



New Trends and Issues Proceedings on Humanities and Social Sciences



Volume 5, Issue 5 (2018) 100-107

www.prosoc.eu

ISSN 2547-8818

Selected Paper of 7th International Conference on Education (IC-ED-2018), 28-30 June 2018, BAU International Berlin
University of Applied Sciences, Berlin – Germany

Development of social science-based learning resources of hero's books in elementary school

Elinda Rizkasari^{a*}, State University of Jakarta, 10110 East Jakarta, Indonesia

Zulela MS^b, Department of Elementary Education, State University of Jakarta, 10110 East Jakarta, Indonesia

Muhammad Japar^c, Department of Social Education, State University of Jakarta, 10110 East Jakarta, Indonesia

Suggested Citation:

Rizkasari, E., Zulela, M. S. & Japar, M. (2018). Development of social science-based learning resources of hero's books in elementary school. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 5(5), 100–107. Available from: www.prosoc.eu

Selection and peer review under responsibility of Prof. Dr. Milan Matijević, University of Zagreb, Croatia

©2018 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

This research aims for developing social sciences studying sources in elementary school. This research uses a research method and research procedure development using the Dick and Carey model which has 10 stages. Also, angket is used to determine the feasibility of media in terms of expert validation and field trials and a test to measure the student's tolerance. Evaluation held by three steps: the first is an expert judgement conducted by media experts and social sciences materials. The second step is done by evaluating a small group with 10 students whose result showed that the source of learning in the form of a hero storybook is worthy of use. Finally, it was continued with the field group test with 25 students. *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 of social science learning in elementary school.

Keywords: Storybook, social sciences, studying sources.

* ADDRESS FOR CORRESPONDENCE: **Elinda Rizkasari**, State University of Jakarta, 10110 East Jakarta, Indonesia.
E-mail address: Elinda.r@yahoo.com Tel.: +62 21 4898486

1. Introduction

Indonesian national education serves to develop the ability and form the character and civilisation of a dignified nation in order to educate the nation's life, and it aims to develop the potential of student to become human beings who believe and be cautious with 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 realised through the development of a curriculum based on national education standards. This national education standard is improved periodically and planned. Continuous improvement of the curriculum is done in order to make the national education system always relevant and competitive. The 2013 curriculum is one of the results of the improvement effort and implemented by all levels of education, including elementary school (SD/MI).

Based on the description, there are three main thoughts that are contained in our education system, they are: (1). Conscious and planned effort, (2). Realise the learning atmosphere and learning process so that students are able to develop their potentials actively. (3). To 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 which requires innovation in various aspects, one of them is the source of learning. Learning resources as the main support of students' learning to understand the material especially in elementary school become an object to be studied because the source of learning is an important part in the realisation of effective learning.

In developing student's learning sources so the educator should prioritise aspect of newness adjusted to the times. Like the curriculum currently being used is the 2013 curriculum which is more emphasised 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 the student, therefore source of learning that allows students to understand the concept matter is much needed. Problems in terms of students are, mostly the 5th grade of elementary students have a low interest in reading social science books, students aren't interested in reading social science book because it's uninteresting and boring, too much rigid words, colourless and has no interesting pictures.

Low reading enthusiasm of student especially related with history on the subject social science makes the researcher try to make innovation in order to make the 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 recourses in history learning is still limited, especially in the form of stories.

Flexible learning resources can be used in the 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 of the 5th 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 are 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 researcher is designing an innovation of student learning resources in the 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 understand the history of the struggle of the Indonesian nation, and the 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 is more popular with students according to the opinion of Rahmanto who stated that elementary school students aged 10–12 years love stories.

Learning through story stimulus along with pictures can foster a deeper understanding of the material, meaningful and can connect the material with daily life that 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 storybook. Based on the October 2017 requirement analysis, besides problems from teachers and students, the researcher also found one of the KD in 5th grade that was considered difficult for students to understand, namely the nationality event of the 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 colonisation in Indonesia.

