USE OF DIGITAL PICTURE STORYBOOKS TO IMPROVE RESPONSIBLE CHARACTER

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Abstract: *The provision of education has been transferred through an online system or study from home, so that the role of the parents is very crucial in supervising and educating their children, especially in instilling character in the family sphere. In this study using a literature review approach to review character education in students during pandemic on family-based environment. Schools, teachers, parents, and the community must work together in an effort to shape the character of students to create harmony in life. Which is why it takes good coordination between parents, teachers, schools, and the community as a supporting factor in order to shape the character of students. The main character cultivation in this article is the character of responsibility. The low values of student responsibility characters encountered during this pandemic became one of the backgrounds for the development of this Digital Picture Story Book. In addition, the problem that is often faced is the limited learning media available to instill the character of responsibility in children.*

Keywords: digital picture storybook, responsible character, literature review, online system

INTRODUCTION

Education is a civilizing process, cultural process, or cultivation process to develop all human talents and potential in order to elevate oneself and the world around them to a human level (Kartono, 1992: 22). The human level contained in this understanding is how education can raise the level of humans to be moral, dignified, have good character, have values and attitudes that reflect that humans are complete human beings. Thus, the aim of education is not only to create intelligent people, competent and useful people, agent of change people, god-fearing people, but complete human beings. Likewise with learning in class. Education is one of the main keys to building and shaping the quality of character of citizens (Adistia, 2019: 74). Education is also a long-term savings or investment and is very valuable in the development of a country, because a

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successful country that is advanced and developing can be seen from the quality of the citizens themselves. Education should be able to form a society with good character and be able to increase people's awareness of living in harmony, with high tolerance, and with a democratic national outlook and a global outlook.

One of the problems in the world of education in Indonesia is the low level of character, social care and responsibility possessed by students. According to Salahudin (2017) social care is attitudes and actions that always want to provide assistance to other people and communities in need. According to Daryanto (2013) responsibility is the courage to accept all the consequences of one's actions. Strengthening character education needs to be integrated into learning and provided according to learning characteristics. Character education needs to be taught from an early age or since children reach elementary school, so that when they grow up they will understand the behavior and values of character education. One of the government's efforts to shape good national character in Indonesia is through education. One way of implementing character education is through the learning material provided to students.

There are many cases of student delinquency that occur today, ranging from fights between students which result in death, drug cases, and even immoral cases. Surprisingly, these cases are often found in superior schools and even in tertiary institutions. As an educational institution, it should be a place for the ongoing process of forming and internalizing character values for students. However, the facts that occur in the field actually indicate that many educational institutions are actually places for practicing actions that are very far from the character values that have been formulated by the government (Raihan, 2011: 40).

Of the various cases and problems above, education is the first to be highlighted by society, especially religious education. Society considers that religious education in Indonesia has not been able to form people with noble character and morals. Schools as an educational institution are considered incapable of implementing religious education properly, which has an impact on the various cases mentioned above. The community believes that the implementation of religious education in schools has not been able to touch on the religious aspects of students in order to form students who obey religious rules and have morals in accordance with the rules of the Shari'a.

One of the characters that students must have is the character of responsibility. According to Nurul (20 22: 993) The character of responsibility has an important role in learning, if the character of responsibility is low it will hinder the success of achieving learning goals. In character education there are several values, one of which is responsibility. The character of responsibility is very important so that the school becomes an institution for self-formation to achieve success. The depletion of awareness and even the loss of the character of responsibility in students hinders learning activities so that this should not happen (Kamila, 2013).

The character of responsibility is very necessary in learning, with the character of responsibility students can easily achieve success in achieving goals. In this case, students show a sense of responsibility in learning , so that By learning the character of responsibility, students can be more responsible in all things. With that, students also need to be responsible for what they have chosen (Marzuki, 2015). Responsibility must be instilled in a person from an early age (Yantoro, 2016, p. 191). Outside of school, parents are tasked with instilling responsibility in their children, while at school it is the teacher's job to instill responsibility in their students, especially the responsibility for learning in the students themselves. So in the learning process it is not only the delivery of material that must be carried out by the teacher but the character building of students must also be carried out.

According to Damayanti (2016: 13) one of the efforts that educators can make to shape the character of their students is through the habit of reading picture story books packaged in digital form . Through the habit of reading picture story books, it is hoped that the main goal of presenting picture stories in the learning process will be achieved, namely helping students to form character by communicating facts and ideas clearly and strongly through a combination of expressing words and pictures while providing a platform for students to learn. express various emotions and feelings. Its implementation can be stated in daily programs that have been prepared and designed in such a way by the government through educational institutions such as schools through teaching staff.

