



## Story Book Development With Local Culture Content As Learning Companion For 5<sup>th</sup> Grade Primary Students

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**Abstract.** This study aims to develop children's storybooks supported with local culture as learning companion to continue previous prototype by Kharisma (2017). Method use ADDIE (Analysis, Design, Development, Implementation, Evaluation) which is two first stages already done. Subjects in this study were 2 experts, 2 teachers and 25 students of fifth grade. Development, the process of making the story, and produce a story book entitled "Penyesalan Komang". Implementation, application of storybooks in learning process and evaluation is the results of the implementation of storybook in the classroom. To determine effectiveness seen from reading interest, attitudes, and student learning outcomes. Data collected with questionnaires, reading interest, student attitude observation sheet and learning result test. Data analysis method used descriptive qualitative. Result shows that, (1) Story book entitled "Penyesalan Komang" contains spiritual attitude (obedience of worship, gratitude and behavior), social attitude (honest, responsible, polite, caring, confident), and learning subjects Bahasa Indonesia, PPKn, Mathematics, Science, Social Sciences, SBDP, PJOK and local cultural such as Mebanten Canang s, and Mebanten Saiban. According to the results of expert evaluation, quality and appropriateness of "Penyesalan Komang" is very good. Effectiveness in story book about students' attitude and learning outcomes are very effective, reading interest quite effective.

**Keywords :** *Story Book, Learning Content, Local Culture, Effectiveness*

**INTRODUCTION** ~ Advances in science and technology, along with the influence of globalization, bringing their own impact education. Education may not be able to relativize the process of globalization that will realize this global society. The changes that occur globally causes lifestyle changes in Indonesian society in general. The most effective way in the era of globalization is through peningkatakn quality of education. Muhibbin (in Hairida, 2011) said that education is essentially a conscious effort to develop the human resource potential of learners by encouraging and facilitating their learning activities. The opinion gives an understanding that quality education is not only to develop the intelligence of learners.

Understanding education by Ki Hajar Dewantara hinted that through education, should be realized by the perfection of life learners through various forms of intelligence that either spiritual intelligence, emotional, social and intellectual. This intelligence is critical owned by learners in order to improve the quality of education in the global era. Also added by Gunamantha (2010) says that education is fundamental to achieving sustainable objectives. The implementation of the curriculum in primary schools in 2013 using the main characteristics of integrated thematic learning. Integrated thematic learning is learning which is designed based on themes to link several subjects, so as to provide meaningful experiences for learners. Thematic learning is an effort to combine these in a



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comprehensive and integrated knowledge, develop students' understanding so that students will be more engaged in learning activities. Through its network of theme, students can connect ideas with the experience and living environment of students. Recognizing the importance of learning is integrated in to meet the needs of the 21st century and prepare students to develop higher-order thinking skills nantiinya will be necessary in an era of increasingly globalized world (Davies, 2011). Students should also learn important skills for success in today's world, such as critical thinking, problem solving, communication and collaboration (Partnership for 21st Century Skills, 2009). Thus, thematic learning allows students to develop higher-level thinking skills.

Based on the foregoing, the challenges faced by education does not solely come from the education system internally, even more is the external challenges or challenges that come from outside the education system itself. External challenges of the education system should be a fount of most major change and reform the education system internally. Thus education will not continue to receive allegations build your own island (building its own island) as well as criticism always came out of the various parties concerned with the national education system. Future challenges for the education system in Indonesia is not solely regarding how to improve the quality and efficiency of education internally (internal efficiency), but even more important is education

regarding how to enhance compatibility with other areas of life (external efficiency). Development of the education system should not only be aimed at the development of education as a separate system, but also the development of the education system as one system or an integral part of other larger systems. Thus the development of the education system must be able to provide a functional significance for national development in various areas of public life. but also the development of the education system as one system or an integral part of other larger systems. Thus the development of the education system must be able to provide a functional significance for national development in various areas of public life. but also the development of the education system as one system or an integral part of other larger systems. Thus the development of the education system must be able to provide a functional significance for national development in various areas of public life.

Given the importance of improving the quality of education, the government considers should be made a legal umbrella that is on the National Education System. In Law No. 20 of 2003, concerning UUSPN Article 3 explained that "national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man of faith and devoted to God Almighty, morals noble, healthy,



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knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible ".(MONE, 2003: 3).

The formulation of the national educational goals reflect the general picture of human figures and Indonesia expected to be generated through the implementation of any educational program. Therefore, the formulation of the national education goals becomes the basis for the development of cultural values in the national character of the school with berlandaskan on Pancasila, the 1945 Constitution and the Indonesian culture.

