



DEVELOPMENT OF PICTURE STORY BOOKS AS A MEDIA FOR INCREASING STUDENTS' CREATIVITY BASED ON CHARACTER EDUCATION

A. Zuhdi¹, Rasmuin², Yuniar Setyo Marandy³

^{1,2,3} Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

ARTICLE INFO

Article history:

Received March 15, 2024

Revised April 29, 2024

Accepted April 30, 2024

Available April 30, 2024

Kata Kunci:

Buku Cerita Bergambar,
Kreativitas, Pendidikan Karakter

Keywords:

Picture Story Books, Creativity,
Character Education

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author.

Published by Program Studi

Pendidikan Guru Madrasah

Ibtidaiyah

ABSTRAK

Peserta didik dalam dasarnya merupakan individu yang kreatif. Mereka mempunyai karakteristik- karakteristik yang tercipta digolongkan menjadi karakteristik- karakteristik individu yang kreatif. Misalnya, ada rasa ingin tau dalam hal memahami yang besar, selalu bertanya, mempunyai khayalan yang tinggi, minat yang banyak, rasa tidak takut salah, berani dalam menghadapi resiko, bebas pada saat berpikir, bahagia akan hal- hal yang baru, dan sebagainya. Pelaksanaan pendidikan karakter yang dilaksanakan pada Madrasah Ibtidaiyyah Al Hidayah Sumenep Madura ini masih diimplementasikan kedalam kegiatan pembiasaan sehari hari di sekolah saja, namun belum ada adanya upaya pengembangan buku cerita yang menceritakan cerita dalam mencerminkan pendidikan karakter yang ditekankan pada penanaman 18 karakter pada anak. Penelitian dan pengembangan menggunakan model yang diadaptasi Borg and Gall. Dari sepuluh langkah pengembangan, peneliti hanya menerapkan tujuh langkah pengembangan. Hasil pengembangan ini menunjukkan 1) spesifikasi modul terdiri dari cover, kata pengantar, daftar isi, materi, soal evaluasi, dan biodata penulis. Hasil penelitian ahli isi sebesar 90,6 % dengan kualifikasi baik, ahli media pembelajaran 89,3 % dengan kualifikasi baik, ahli pembelajaran 94,6% dengan kualifikasi baik. 2) Hasil kemenarikan modul, peneliti melakukan post test di kelas kepada 10 siswa dengan pencapaian prosentase 91,8 % dengan kualifikasi sangat baik. Hal ini menunjukkan bahwa penggunaan buku cerita bergambar telah mencapai kriteria menarik dan valid. Analisa data yang digunakan Paired Samples T Test dengan alat bantu SPSS 16 dan hasil Sig 0,000 < 0,02 maka Ho di tolak, artinya bahwasannya ada perbedaan hasil belajar dari siswa yang sudah menggunakan buku cerita bergambar. Jadi dapat disimpulkan bahwasannya penggunaan buku cerita bergambar mampu meningkatkan kreativitas dan berbasis Pendidikan karakter.

ABSTRACT

Students are creative individuals. They have characteristics that are created to be classified as characteristics of creative individuals. For example, there is a great curiosity in terms of understanding, always asking questions, having high imagination, lots of interests, not being afraid of making mistakes, being brave in facing risks, being free when thinking, being happy about new things, and so on. The implementation of character education carried out at Madrasah Ibtidaiyyah Al Hidayah Sumenep Madura is still being implemented into daily habituation activities at school, but there has been no effort to develop story books that tell stories reflecting character education which emphasizes cultivating 18 characters in children. Research and development uses a model adapted by Borg and Gall. Of the ten development steps, researchers only implemented seven development steps. The results of this development show 1) the module specifications consist of a cover, introductory remarks, table of contents, materials, evaluation questions, and author biodata. The results of the research were 90.6% content experts with good qualifications, 89.3% learning media experts with good qualifications, and 94.6% learning experts with good qualifications. 2) The results of the attractiveness of the module, the researcher conducted a post-test in class on 10 students with an achievement percentage of 91.8% with very good qualifications. This shows that the use of picture storybooks has reached the criteria of being interesting and valid. Data analysis used the Paired Samples T Test with SPSS 16 tools and the results were Sig 0.000 < 0.02, so Ho was rejected, meaning that there were differences in learning outcomes from students who had used picture story books. So it can be concluded that the use of picture storybooks can increase creativity and is based on character education.