Colonial history material in Indonesia is very important to 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 realised, respect and make an example in life. Students can learn the experiences of heroes in the struggle for independence, students learn experience not only from their own experience but also need to learn from the experiences of previous generations, by studying history which 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) that refers to a conclusion that the achievement of learners in Indonesia is lagging and underdeveloped. Also, supported by United Nations Educational, Scientific and Cultural Organization (UNESCO) 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 also from 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 are still low. The low reading culture of the Indonesian society resulting in less development in science and technology in Indonesia. Surveys ever done by Badan Pusat Statistik (BPS) in 2012 noted, the children reading ability of the elementary school students in Indonesia ranked 26th of the 27 surveys country. That fact is reinforced by the research result of PISA in 2015, Indonesia ranked 26 from 76 participants country. That research concludes that the Indonesian children reading ability for ages 9–14 years old are at the bottom. Measured by the PISA that states 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 kinds of text includes a biography of historical fiction, legends, poetry and brochure that can increase the reading performance of the students. Besides, statistic data of UNESCO 2012 that mentions the interest reading index in Indonesia just reached 0.001. Its mean for every 1,000

society just one person has an interest in reading. Research result of PISA strengthens 3 years surveys of BPS that mentions that the children reading interest in Indonesia is only 17.66% while the rest prefer watching television. Based on BPS's data, the amount of time that the children in Indonesia spend watching television is 300 minutes per day. This amount is too big to compare with the children in Australia which is only 150 minutes per day and in America only 100 minutes per day. While in Canada it is only 60 minutes per day.

Based on the problems above comes the idea of the researchers to make the hero's storybook 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 of the researchers relevant related with the media of storybook that was done like Adapta research with the title 'pemanfaatan buku cerita bergambar sebagai sumber bacaan siswa SD' gave three conclusions that the book product with the picture is effective enough to interest the students in learning. Constrains are natural for the teachers like the availability of the pictures storybook are still a little bit and a lack of variations of pictorial storybooks. And the solution to overcome the existing constraints is the teachers reproduced their own pictorial storybook by doubling it that is the teachers looking for the variation of other story on the Internet. In that research, the storybooks contain is the story of daily life. Next, research which is conducted by Noor Alfu Laila and Yati with the title 'pengaruh penggunaan media buku cerita terhadap kemampuan membaca siswa kelas four madrasah ibtdaiyah di Banjarmasin' which conclude there is a significant difference between experimental student learning outcomes that teach using the storybook media with result of learning and the control class students that teach with the conventional learning model. Learning using book media is more effective to increase the ability of reading than with the conventional model. The same result conducted by yosephine putri rosary, dkk with the title 'penerapan metode bercerita berbantuan media buku cerita bergambar untuk meningkatkan prilaku moral' stated that there is an improvement on the sycle 1 around 63.60% that become 83.60% on sycle 2. This shows there is an increasement in the moral attitude of the children through the storytelling activity with the pictorial storybook.

The storybook 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 the form of storybook created containing material that connected with the social science subject on curriculum 2013 and adjusted with the characteristic growth of the 5th 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 being able to increase their reading enthusiasm towards the social science book, and more understanding concept about colonialism in Indonesia. Content I, this storybook development is designed with adjusted student age of growth, besides it's also completed with pictures and interesting colour and understandable language for the students. So that can increase the spirit of a student in reading and understanding it.

2. Theoretical

2.1. Learning resources

Learning resources are a major component that cannot 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 utilised 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.

2.2. 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 the 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 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.

2.3. Storybook in elementary school

The storybook is something that relates to 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 storybooks, 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, coloured form so that students are excited in reading it.

3. Method

Methods in this study using research and development. The research conducted is the making of learning resources by using the storybook of heroes on social science learning. The research procedure used is model research procedure using the Dick and Carey model that has 10 stages, namely: (1) Analysis of needs and learning objectives; (2) conducting learning analysis; (3) analyse 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 and 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 pre-test–post-test design (Sugiyono, 2008, p. 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 post-test. This design is used to determine the effectiveness of the product made.