One form of the successful implementation of the curriculum in 2013 at primary school level is the literacy skills which one of them is reading literacy in primary school students. Literacy reading is not enough if only sharpened in school but also needs to be done at home. How that can be done to attract students' reading literacy is to create a learning environment that is fun as provide picture books which can certainly attract students to see and begin to arise a desire to read. The ability to read is the most basic skills that should be mastered by children from an early age, especially at the elementary level (SD) because this is where the beginning of the formation of the language skills of children. Of availability of textbooks in schools, students are expected to be motivated to read. Besides textbooks are also required

other companion books in order to increase the attractiveness of the student.

Foster a culture of reading is very important, especially for the younger generation who spearhead the nation and the state. In learning to read the most important thing is how to foster a desire in students to read and improve its understanding in reading. Increasingly students often read the higher the level of reading ability. Marhaeni (2015) said that through reading, information and knowledge that is useful for life can be obtained. This is the principal motivation to encourage growth and development of interest in reading. If the child already has a high level of understanding in reading it will be easy child in lessons at school. Often children feel bored when reading textbooks for that we also have to look for other alternatives, which could be interesting for example with the use of charge-based story book learning.

The story book is packaged with an element of the charge of learning and local culture. Because every child likes the story and culturally appropriate story student residence can be easier for students to know and understand the story. In addition storybook is also relatively inexpensive and easy to find. In the implementation of the curriculum in 2013, character education can be integrated into all learning in any field of study contained in the curriculum. Instructional material relating to norms or values in each field of study needs to be



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developed, explicit, linked to the context of everyday life. Values education and character formation is not only done on the cognitive level, but touched internalization, and real experience in everyday life. In general, the emphasis on the exemplary character education, environment creation, and habituation, through a variety of scientific tasks and activities that are conducive. So that what is seen, heard, felt and performed by students can shape their character. In addition to making exemplary and habituation as a method of primary education, The use of books in this study is expected to be a tool to achieve the goals set.

Meanwhile, based on research conducted by Marhaeni, et al (2013) found that the 2013 curriculum textbooks for elementary school students are still more oriented packaging *ekspositoris*. Elementary school children mostly have characteristics that are not expository narrative. Expository is a depiction of exposure or logically. While the narrative is a series of sentences that are narrative storytelling or character outlines. In addition, the 2013 curriculum textbooks are also still using the local cultural context not so this led to the meaningfulness of learning is not optimal.

Regardless of the efforts made to prepare the curriculum and textbooks, have found one the other side that could potentially interfere with the successful implementation of the curriculum of 2013. Presumably if expository oriented learning

in the classroom, then there will likely be bored students in learning. Characteristically, the students want a narrative or storytelling approach. If that happens, the delivery of the material will not run properly. Based on the assumptions that are extremely important to their companion materials such as textbooks narrative in the form of a story book.

So far, there are no studies that directly address this weakness. However, research by Marhaeni, et al (2016) also produced prototype story book as a companion textbook story of a cargo loading the contents of the theme and sub-themes of learning and using local Balinese culture that is relevant to the sub-themes. Guideline values local knowledge is the criteria that determine the quality of children's actions because Suastra (2017) said that local wisdom is defined as truth that has become a tradition, Character education on students, it is important to instill the values of local wisdom. Because, basically, local knowledge is a truth that has been a tradition, or steady in an area. Local knowledge is a blend of religious values and various values of goodness. Local knowledge is formed as a local culture of excellence and geographical conditions in the broad sense.

Therefore, the prototype is merely the content of a story book, while the contents of a story book that resulted from the analysis of the payload lessons on the themes of low-grade textbook. Thus it is



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said that the prototype has been providing books for each theme in high grade.

More specifically, Kharisma (2017) developed a prototype for a story book theme Healthy Matters. This prototype should be developed into a story book to be used in learning subtema Healthy Lifestyle. So far, there are no studies that directly addresses Research by Marhaeni, et al (2016) used the model ADDIE (Analysis, Design, Development, Implementation, Evaluation). However, these studies recently completed the Analysis and Design phase results in a prototype of a children's book. While the stage Development, Implementation, and Evaluation will be conducted in this study. The third stage aims to develop a prototype into a story book, examining the results of a story book to children's elementary school class, and test the effectiveness of a story book.

Based on these descriptions, the researchers are interested to examine further the development of a children's book as a learning medium to assist teachers in presenting a lesson, learning becomes more interesting. Additionally storybook, researchers can also insert character values that are integrated with the local culture in it because that researchers make a story book on the sub-theme "Healthy Lifestyle" for fifth grade students of the Primary School.