*Corresponding author.

E-mail addresses: zuhdi@pai.uin-malang.ac.id (A. Zuhdi)

INTRODUCTION

In the current era of globalization, dominated by scientific and technological progress, people are required to be creative, productive, and highly competitive. Competitiveness and resilience can be realized if students have creativity, independence, and competence and can adapt to change. Changes in various areas of life in society.

Every student has creative potential. It's just that in life some get and receive greater opportunities to develop their creative potential, some have not been able to optimize their creative potential because they have not been shaped by the surrounding environment. Therefore, creativity needs to be stimulated in its development from childhood.

Students are creative individuals. They have characteristics that are created to be classified as characteristics of creative individuals. For example, there is a great curiosity in terms of understanding, always asking questions, having high imagination, lots of interests, not being afraid of making mistakes, being brave in facing risks, being free when thinking, being happy about new things, and so on. In this case, parents and teachers need to work together and understand children's creativity (Jasica et al, 2021) .

According to Suratno (2005), creative children's intelligence does not appear by itself. But students need direction. One of them is by providing activities that can foster children's creativity. Creativity Whatever belongs to a child must be obtained from proper attention, guidance, and stimulation to have optimal development. Children's special education and learning must be emphasized not only academically, such in reading, writing, and arithmetic. However, educators also need to foster creativity in children's character development.

Ramawati and Kurniathi (2010) wrote that self-development and creativity are classified as basic needs in realizing students, so creativity must be limited by the development of good values and morals to enable students to stand out with true creativity (Arif et al, 2023).

Students can be called creative if they fulfill the requirements of fluency and flexibility in finding solutions to solve problems. Students participate naturally and smoothly and can find other ideas, then students think in terms of choosing the best solution. If the educator wants something, he needs to learn to speak fluently, prepare, or exchange ideas. Students then think differently and reflect. In this case, students' ability to solve problems is called creativity.

Madrasah Ibtidaiyyah programs related to character education have been implemented in various regions in Indonesia, one of which is Madrasah Ibtidaiyyah Al Hidayah Sumenep, Madura. Madrasah Ibtidaiyyah Al Hidayah Sumenep Madura is one of the institutions that is managed with character values and is one of the institutions that provides education that

instills 18 characters in early childhood to shape children's character so that they will become good individuals in the future.

The implementation of character education carried out at Madrasah Ibtidaiyyah Al Hidayah Sumenep Madura is still being implemented into daily habituation activities at school, but there has been no effort to develop story books that tell stories reflecting character education which emphasizes cultivating 18 characters in children (Arif et al, 2018).

Character education in early childhood is tailored to moral development as a child. After Piaget (1965) moral development consists of three stages, (1) morality, (2) moral realism, and (3) moral relativism; during Kohlberg (Macht, Higgins, Kohlberg, 1989) describes moral development (1) conventional, including (2) conventional and (3) post-conventional. The essence of both theories is the same. In the initial stage, children do not know Rules, morals, etiquette, etiquette. So, grow into an individual knowing the rules, morals, etiquette, etiquette, and acting according to the rules. In the end, the morals, rules, ethics, and morals of every child who moves are determined by internal moral considerations, not by the rules and regulations of the presence of other people.