METHOD

To achieve the objectives of this research, a study on the use of digital picture storybooks to improve responsible character was carried out using an integrative literature review method. Using this method, we carry out a literature review through the process of reviewing, criticizing, and synthesizing representative literature on a topic in an integrated way so that a new framework and perspective is produced (Callahan, 2010). This method combines various empirical and research-based articles, books, and other literature (e.g. conference websites and published proceedings) on the development of digital picture books to enhance the character of responsibility.

RESULTS AND DISCUSSION

Learning through storybooks is something that children enjoy. Story books really attract children's interest in reading. Apart from that, storybooks help children understand things presented in storybooks. Children at elementary school age really enjoy picture story books, because they are interesting and easy to understand because there are illustrations in the form of pictures.

Meanwhile, digital comes from the Greek word digitus, which means ten adult fingers. In general, digital is defined as a number consisting of the numbers 0 and 1. Digital or what is more often called digitalization is a change in analog mechanical and electronic technology to digital technology. digital. Digitalization has started since the

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1980s until now. Digitalization is a type of technological innovation which is in line with the emergence of the internet. Digitalization encourages people to live a more sophisticated and modern life. There are many conveniences and benefits obtained thanks to digitalization in everyday life. Mitchell (2003:87) says that digital picture story books are books that contain pictures and words, which do not stand alone, but rather depend on each other to form a unified story. At elementary school age, the choice of using picture story books is one option good because at that age children still like stories and colorful pictures. Another opinion about picture story books was also expressed by Rothlein and Meinbach (1991:90), in their opinion, stories and digital illustrations are books that contain messages through illustrations in the form of pictures and writing in digital form. The images and writing form a unified whole. It can be concluded from the opinion above that digital picture story books are stories written in a light language style or easy to understand by elementary school students and also contain pictures that form a single unit. Themes in storybooks also adapt to things you like or activities that are personal or personal experiences.

According to KBBI (2008) Responsibility is a state of having to bear everything. Responsibility is the obligation to bear everything for the actions that have been done, a person can be said to be responsible if he consciously takes a decision, evaluates the decision and is willing to face and accept the consequences whatever they may be (Indah, 2003). So, it can be concluded that responsibility is a situation where you have the obligation to do something wholeheartedly without feeling forced or burdened, admitting that you have made a mistake and completing the task until it is completed completely. From this definition, the meaning of responsibility can be emphasized as the ability to determine an attitude towards an action and there must be the ability to bear the risks of an action. In other words, someone who is responsible will be firm in making decisions and ready to bear the risks or consequences that arise from his attitude.

Responsibility is the key word in achieving success, where a person who has responsibility will use all his best abilities to fulfill that responsibility (Asmani, 2011.p.91). Responsibility is part of values and character education that must be developed in the learning process. Everyone has the freedom to make the decisions they make. This attitude also applies to oneself, other people, nature, and to God Almighty.

Research conducted by Indah (2021) explains that character education is an effort to help shape the character of students through the application of values in a long process. One way that can be applied to form effective characters for students is through digital picture storybooks. Through picture story books, students are able to absorb the positive values contained in a story so that they are able to form their personal character. Writing in picture story books can use light language, tends to be in a conversational style so that it is easy for children to understand and is equipped with lots of pictures and is varied and interesting so that it can attract interest, liking and love for picture story books. Each story book is able to convey the message contained therein which includes character, moral and educational values that are adapted to the level of development and understanding.

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learners.

Digital picture story book media is considered suitable for development, apart from making students more interested and enthusiastic, this media also provides strengthening character education. In accordance with the quote from Abidin (2016), in the current era the media that must be developed is media that can strengthen character education for students, because understanding good character will produce a good generation. Storybook media has the advantage that it suits the character of elementary school students who like stories. Apart from that, digital picture storybook media is easy for students to integrate nowadays and is developed in accordance with existing learning materials in elementary schools. The reason the researcher wanted to develop storybook media was referring to relevant previous research regarding storybook media that was integrated with elementary school students.

Previous research that is relevant to this research is research conducted by Nugrahaningtyas (2018) entitled "Development of Picture Story Books as a Media for Learning Healthy Lifestyles for Grade 1 Elementary School Children" which concluded that the existence of storybooks about healthy lifestyles received high scores. very good where students are able to understand and implement healthy lifestyle procedures. Apart from that, there is also relevant research conducted by Desti Rahayu. (2019) entitled Character Formation of Children Who Like to Read Through the Media of Picture Story Books Aged 5-6 Years in Group B Kindergarten Aska Suka Bumi Bandar Lampung" which draws the conclusion that the level of development of children's character develops very well with percentage rate 20%. Picture story books are also able to involve children's cognition, emotions and imagination because the books are designed to be interesting to them children like color, content, setting and storyline. The research results above show that the application of character education is very important and effective by using picture story books.

