and cautious to the God who is Omnipotent, Noble and become democratic citizen and to be responsible.

Law number 20 of 2003 article 36 on the national education can be realized through the development of a curriculum based on national education standards. This national education standard is improved periodically and planned. Continuous improvement of curriculum is done in order to make the National education system always relevant and competitive. The 2013 curriculum is one of the result of the improvement effort and implemented by all levels of education, including Elementary School (SD/MI)

Based on the description, there are 3 main thoughts that are contained in our education system, they are : 1). Conscious and planned effort, 2). Realize the learning atmosphere and learning process so that students are

able to develop their potentials actively. 3). have spiritual strength of self-reliance, self-control, personality, intelligence, noble character, and skills needed, people, nation and state. These three things can only be achieved in the process of learning in the classroom, which is done between educators and learners as the object of learning. Along with the development of education in Indonesia requires innovation in various aspects, one of them in the source of learning. Learning resources as the main support of students' learning to understand the material especially in Elementary School becomes an object to be studied because the source of learning is an important part in the realization of effective learning.

In developing student's Learning Sources so the educator should prioritize aspect of newness adjusted to the times. Like the curriculum currently being used is the 2013 curriculum which is more emphasized on the development of character education. Based on the result of observation and interview which held on October, 2017, at some Elementary School gugus Ki hadjar dewantara, located in Jumapolo, Karanganyar regency, the Researcher found some problem from the teacher, in conveying social science material especially related to the history such as colonial events in Indonesia, the teacher difficulties in transferring the concept understanding to

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the student, therefore Source of learning that allows students to understand the concept matter is much needed. Problems in terms of students are, mostly Fifth Grade of Elementary Student have a low interest in reading Social Science Books, student arent interested in reading Social Science book because, uninteresting and boring, too much rigid words, colorless and has no interesting pictures.

Low reading enthusiasm of student especially related with history on the subject Social Science make the Researchertry to make innovation in order to make student have more enthusiasm on reading and understanding the concept of material which is related to the history, because the history of indonesian is very important to learn. History is an important event bounded by time and space gaps, so that it can only be learned through documents, videos or historical relics. Therefore, the availability of learning resources to teach the concept of history is very limited. Although the technology is getting easier to obtain information, however, for learning resources in history learning is still limited, especially in the form of stories.

Flexible learning resources can be used in learning process of Social Science subject related to the history, one of them is book that lent by the school and some learning resources in the form of images of heroes are still unable to explain the concept of history, moreover, the Social Science subject related to the history on the fifth grade of Elementary School is much, but nowadays still a lot of weaknesses found in the Social Science Book, because of too much material so the material packaging of book, becomes uninteresting, cover, pictures and the storyline of the book is the important things to influence the reading enthusiasm of the student to the Social Science Book.

Book, is a learning resource that is easy to use by the student, if the reading enthusiasm of the student is low, it will cause an impact on students ability to understand the Social Science Material. So that the Researcherdesigning an innovation of student learning resources in form of the story development which is packaged in the form of a storybook with pictures. With the development of learning resources shaped storybook, it is expected to solve the problems that occur, students can be more enthusiastic in reading and understanding the history of the struggle of the indonesian nation, and student can learn to imitate the character, exemplary of the heroes who come from various regions in the territory of indonesia. Social science reading in the form of stories more popular with students according to the opinion of Rahmanto that Stated that Elementary school students aged 10 to 12 years, love stories.

Learning through story stimulus along with pictures can foster a deeper understanding of material, meaningful and can connect the material with daily life can provide meaningfulness of students in learning and raises the motivation to want to know more about the material being studied. The contained story in the form

of a series of historical events grooved is expected to increase the interest of students in reading and understanding the contents, and expected to appreciate the events told in the story book. Based on the October 2017 requirement analysis, besides problems from teachers and students, the researcher also found one of the KD in Fifth Grade that was considered difficult for students to understand, namely the Nationality event of colonial period, the nationality event about the proclamation of independence and the event of independence. Because the material is still difficult to understand, it is necessary to have a clearer picture by developing the story along with drawings on the occurrence of foreign colonization in Indonesia.