The value of character education According to the General Management Team of early childhood education, the non-formal and informal Ministry of Education Can invest in the National (2012: 5): (1) Spiritual aspects. (2) Personal/Personality Aspects; (3) Social aspects, (4) environmental aspects; Character values developed by the Ministry of National Education in 2011 Suyadi (2013), namely: (1) Religious; (2) Honest; (3) Tolerance; (4) Discipline; (5) Work hard, (6) creative; (7) independent; (8) Democratic; (9) curiosity; (10) nationalism or the spirit of nationalism; (11) Loving the motherland. (12) Rewarding Achievements; (13) communicative; (14) love of peace; (15) likes reading; (16) Care for the environment; (17) social welfare; (18) Responsibility.

Picture storybooks are stories in book form where pictures form a related narrative. Apart from picture books, some sentences describe stories like the pictures on them.

Muh. Nur Mustakim (2005) stated that picture story books are books that contain a story through a combination of text and illustrations. Tarigan (1985) stated that the choice of images must be appropriate, interesting, and able to stimulate children to learn. Attractive image media will attract the child's attention and result in the child making an initial response to the learning process. The image media used in learning will be remembered longer because the form is concrete and not abstract. Images are a form of universal communication self-actualization that is known to a wide audience.

Picture storybooks are messages conveyed in two ways, namely through illustrations and text (Huck et al. Nurgiantoro (2005). This is what Mitchell said in (Nurgiantoro, 2005). These story books. Pictures show picture books, and text, and the two intertwine. Both pictures and text alone are not enough to continue the story. Attacking and the two must complement each other so that readers who read picture story books will feel more complete and concrete.

In picture storybooks, the words and text have important similarities in the illustrations. Educators will develop sensitivity to their imagination in the use of language. In language, children must use simple language. Moreover, in picture storybooks, understanding can be illustrated with the help of pictures. The components that must be in a picture book for students are pictures and text. The visual elements of picture storybooks that must be considered are (1) Color. (2) Visual Effects. (3) Story. (Four) number (5) image and text effects; (6) Background. So it can be concluded from the various journals above that the development of picture storybooks as a medium can increase students' creativity and be able to implement character education.

RESEARCH METHOD

The research method in this research is development research commonly known as RND (Laws et al., 2013). This development research will aim to produce a product, namely a picture story book as a medium to increase student creativity based on character education to determine the effectiveness, efficiency, and attractiveness of this development product. In the process of producing development products by national standards, it is necessary to first analyze the needs that exist in the field, both from students and previous teaching material products, conduct field trials, and revise the product according to experts in the field, namely material experts, experts. design, learning expert. The final result of this development research is a picture storybook as a medium for increasing student creativity based on character education

Development procedures

Research and development uses a model adapted by Borg and Gall. With the following research steps.