Digital picture storybooks for teachers are very useful and effective for conveying character education lesson content. Picture stories which are products of children's literature were deliberately created for children (Musfiqon, 2012). Apart from being a means of entertainment, illustrated stories can also be used in learning. This is in accordance with Rohmah's (2012) statement that illustrated stories as a graphic medium used in the learning process have a practical meaning, namely they can communicate facts and ideas clearly and strongly through a combination of expressing words and pictures. Through their reasoning power, they can imagine seeing picture story books that include text or ideas that have a moral message and interesting pictures.

Currently, children's stories spread quickly through the media, both in the form of children's story books and through other media, such as television, cartoon films, the internet, gadget applications. In the 1980s to 1990s, with limited media available, children's story consumption patterns were still conventional, such as bedtime stories,

magazines or cartoons on television. But now, the presence of more sophisticated media means children can access stories through various forms of media. Sociologically, regarding the consumption of children's stories in this era of very rapid technological development, the Indonesian nation faces various problems that are multidimensional and complex. In the context of character education, the challenges become very big with the presence of globalization. Character education is noble traits that are instilled in children from an early age, for example a sense of responsibility, discipline, independence, respect and politeness, self-confidence, creativity, never giving up, kind and humble, tolerance and love of peace. Character education emphasizes good moral values, feeling noble values, and having a strong commitment to realizing what is known and felt in real actions.

Based on the results of research conducted by Lucia (2021), the results show validation of language experts, where digital picture storybook media is to improve The student's responsible character is classified as very high and suitable for use with a score of 91% from 6 aspects. The first aspect is straightforward with 3 indicators, the second aspect, namely communicative, consists of 3 indicators, the dialogic and interactive aspect consists of 3 indicators, the aspect of conformity with student development with 2 indicators, the aspect of conformity with language rules with 2 indicators, and the aspect of the use of terms and symbols that consists of 4 indicators. The percentage obtained from experts in character education content was 93.7% which was included in the very high category and the percentage obtained from linguistic experts was 91% and included in the very high category. This digital picture story book can be useful for teachers and students, where it is made easier for teachers with the media can help convey character material, especially the character of responsibility, to students, and it is easier for students to accept the material presented through an interesting story equipped with pictures. This media can be used not only during school time but at any time this media can be used. Because with a story, students in lower classes are more likely to be interested in reading a story book, where students in lower classes are at the concrete operational stage which means children's fantasy power is still very high.

According to research conducted (Aulani et al., 2021), picture stories based on character values as supporting literacy obtained a language validation result of 4.5 and language validation of 4.7 for the practicality test obtained a score of 4.1. Based on the results of validation tests by linguists, the media and practicality of picture story media meet the appropriate criteria with a score of 4.1 - 4.7. Based on the data obtained, it can be concluded that picture story media based on character values as a literacy support is suitable for use and used as a learning resource. Relevant research conducted (Andriyani, 2020) regarding the development of picture story books to develop student character obtained a score from material experts of 85.5% and media experts received a score of 95.5%, while learning experts received a score of 75.5%. Based on media expert validation tests, materials and learning media, picture story books were declared as suitable media to be used as learning media to develop the character of elementary school students.

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The use of digital picture storybook media is expected to be able to improve students' character of responsibility which is very necessary (Mertami, 2023). By having stories that contain good moral messages, it will be easier for children to implement the moral messages conveyed in a story line. The introduction of stories also aims to introduce human and moral values to children, through dynamic stories it can help children to have a critical mindset. Based on this, the importance of picture story books is to improve children's character and tolerance are very important because children need to learn reasons, and children's stories are an effective way to introduce values to children. Digital picture storybooks are an important visual tool that can be accessed by children and can provide children with opportunities to explore personal experiences and understand the values contained in family and society. Agree with this, if examples of good character are presented, children will be taught to reflect on their own children's lives. In line with the opinion of Nurjanah (2018) who believes that picture story books can be classified as suitable for use as media in the learning process for students (Ratna, 2019).

CONCLUSION

Storybooks can be an effective medium in improving students' responsible character. Validation by language experts and character education content experts shows that this media is suitable for use with a high score. Apart from that, picture story books based on character values have also been proven to be valid and practical in improving students' literacy and character. In the learning process, responsibility is an important part of value and character education that must be developed. With digital picture storybooks, students can absorb positive values and form responsible characters through stories that are interesting and easy to understand.

Digital picture storybooks can help students form characters through clear and strong communication between words and images. Apart from that, digital picture story books can also convey messages of character, moral and educational values that are appropriate to the level of development and understanding of students. Character education through digital picture storybooks can help shape students' characters by applying values that are appropriate to their level of development and understanding. Therefore, the use of digital picture storybooks in learning can make a significant contribution in improving students' responsible character.

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