## METHOD

This type of research is the study of design and product development (Design and Development) using ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Hall (2006) says Research and Development (R & D) is the term used to describe the activities carried out by other entities such as corporations and individual entrepreneurs to create improved products and processes. Richey and Klein (2005) says there are two categories of research and development, One is a study that focuses on product development, program, process, or tools provided. Normally this development studies not only discuss the design and development of products, but also evaluation. So methods of research and development that produces a product that can later be tested keefektivasnya.

The research was conducted in SD Negeri 1 Dajan Peken at Jalan Diponegoro No. 19 Tabanan, Bali Province. The primary school consists of 23 classes, each class consists of ± 25 students. SD Negeri 1 Dajan Peken has accreditation A and an elementary school which is the first state school Piloting Project implementation of Curriculum 2013 in Tabanan. Class used in the study was the number of students VA class of 25 people. Research was conducted in on 16 - 21 April 2018.

Stages of this research is Analysis and Design phase has been implemented in



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previous research is research Kharisma (2017) on the analysis of attitudes and cargo learning curriculum theme Healthy Matters 2013 Elementary School 5th grade. While this research step is Development, Implementation, and Evaluation. The development phase (development) is the stage of the process of making of making a storybook, while the implementation stage is the stage of applying the results of a story book to students of class V SD and the latter is Evaluation phase is to test the effectiveness of the use of the children's story book.

Subjects were parties which used as a sample in a study. The role of the subject is to provide feedback and information related to the data that is needed by researchers and provide feedback to the researcher, either directly or indirectly.

Subjects in the study are two practitioners and two experts. Variables - variables in this study are: (1) Value - the value of spiritual attitudes, (2) social attitudes, (3) the aspect of the charge of learning, (4) the local culture in the lives of high grade primary school and (5) the effectiveness of the use of storybooks ,

Spiritual attitude in the study refers to the KI-1 Curriculum 2013 of receiving, running and appreciate the teachings of religion, the indicators include: (a) adherence beribAdah dab (b) behave gratitude.

Social attitudes in this study is (Honesty, responsibility, manners, caring, confident.

Local culture in this study is the value - the value inherent in the culture of Bali kehidupan elementary school children that greetings in question is greeting the local culture, and the obligation to pray in the local culture called mebanten.

Data in this study of the results of the questionnaire quality story books by expert/cultural, quality assessment results guruminat read books by students, the results of the observation sheet spiritual and social attitudes and values of the test results of student learning.

Data analysis performed in this study using a qualitative descriptive analysis. Analysis of qualitative descriptive study was obtained based on the meaning of the findings of the study, the results obtained from the relationship to the subject of research, observation, recording of documents, and the data obtained from the words that have been described and interpreted. Ha in accordance with the opinion of the Supreme (2005: 60) states, "qualitative descriptive analysis method is a method of data processing by compiling a systematic way in a sentence, a word, a category of an object". Then Sanjaya (2014: 47) argues, "qualitative descriptive analytical method is a method of research aims to describe fully and deeply about social reality, a phenomenon in society that is the subject of research so indescribable traits, character, nature, models of the phenomenon" ,



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In this method is used to decide the result of the effectiveness of a story book that is reading, attitude, and learning outcomes, after the use of a children's book as a companion to the K-13 textbooks subtema Healthy Lifestyle elementary fifth grade students.

The results of both questionnaires were analyzed by using the formula T test analysis results throughout the student questionnaire that shows how much of the effectiveness of the use of books as a companion to the K-13 textbooks. After learning keefektivitas story books, then it will continue to test the learning outcomes that follow students' learning with the result that learned with the help of books and student learning outcomes are not dibelajarkan with the help of a storybook.

The magnitude of the effectiveness of the formula is used as follows.

$$M = \frac{\sum x}{N} \quad (1: 82)$$

Information; M = average sample;  $\sum x$  = Total value; N = Number of subjects involved / individual sample.

$$u = \frac{0,65 \times SMI}{N}$$

(Bruning, 1997)

Information;

$u$  = Average population set / KKM refers to the minimum;

SMI = Maximum Ideal Standard;

N = Number of subjects involved / individual sample.

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

(Bruning, 1997)

Information;

t = coefficient of t-test;

M = average sample;

$u$  = Average population set / KKM refers to the minimum;

$\sum x^2$  = Total score squares;  $(\sum x)^2$  = square of the number of the total score;

N = Number of subjects involved / individual sample.

$$ES = t \sqrt{\frac{1}{N}}$$

(Bruning, 1997)

Information;

ES = Purity effectiveness, t = coefficient of t-test; N = Number of subjects involved/individual sample.