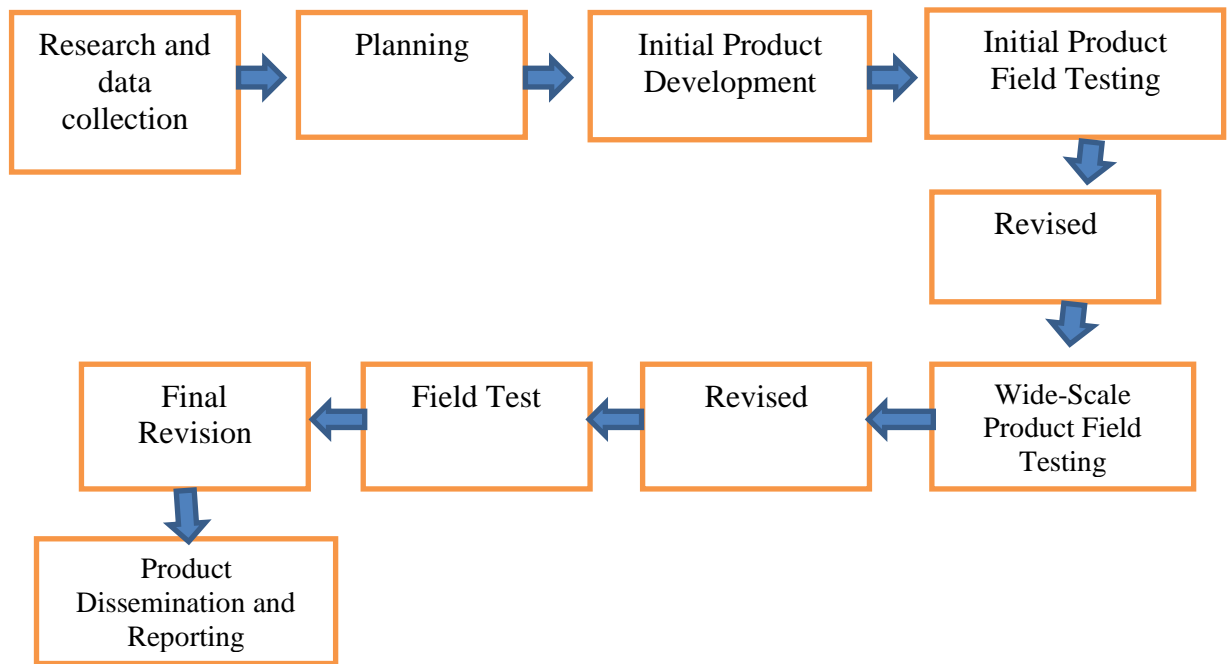


Figure 1. Borg and Gall Development Flow

Of the ten steps (Effendi & Hendriyani, 2018), researchers only used seven steps, not reaching large-scale field trials, carried out with students due to time and budget limitations. In the fourth step, the researcher only used one school with one comparison school.

Trials

Trial Design

Trial is a stage to find the effectiveness of the picture story book that has been developed. In this test, the development illustrated story book will be given to material experts and design experts, learning experts and handed over to grade 1 students at MI Al Hidayah Sumenep Madura.

Test Subjects

In finding the affectivity of developmental picture story books. Trials will be carried out on material experts, design experts, learning experts, and field trials on grade 1 students at MI Al Hidayah Sumenep Madura.

Materials Expert

In this type of development data, there are two types of data, namely quantitative and qualitative data. Quantitative data was obtained from questionnaires and test results of students' creativity abilities. Quantitative data was collected through expert and practitioner

questionnaires, student response questionnaires, pre-test and post-test results questionnaires. Qualitative data is a description of quantitative data

Data Collection Instrument

Pre-field observation (stage 1), field observations (stages II and III), Validation questionnaire for material experts, design experts, practitioner experts, Student response to picture books questionnaire, test, documentation.

To determine the level of success of the product in increasing student creativity, researchers also used quantitative data analysis. The data analyzed are: Validation analysis of picture story books. Picture story books are validated first before being tested. Researchers chose three categories of validation, namely: material validation, design, practitioners. The validators test the exercise books according to the criteria of each assessment. The validation data is in the form of quantitative data. The formula used in assessing the validation of picture story books is as follows

$$P = \frac{\sum x}{\sum xi} \times 100 \%$$

Formula description:

P = Percentage of eligibility for picture story books

$\sum x$ = number of validation scores

$\sum xi$ = maximum score

The percentage of validation results from these three validators determines the level of suitability of picture storybooks before being tested on students to increase creativity. The following is the validity of the suitability of picture storybooks according to Sa'dun Akbar which is modified into 5 types of scores

Table 1: Validity Criteria

Score	Value Conversion	Validity Criteria
1	50,00-60,00 %	Very poor (not worth trying)
2	61,00-70,00 %	Less (worth testing with lots of revisions)
3	71,00-80,00 %	Sufficient (worth a try with some notes)
4	81,00-90,00 %	Good (worth testing with a little input)
5	91,00-100,00 %	Very good (worth testing without revision)