4. Result and discussion

The product developed in this research is the source of learning by using the hero Story Book on social science lesson in elementary school, learning resource designed using Adobe Photoshop cs6 application for illustration drawing for the 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 of social sciences and one expert of learning media. Validation is done to obtain an assessment of the source of learning the storybook of the hero. The results of the assessment of the validation by the material experts can be seen in the table below.

Aspects	Average score
Feasibility of content	3.75
Pengembangan materi	4.00
Skor akhir	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 the 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.

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 storybook 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 10 students in the 5th grade of elementary school. The results of small group try-out trial can be seen in the table below:

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 the display of interactive learning media has an average value of 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 the hero storybooks 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:

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 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 storybook of heroes on social science learning is worthy.

Result of Assessment of Effectiveness Test

	Pre-test	Post-test
Minimum score	5.67	7.00
Maximum score	8.50	10
Average score	7.08	8.5
Increase		1.42

At the value of pre-test, there is an average value of 7.08 after the use of learning resources hero storybook on social science learning average score to 8.5 occurs an increase of 1.42. The minimum pre-test score of 5.67 rises to 7.00 and the maximum post-test 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 pre-test and post-test showed *t-count* = 9.01 consulted with *t-table* ($\alpha = 0.05: 30$) of 1.696 indicating that there is a significant difference between pre-test score and score post-test.

Based on the *t-test* results, the learning resources of the storybook of heroes on social science learning have a high effectiveness because by using the learning resources of the storybook 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 (Arsyad, 2014; Dallinger et al., 2016; Pellas, 2017; Sanjaya, 2012; Sumantri, 2016).

5. Conclusions

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 in the history of colonialism in Indonesia.

References

- Adipta, H., Maryaeni, M. & Hasanah, M. (2016). Pemanfaatan Buku Cerita Bergambar sebagai Sumber Bacaan Siswa SD. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(5), 989–992.
- Badan Pusat Statistik. *Kemampuan Membaca Anak Sekolah Dasar*. (Diakses www.bps.go.id, pada 6 Desember 2017).

Rizkasari, E., Zulela, M. S. & Japar, M. (2018). Development of social science-based learning resources of hero's books in elementary school. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 5(5), 100-107. Available from: www.prosoc.eu

Benny, A. & Pribadi, M. A. (2017). *Media dan Teknologi dalam Pembelajaran*. Jakarta: PT Balebat Dedikasi Prima.

Carey, J. O., Carey, L. & W. Dick. (2009). *The systematic design of instruction*. Upper Saddle River, NJ: Merrill and Imprint of Pearson.

Casey, D. (2012). *Life Span Development: Perkembangan Masa Hidup Edisi Ketigabelas Jilid I Terjemahan Benedictine Wisdyasinta*. Jakarta: Erlangga.

Creswell, J. W. (2014). *Educational research*. New York: Pearson.

Hidayati, M. & Senen, A. (2010). *Pengembangan Pendidikan IPS SD*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional.

Ibda, F. (2015). Perkembangan Kognitif: Teori Jean Piaget. *Jurnal Intelektualita*, 3(1), 32.

Kardiyono. (2012). *Ceramah bervariasi*. Jakarta: P3G Departemen P dan K.

Karyono, H. (2015). Menumbuhkan Minat Baca Sejak Usia Dini. *Jurnal Perpustakaan Sekolah*, 1(2), 3.

Nurgiyantoro, B. (2016). *Sastra Anak Pengantar Pemahaman Dunia Anak*. Yogyakarta: Gajah Mada University Press.

Rahim, F. (2012). *Pengajaran Membaca di Sekolah Dasar: Edisi Kedua*. Jakarta: Bumi Aksara.

Saefudin, A., Notodiputro, K. A., Alamudi, A. & Sadik, K. (2009). *Statistika Dasar*. Jakarta: Grasinda.

Sudjono, A. (2009). *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.

Susanto, A. (2014). *Pengembangan Pembelajaran IPS di Sekolah Dasar*. Jakarta: Prenada Media Group.