After calculation, then categorized based on the effectiveness of the following table.

**Table 1.** Purity Effectiveness (ES)

Effect Size (ES)	Information
ES < 0.2	Less effective
0.2 < ES < 0.8	Effective
0.8 < ES	Very effective



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Criteria testing  $H_0$  is rejected if  $t \geq t_{table}$  with a significance level of 5% with  $db = n_1 + n_2 - 2$ . This means that if there is an average difference between before and after use books as a companion textbook story is different, it can be said there is the effect of using storybooks to SD V class learning outcomes on Healthy Lifestyle subthemes.

## RESULTS

This study is a continuation of a previous study using the model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Phase Analysis and Design has been done in previous studies, while the Development phase, Implementation and Evaluation conducted in this study. Here is the translation of the stages of Development, Implementation and Evaluation in the following table

**Table 2.** Model Development of Children Story Books

No.	Development phase	Result
1.	<i>Development</i>	A children's book in the form of class V SD theme Healthy Lifestyle Healthy It is important sub-themes that have been through the stages of preparation of a story, making a sketch drawing and coloring pictures by illustrator, and assessment of the quality of the story books. Storybook quality assessment carried out by two elementary school teachers and two experts. The end result of this stage is a children's book entitled "Remorse Komang"
2.	<i>Implementation</i>	The use of the book "Regret Komang" in class V Elementary School 1 DajanPeken, Tabanan is a companion book textbooks. At this stage the teacher made learning scenarios. The results of this phase is the implementation of data and documentation of learning by using books as a companion book.
3.	<i>Evaluation</i>	Examining the results of the implementation of learning by using storybooks to know keefektifitas the story book. Testing is done by using the formula of James L. Burning.1997. The results of this phase is a story book "Regret Komang" effectively used as a companion textbook.

## DISCUSSION

The research result is data quality assessment questionnaire on judges books by two experts namely expert lecturers Arts Undiksha (Drs. IGN. Widnyana, M.Erg) and Postgraduate Primary Education expert lecturers Prof. Undiksha Dr. Aain Marhaeni, MA. Storybook suitability questionnaire answered by experts on the quality of children's book on the sub-theme Healthy Lifestyle observation showed that the

mean value of 96. If the mean values are compared in the table Pait category, then these values are in the very good category.

Storybook quality assessment questionnaire on judges by two teachers at SDN 1 Dajan Peken that Loris Sinambela, S.Pd., M. Pd as homeroom VA and Ni Putu Piki Pia Arini, S.Pd.SD as homeroom V B. observation found that the mean value of 68. If the mean values are compared in





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the table Pait category, then these values are in the very good category.

The results of the analysis of the effectiveness of a story book in terms of the student's attitude shows that the book the story is very effective to improve the spiritual attitude and social attitudes of students in the day-to-day behavior. In accordance with the opinion of Adipta, et al (2016) stated, 4-5 grade students prefer stories about pertaining to daily or stories that reflect experiences similar to those experienced students, the story presented is also more complex. So book stories about everyday experiences can provide good behavior for the students' attitudes both spiritual and social. Great effectiveness in the amount of 13.72 attitude stating Very Effective.

The spiritual attitudes shown by the findings in a story book, namely 1) the student improve his gratitude diligently worship according to their own religion; and 2) students improve observance of worship to know when it's time to pray together. Social attitudes shown by the findings: 1) be honest in doing the task without cheating, it is seen students do the work and learn well about the result, not noisy and no cheating; 2) responsibility to do the tasks assigned and collected on time; 3) the rapid mannered and clean dressed; 4) to care for a friend to share the paper when work on the problems; 5) confident seen many students who dared to front of the class to answer and practice playing baseball activities.

The results of the analysis of the effectiveness of a story book in terms of students' interest shows that the book the story is very effective to increase students' interest in both dimension feelings of pleasure, attention deficit, use of time, motivation to read, as well as the effort to read. So as encouragement, attention, given by people terdekot students such as: teachers, family, the environment can influence and boost students' interest in reading. All these dimensions comes from changes in the students who asked to be read again the book "toga savior" and other story books. They are also seen enthusiastically carry story books they had at home to exchange books and they also went to the library to read books. Libraries are managed properly can facilitate students to obtain books, one book of stories desired (Triatma, 2016). Great effectiveness interest in reading that is equal to 2,61 stating Very Effective.