Analysis of student responses to storybooks

$$P = \frac{\sum x}{\sum xi} \times 100 \%$$

Tabel 1.2. Kriteria Kemenarikan

Score	Value Conversion	Validity Criteria
1	50,00-60,00 %	Not attractive
2	61,00-70,00 %	Less attractive
3	71,00-80,00 %	Quite interesting
4	81,00-90,00 %	Interesting
5	91,00-100,00 %	More Interesting

Analysis of pretest and posttest results

Data obtained from the results of the pretest and posttest assessments were used to determine the level of comparison between before and after giving picture story books. The data analysis stage uses the paired sample t-test (t-test) formula because the data taken comes from the same subject by taking two different averages (mean). To avoid errors in the t-test analysis, researchers used the SPSS 16.0 application with the formula:

$$t = \frac{\sum D}{\sqrt{\frac{(N\sum D^2 - (\sum D)^2)}{N - 1}}}$$

Formula description:

t = t-test value

D = Difference between pretest and posttest scores

N = Number of samples

The researcher determined the significance level (α) of 0.05 or 5% and the trials were compared using ttable with the following explanation:

Ho : There was no significant difference in increasing creativity between before and after giving picture story books

Ha : There was a significant difference in the increase in creativity between before and after giving picture story books.

Decision making on SPSS 16.0 results:

Using significant values (P-Value)

If the calculation result is <5% then Ho is accepted

If the calculation result is > 5%, then Ho is rejected

RESULTS AND DISCUSSION

Results of Picture Story Book Development

Description of the Picture Story Book

Title : Collection of Stories for Children
 Material : story book
 Target : Grade 1 SD/MI students
 Supporting Software: Adobe Photoshop
 Book Size : A4
 Complete contents: consists of 18 character-based stories
 Developer Name : A. Zuhdi, Rasmuin, Yuniar Setyo Marandy

Picture Story Book Display



Kumpulan Cerita Karakter untuk Anak

Penulis:
 Drs. A. Zuhdi, M.A., Rasmuin, M.Pd.J.,
 Yuniar Setyo Marandy, S.Sn.

Ilustrasi:
 Salsabila Dewi Nur Alfiyya, S.Pd.
 Layout:
 Salsabila Dewi Nur Alfiyya, S.Pd.
 Desain sampul:
 Dani RGB

Cetakan I, Desember 2023

Penerbit:
 CV Mahata (Magna Raharja Tama)
 Anggota IKAPI DIY No. 110/DIY/2019
 Beran RT 07, No.56, Ds. IX
 Tirtonimolo, Kasihan, Bantul, DI Yogyakarta
 Telp. 0823-2755-0400

Email: penerbit.mahata@gmail.com

ISBN: 978-623-6480-93-9

Figure 2. Picture Story Book Cover

Big Book Cover Based on Pancasila Student Profile

This overall cover displays the identity and synopsis of the contents of the book inside. This book was prepared to answer students' needs regarding a collection of character-based stories. Picture story books are a communication medium in the form of bound books containing information and knowledge that present an essay, story, or fairy tale which is equipped with pictures to clarify the text and to help the process of understanding the objects in a story.

Table of Contents



Kumpulan Cerita
KARAKTER
untuk anak

Drs. A. Zuhdi, MA, Rosmawati, M.Pd.I.
Yuniar Setyo Marandy, S.Sn.

Daftar Isi

Raja dan Nelayan	1
Petualangan Sahabat Sejati	6
Kisah Bunga Damai	8
Si Kecil Pencinta Tanah Air	11
Petualangan Si Kecil Penyuka Buku	14
Aku Bisa Makan Sendiri	17
Sang Juara Kecil	19
Petualangan Pahlawan Kecil	21
Si Kecil Pahlawan Lingkungan	24
Si Kecil Pemberani Penolong Teman	27
Si Dahlan Yang Kaya	30
Petualangan Si Kecil Pahlawan Tanggung Jawab	32

Figure 3. Table of Contents

In this table of contents, all the contents in the book "Illustrated Story Book" are displayed, so that readers indirectly have an idea of the contents in the book.