Colonial history material in Indonesia is very important learn and understood by students so that students are able to appreciate what they have as a nation. How great the heroes struggle to seize independence. The sacrifice of wealth and life, all must be realized, respect and make an example in life. Students can learn the experiences of heroes in the struggle for independence, students learn from experience not only from their own experience but need to learn from the experiences of previous generations, by studying history can develop potential, reduce mistakes on self, and imitate and develop good experiences, thus, in living a life of unfounded trial and error, but must try to avoid the same mistake a second time to create a meaningful life. Based on the results of international research conducted by the Global Institute and the Program for International Student Assessment (PISA) refers to a conclusion that the achievement of learners in Indonesia is lagging and underdeveloped. Also supported by UNESCO (United Nations Educational, Scientific and Cultural Organization) survey shows that Indonesia has the lowest reading interest in ASEAN. therefore the need for awareness by all parties not only from the school environment but all education stakeholders, all Indonesian people must participate responsibly in the advancement of education in Indonesia.

Associated with the progress of Indonesian education, unseparated from the common problems it's the low reading habits in the elementary school's students. Especially the book of social science for history material. In the elementary stage the reading habits of the children still low. Low reading culture of the Indonesian society resulting in less development science and technology in Indonesia. Surveys ever done by Badan Pusat Statisti (BPS) in 2012 noted, the children reading ability of the elementary school students in Indonesia ranked 26<sup>th</sup> of the 27 surveys country. That fact is reinforced with the research result *programme for international student assessment* (PISA) in 2015, indonesia ranked 26 from 76 participants country. That research conclude that the indonesian children reading ability ages 9-14 years old at the bottom. Measured by *programme for international student assessment* (PISA) that state the student ability to

take some text. Ability to interpret the text and the ability to process and give the meaning of the text.

Interact with many kind of text includes biography of historical fiction, legends, poetry, and brochure can increase the reading performance of the students. Besides, statistic data UNESCO 2012 that mention the interest reading index in Indonesia just reached 0,001. Its mean, every 1000 society just one person that has interest in reading. Research result of PISA strengthen 3 years surveys Badan Pusat Statistik (BPS) that mention the children reading interest in Indonesia only 17,66%, while the rest prefer watching. Based on BPS's Data, the amount of time that the children in Indonesia for watching television is 300 minutes per day. This amount is too big to compare with the children in Australia is only 150 minutes per day and in America only 100 minutes per day. While in Canada is only 60 minutes per day.

Based on the problems above comes the idea of the researchers to make the hero's story book which is completed with the figure pictures and the colourful historical events, interesting, along with grooved story to give the opportunity for the student to imagine, as well emerge a variety of emotions related with historical material of the colonialism in Indonesia.

Some use the picture book as a source of reading for elementary students "gave 3 conclusion that the book product with the picture is effective enough to interest the students in learning. Constrains are the lessons of the books and the lessons of variations of the pictorial story books. And the solution to overcome the existing constraints is the teachers' reproduced the pictorial story book by doubling it that is the teachers looking for the variation of other stories in the internet. In that research the story books contain is the story of daily life. Next, research which is conducted by Noor Alfu Laila and Yati with the title "the influence of storybook media usage on reading ability of 4th grade madrasah ibtidaiyah student in Banjarmasin" which conclude there is a significant difference between experimental student learning outcomes that teach using the book media with result of learning the control class student that teach with conventional learning model. Learning using book conventional model. The same result conducted by yosephine putri rosary, dkk with the title "application of story-assisted media story book to improve moral behavior" stated that there is the improvement on the cycle 1 around 63,60% become 83,60% on cycle 2 This book is an appreciation of the story of the story telling story.

The story book in the development of learning sources of social science research has a newness value of the relevant research that has done it is learning sources product in form of story book created containing material that connected with the social science subject on curriculum 2013 and adjusted with the characteristic growth of the 5<sup>th</sup> grade students of elementary school. Researcher designing a book contains the story about the colonialism history in Indonesia, through the story

development completed with the pictures, expected the student able to increase reading enthusiasm of the student toward the social science book, And more understanding concept about colonialism in Indonesia. Content I this story book development is designed with adjusted student age of growth, besides its also completed with pictures and interesting colour and understandable language for the students. So that can increase the spirit of student in reading and understanding it.