The results of the analysis of the effectiveness of a story book in terms of student learning outcomes indicate that the storybook is very effective to improve student learning outcomes seen the value of 10 multiple choice questions can be answered either by the students. Contains learning outcomes Indonesian subjects, Mathematics, PPKn, science, social studies PJOK, and SBdP. Great effectiveness of learning outcomes in the amount of 4.59 stating Very Effective.

Based on the analysis of three aspects: reading, learning outcomes and



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assessment observation of social and spiritual attitudes of students, the most prominent is the effectiveness in the field of attitude. Research Retnowati, G., Salim, RMA, and Saleh, A. Y (2018) titled Effectiveness of picture story books reading to increase of kindness in children aged 5-6 years also proves that picture books have an impact in improving positive behavior in children through a study involving 31 children aged 5-6 years; they are taken from kindergarten in Singapore as a participant. The study was conducted by eight children to read picture books for eight days. There is also research by Olfah,., Mendri NK, and Palestin B in the Journal of Health, shows that there is the effect of using storybooks about the attitudes and behavior of caring school environment hygiene environmental hygiene care attitude towards school. The same thing also expressed by Crippen (2012) in his study entitled The Value of Children's Literature, published in the Journal Reading Oneota that a children's book plays an important role because it gives students the opportunity to respond to a reading; provides an opportunity to better appreciate their own cultural heritage as well as others; helping students develop emotional intelligence and creativity; as well as maintaining the growth and development of students' personality and social skills; The same thing also expressed by Crippen (2012) in his study entitled The Value of Children's Literature, published in the Journal Reading Oneota that a

children's book plays an important role because it gives students the opportunity to respond to a reading; provides an opportunity to better appreciate their own cultural heritage as well as others; helping students develop emotional intelligence and creativity; as well as maintaining the growth and development of students' personality and social skills; The same thing also expressed by Crippen (2012) in his study entitled The Value of Children's Literature, published in the Journal Reading Oneota that a children's book plays an important role because it gives students the opportunity to respond to a reading; provides an opportunity to better appreciate their own cultural heritage as well as others; helping students develop emotional intelligence and creativity; as well as maintaining the growth and development of students' personality and social skills;

With the support of some of the relevant research results, we can conclude that the children's story book entitled "Remorse Komang" proven effect on students' attitudes as harder to perform prayers before and sesudah start in school activities. Students are also more motivated to did not forget to cymbals sari every day in the classroom because of and concern through mutual cooperation in implementing the tasks picket, all these behaviors are accommodated in a storybook through the behavior exhibited by Komang worth imitating and is in accordance with the real state of the performed by children every day



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**CONCLUSION**

As can be concluded from this study that the storybook was created and developed by several aspects: a) spiritual attitudes are acts of worship that is manifested by devout implement Tri Sandhya raised from local culture Bali satua Timun Mas, and behave thanks to the activity of prayer mebanten canang cider; b) social attitudes that is honest, responsibility, manners, caring, and confident are realized with some cultural activities, local Balinese elementary school students high grade namely: that story has a meaning of some of the stories satua (Ramayana, Kebo Iwa, Timun Mas, Cupak Grantang), a traditional game of tug of war, the musical Pucung Canto, greetings and Swastyastu Om Om Om Santhi Santhi Santhi; and 3) the charge of learning such as: PPKn about their rights and obligations, Indonesian about obtaining information from text reading, mathematics concerning plans, IPA on healthy environments, IPS about the rights and obligations of family members, SBDP about dance, and PJOK about playing small ball or sport rounders. These three aspects can be packaged in the manufacture of a good storybook that is a) open a story, so readers interested in reading; b) escorted the preoccupation; c) half of the story, so as not boring; d) climax, there is a distinct impression; and e) draw the meaning of the story, so that the meaning is conveyed can be up to the reader. Based on the results of observation sheets attitude, questionnaires interest in reading, and test

results to learn,

Based on the conclusions and implications of the research outlined above, there are some suggestions that can be used to improve the quality of learning in implementing C-13 at the elementary school students, among others students are advised to further enhance the spiritual attitudes and social, reading, learning outcomes, towards more either by using a companion book that is one children's book nuanced local culture with a variety of loads pembelajaran. Guru is suggested to improve and provide creative ideas, especially to the manufacture of children's book as a companion textbook on K-13. Schools are advised to assist schools to provide the knowledge for effective teachers can use children's books that have been made, so for the next school to make students with better behavior. as well as for other researchers are advised to carry out further research to enhance children's book, so as to create a children's book that could function as a learning formula on the themes in the high class.

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