Display of Book Contents



Figure 4. Display of book contents

This book discusses in detail how stories contain elements of character values. Not only that, the author also explains what moral values can be taken from each story. Therefore, this book is very useful for students, teachers and parents.

Validation Results of Picture Story Books

Material Expert Validation

Based on the data above, the results of the material expert assessment analysis obtained a percentage of 90.6%, meaning that picture story books are categorized as suitable for use as

books to increase creativity for elementary school students and are ready to be tested. Input from material experts during the validation process was to add basic competencies (KD) regarding character education for class 1. This was done because one story and another were interconnected. The story should not be too complicated, the content should be light in accordance with the daily life of grade 1 SD/MI students.

Design Expert Validation

The results of the design expert assessment analysis obtained a percentage of 89.3%, meaning that picture story books are categorized as suitable for use as books that can improve creative abilities based on character education for elementary school students and are ready to be tested. Notes given by design experts include adding assessment indicators to the questionnaire because there are still several indicators that have not been included in the assessment, such as color and background of the application. Then the design expert also gave notes to change the title of one of the dimensions to red so that it is easy to read, add instructions regarding character education, change the font, make the image a little bigger, and look for matching colors throughout the picture story book.

Practitioner Expert Validation

The results of the expert practitioner assessment analysis obtained a percentage of 94.6%, meaning that picture story books were categorized as suitable for use as picture story books in terms of increasing creative abilities based on character education for elementary school students and were ready to be tested. According to practitioners, no one has previously conducted research like this and picture story books are worthy of being implemented in activities to increase creativity and instill character education. Practitioners also provide additional notes on the validation assessment questionnaire to continue to develop picture story book innovations to make it easier for students to learn and apply character education. Practitioners hope that this picture story book can be shared widely to make it easier for other students to apply creative abilities based on character education.

Level of Interest in Picture Story Books

The level of interest of picture story books is determined by the percentage results of the questionnaire responses from grade 1 students as the main subject of research. This questionnaire was completed after the students were given treatment in the form of a picture story book and learned to use this book for 2 months. The questionnaire was given to a

sample of 10 students. The calculation results on the student response questionnaire obtained a percentage of 91.8%. Based on the value conversion in the table in chapter 3, this means that picture story books are in the very interesting category to be used as a tool in applying creative abilities based on character education.

The Influence of Picture Story Books as a Media for Increasing Student Creativity Based on Character Education in Sumenep, Madura

To find out whether or not picture story books are able to increase creativity based on character education, it is measured based on the results of the pretest posttest and the results of observations during the research process. Pretest questions were given to students before receiving treatment in the form of a picture story book. This is done to determine the extent of students' abilities in reading literacy. Meanwhile, the posttest questions are given after students have studied the picture story book.

Data Normality Test

This data analysis is used to find out whether the data obtained is normal data or not. The data normality test uses the Kolmogorof Smirnow model because the number of samples used is less than 30. The rule for the normality test is "if the significance value is > 0.05 then the data is normally distributed, and conversely if the significance value is <0.05 then the data is not normally distributed." Data normality test results obtained:

Table 3 Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		10
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	5.42931648
Most Extreme Differences	Absolute	.194
	Positive	.194
	Negative	-.139
Kolmogorov-Smirnov Z		.614
Asymp. Sig. (2-tailed)		.845
a. Test distribution is Normal.		

The significance value in the results of the data normality test shows 0.845. Based on the normality test rules, the significance value is greater than 0.05, so the data is normally distributed.

Hypothesis Testing

The next analysis is hypothesis testing. Hypothesis testing in this research uses a paired samples t-test by taking two different averages (means) from the same subject. Hypothesis testing utilizes the SPSS 16.0 application. The conditions for the paired samples t-test are: "If the calculated t value is <0.05 then H_0 is accepted, if > 0.05 then H_0 is rejected."