## Theoretical

### *Learning Resources*

Learning resources are a major component that can not be separated from the learning process. Learning resources have two meanings based on the process, it can be interpreted narrowly and widely. According to Sujana and Rivai, the narrow learning process is through books or other printed materials, while the wide learning process is any effort that can be utilized and used for the learning process either directly or indirectly, in part or in the whole process. Learning resources are sources in the form of data, objects or information that helps teachers and students in achieving learning objectives. Learning resources are not limited to physical objects such as radio, newspapers, rice fields, rivers and so on, but can be events that occur around us, and learning resources can also be a medium of learning.

### *Social Sciences in Elementary School*

In primary education, the teaching of social science is limited to social phenomena and problems that can be reviewed through geography and history. It also examines the symptoms and social problems in daily life of the learners that exist in the environment of them. On the contrary, in the middle and higher education level, the weight and breadth of the material studied is sharpened by various approaches to the facility to train students' mind power and reason in a sustainable manner. On the contrary, in the middle and higher education level, the subjects studied will be more difficult and broader, learners are also given additional knowledge with various approaches as a media for for learners to be able to think more critical to face the problems in reality.

Based on the study of the scope of social science on the substance of social science materials related to society as well as symptoms, problems, and social events about people's lives. Therefore, it is necessary to develop the teaching about the history material for the students in elementary school, especially in this research focusing on the historical material related to the colonialism in Indonesia, in order to describe the Indonesian situation in the colonial period, so that the students can interpret the struggle in achieving independence in Indonesia. In addition students are also able to make historical events

in Indonesia as a source of inspiration and motivation to address all the social problems in everyday life.

*Story book in Elementary School*

The story book is something that relates the lives of children. In addition, the book is a good learning resource for children to learn and enjoy reading. The storybook is a book that contains various stories accompanied by various images as supporting stories that help students understand the book. Through story books, it is expected that readers can easily receive information and description of the story to be conveyed. Through the story, students are expected to have an increased interest in reading, with attractive packaging, tailored to the stage of student development with language that is easily understood by students in elementary school, but also the packaging of the picture book itself presented in an interesting, colored form so that students are excited in reading it.

**Method**

Methods in this study using research and development. The research conducted is the making of learning resources by using the Story Book of Heroes on Social Science learning. The research procedure used is model research procedure using Dick and Carey model that has ten stages, namely: (1) Analysis of needs and learning objectives; (2) conducting learning analysis; (3) analyze the learners and the environment; (4) formulate performance objectives; (5) develop the instrument; (6) developing learning strategies; (7) developing and selecting learning materials; (8) carry out formative evaluation; (9) revision of learning; (10) design and implement summative evaluation.

The data used are qualitative and quantitative data. Qualitative data were obtained from requirement analysis, expert material test questionnaire, design expert test. Meanwhile, the quantitative data is obtained from the product trial, that is the field test. The research design used is one group pretest post test design (Sugiyono, 2008: 111). In this design, before the treatment is given first, students are given a pre test (and at the end of the student's learning is given a posttest. This design is used to determine the effectiveness of the product made.

**Result and Discussion**

The product developed in this research is the source of learning by using Hero Story Book on Social Science lesson in Elementary School, learning resource designed using Adobe Photoshop CS6 application for illustration drawing for story, so that students are more interested and happy in reading the story. Researchers perform the stages of analysis of the need to find information appropriate learning media to be developed, after the results of needs analysis obtained then the researchers

compile the manuscript of the product designed in accordance with the material that has been formulated. Materials collected from proven sources so that the learning resources are ready to be designed and developed.

After the source of learning is developed, then proceed with validation by one expert Social Sciences and one expert of learning media. Validation is done to obtain an assessment of the source of learning the story book of the hero. The results of the assessment of the validation by the material experts can be seen in the table below.