Table 4 Paired Samples T-Test Results

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	70.80	10	4.442	1.405
posttest	90.40	10	6.450	2.040

Based on the data above, it is known that the average (mean) on the pretest is 70.80. Meanwhile, the average on the posttest is 90.40. The data above shows that the average from pretest to posttest increased. In the table above it is also known that the results of the standard deviation from the pretest are 4.442 and the standard deviation from the posttest is 6.450. The deviation distance in the pretest results is smaller than the deviation distance in the posttest. This means that before being given treatment in the form of a picture story book, the average reading literacy ability was almost the same considering that the sample was taken using a purposive sampling technique by prioritizing students who were less capable in character education-based creativity abilities. From the information above, it can be concluded that the use of picture story books can improve creative abilities based on character education in grade 1 SD/MI.

Table 5 Paired Sample T-test Correlation Results

	N	Correlation	Sig.
Pair 1 pretest & posttest	10	-.540	.107

Based on the table above, the significance value in the correlation of pretest and posttest values is 0.107, meaning the significance value is more than 0.05.

Table 6 Paired Sample T-test Results

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-19.600	9.606	3.038	-26.471	-12.729	-6.453	9	.000

In the table above, the significance value is $0.000 < 0.05$. These results indicate that there is a significant influence between creativity in grade 1 SD/MI students before being treated in the form of picture story books and after. The conclusion obtained from all calculations is that this picture story book can effectively improve creativity and character education.

CONCLUSION

Based on the development of picture story books to increase creativity based on character education which went through several stages of development and the results of trials that have been carried out, the researchers concluded as follows: This development produces a product in the form of a picture story book which was produced through several stages of R&D research and development from Borg and Gall with a series of designs, expert validation tests and trials. This product has components as a picture story book with valid criteria. The book was developed to increase creativity based on grade 1 elementary school character education. The application of picture story books is carried out by looking at students' interest in the books so that an increase in the creativity of grade 1 elementary school students is obtained. The pretest and posttest results show that there is an increase in creativity after using picture story books based on character education. The influence of using picture story books can be proven from pretest and posttest data calculated using inferential data analysis showing that there is a significant influence between creativity in grade 1 Madurese students before being treated in the form of picture story books and after. The conclusion obtained from all calculations is that this picture story book can effectively increase creativity.

REFERENCE

- Ain, F.A. 2011. Patiseri jilid 2. Jakarta:ndirektorat pembinaan sekolah kejuruan.
- Apriliani, S. P. (2020). Pengembangan Media Pembelajaran Buku Cerita Bergambar Untuk Meningkatkan Minat Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4.
- Arif, M. ., Abd Aziz, M. K. N. bin ., Harun, M. ., & Ma`arif, M. A. (2023). Strengthening The Sense of Patriotism in Madrasah Ibtidaiyah, Indonesia Based on The Islamic Boarding School System. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 1–21. <https://doi.org/10.31538/tijie.v4i1.226>
- Arif, M., Rahmayanti, J. D., & Rahmawati, F. D. (2021). Penanaman Karakter Peduli Sosial Pada Siswa Sekolah Dasar. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 289-308. <https://doi.org/10.37680/qalamuna.v13i2.802>
- Arigan, N. T. (2019). Pengembangan buku cerita bergambar untuk meningkatkan minat baca siswa kelas iv sekolah dasar. *Jurnal Curere*, 2(2).
- Aulani, M., Hamdi, Z., & Hadi, Y. A. (2021). Pengembangan Cerita Bergambar Berbasis Nilai Karakter Sebagai Penunjang Literasi. *JIPD (Jurnal Inovasi Pendidikan Dasar)*, 5(1),20–24.
- DeRoche, Edward. 2009. The What, Why, and How of Character Education. <http://www.csee.org/products/> 108 Kementerian Pendidikan Nasional, dalam Suyadi. 2013. Strategi Pemebelajaran Pendidikan Karakter. Bandung: Remaja Rosdakarya
- Jesica Dwi Rahmayanti, & Muhamad Arif. (2021). Penerapan Full Day School Dalam Mengembangkan Budaya Religius di Sekolah Dasar Muhammadiyah 1 Menganti Gresik. *EL Bidayah: Journal of Islamic Elementary Education*, 3(1), 11-31. <https://doi.org/10.33367/jiee.v3i1.1551>
- Kemendiknas. (2010). Pengembangan Pendidikan Budaya dan Karakter Bangsa Pedoman Sekolah. Pusat Kurikulum.
- kuantitatif, dan R&D). Bandung : alfabeta. Tarigan. (1985). Prinsip-prinsip Dasar Sastra. Bandung: Angkasa.
- Lailiyah, N., & Sukartiningsih, W. (2018). Pengembangan Media Pembelajaran Interaktif Berbasis Flash Untuk Pembelajaran Keterampilan Menuliskan Kembali Cerita Siswa Kelas IV SD. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(7).
- Lestari, A., & Mustika, D. (2021). Analisis Program Pelaksanaan Penguatan Pendidikan Karakter (PPK) Di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1577–1583. Mawardi. (2014). Model Desain Pembelajaran Konsep Dasar PKN Berbasis Belajar Mandiri Menggunakan Moodle. Widya Sari Press Salatiga.
- Lickona, T. & Matthew Davidson. 2005. Smart & good high schools: Integrating excellence and ethics for success in school, work, and beyond. Cortland, NY: The Character Education Partnership.
- Muh. Nur Mustakim. (2005). Peranan Cerita Pembentukan Perkembangan Anak TK. Jakarta: Depdiknas. Nurgiyantoro, Burhan. (2005). Sastra Anak. Yogyakarta: Gadjah Mada University Press..
- Pengembangan Buku Cerita Bergambar Digital untuk Meningkatkan Karakter Tanggung Jawab Siswa di Sekolah Dasar – Lucia Dewi Kartika Sari, Krisma Widi Wardani DOI: <https://doi.org/10.31004/basicedu.v5i4.1138> *Jurnal Basicedu* Vol 5 No 4 Tahun 2021 p-ISSN 2580-3735 e-ISSN 2580-1147

- Pramasanti, R., Bramasta, D., & Anggoro, S. (2020). Implementasi Pendidikan Karakter Tanggung Jawab dan Kerja Sama Dalam Pembelajaran Tematik Kurikulum 2013 Di SD Negeri 2 Berkoh. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 2(1), 43–48.
- Putry, R. (2019). Nilai Pendidikan Karakter Anak Di Sekolah Perspektif Kemendiknas. *Gender Equality: International Journal of Child and Gender Studies*, 4(1), 39–54.
- Ratnasari, E. M., & Zubaidah, E. (2019). Pengaruh Penggunaan Buku Cerita Bergambar Terhadap Kemampuan Berbicara Anak. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(3), 267–275.
- Rera Fenika Vindaswari, A. U. (2018). Pengembangan Buku Cerita Anak Bergambar Berbasis Nilai-nilai Kepedulian Bagi Peserta Didik Kelas 2 Sekolah Dasar. *Jurnal Fundadiknas*, 1(3). <https://doi.org/https://doi.org/10.12928/fundadikdas.v1i3.661>
- Sadiman. 2012. *Media Pendidikan (pengertian, pengembangan, dan pemanfaatannya)*. Jakarta: Grafindo Persada Sugiono. 2011. *Metode penelitian pendidikan (pendekatan kualitatif)*,
- Wulandari, Y., & Kristiawan, M. (2017). Strategi Sekolah Dalam Penguatan Pendidikan Karakter Bagi Siswa Dengan Memaksimalkan Peran Orang Tua. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 2(2), 290–302.