**Table 1** Results of the assessment of the validation by the material experts

Aspects	Average score
Feasibility of Content	3,75
Material Development	4,00
Final score	3,875

The result of the assessment by the Social Sciences expert on the content feasibility aspect has an average of 3.75 with the criteria of "excellent", for the aspect of developing the material with a valuation of 4.00 with the criteria of "excellent". So that final score of feasibility of interactive learning media is 3,875. It can be argued that the development of a learning resource for a hero's book on Social Science is beneficial. Furthermore the results of media expert validation can be seen from the table below.

**Table 2** Media expert validation

Aspects	Average score
Feasibility of Content	3,80
Material Accuracy	3,70
Display Assessment	4,00
Language and Readability Assessment	3,85
Total	3,83

The result of media expert validation showed that the content feasibility aspect obtained an average score of 3.80 aspects of material accuracy earned an average of 3.70, the average value of the average score of 4.00, the language assessment and the readability score of 3.85. So the final score of the feasibility of interactive learning media is 3.83 can be said that the source of learning by using the Story Book of Hero on Social Science learning is useful.

After the media is validated by the material experts and media experts then do a Small Group Try-Out Trial involving ten students in grade 5 of elementary school. The results of Small Group Try-Out trial can be seen in the table below:

**Table 3** Try-Out Small Group Trial

Aspects	Average score
Likes	4,00
Understanding	3,90
Book cover	3,80
Final Score	3,95

Based on the results of Small Group Try-Out trials the results with the average for the aspect of likes is 4.00 with the criteria of "very good", On the Aspect of understanding has a value of 3.90 with the criteria "very good". In the aspect of display of interactive learning media has an average value is 3.80 with the criteria of "very good". So the final score of the feasibility of interactive learning media is 3.95. it can be said that learning resources using Hero Story Books on Social Science learning are worthy of use from the results of Small Group Try-Out trials.

Final test after Expert validation stage and Small Group Try-Out trials and repairs, Field Try-out trials with peseta 30 students, the results of this trial are presented in the table below:

**Table 4** Field Try-out test

Aspects	Average score
Likes	3,90
Understanding	3,85
Media view	3,92
Final score	3,89

The results of Field Try-out test results obtained with average results for aspect likes to have a value of 3.90 with the criteria of "very good", on the aspect of understanding get a value of 3.85 with the criteria of "very good", on aspects of media display earned a value of 3.92 with the criteria "very good". So the final score of the feasibility of interactive learning media is 3.89. it can be said that the development of the learning resources of the Story Book of Heroes on Social Science learning is worthy.

**Table 5** Result of Assessment of Effectiveness Test

	Pretest	Posttest
Minimum Score	5.67	7.00
Maximum Score	8.50	10
Average Score	7,08	8.5
Increase	1.42	

At the value of pretest there is an average value of 7.08 after the use of learning resources Hero Story Book on Social Science learning average score to 8.5 occurs an increase of 1.42. the minimum pretest score of 5.67 rises to 7.00 and the maximum posttest score of 7.00 rises to 10. This indicates a significant increase in the students' ability to understand Social Science materials. In the test of significance using the t-test two samples relating to Pretest and PostTest showed t-count = 9.01 consulted with t-table (a = 0.05: 30) of 1.696 indicating that there is a significant difference between pretest score and score post test.

Based on the t-test results, the learning resources of the Story Book of Heroes on Social Science learning have a high effectiveness because by using the learning

resources of the Story Book of Heroes on Social Science learning there is a significant increase in learning outcomes. Learning activities using learning resources can facilitate teachers to deliver learning materials so that the achievement of learning objectives (Sumantri, 2015; Sumantri & Rachmadtullah, 2016).

**Conclusion**

Based on the stages of research and development, the conclusions in this study are as follows:

- 1) The learning resources developed in this study proved to be valid, practical, and have a potential effect on student learning outcomes in Social Science lessons in Elementary School.
- 2) The use of learning resources developed can increase students' reading interest on the history of colonialism in Indonesia.

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