

## Utilization of Picture Story Book about the Process of Rain in Learning IPAS Class IV SD Negeri 8 Menteng

'Siti Fadillah Hasanah, 'Ichayatul Afrom, 'FX. Manesa

<sup>1</sup>Universitas Palangka Raya, Central Borneo, Indonesia.

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### ABSTRACT

The material in class IV IPAS learning about evaporating and condensing which is related to the process of rain. Students have difficulty in understanding the concept of rain if the teacher only explains with the lecture method without supporting media. Based on these problems, an effort to improve learning is needed, one of which is utilizing learning media to meet the needs of students. The utilization of picture storybook media is to describe in detail the utilization of picture storybooks about the process of rain in learning IPAS grade IV SDN 8 Menteng. This research was conducted using a qualitative approach. Data collection techniques through observation, interviews and documentation. Data analysis used analysis techniques proposed by Miles and Huber. The results of this study indicate the utilization of picture storybooks, students are interested in reading picture storybooks, students utilize picture storybooks well, students can remember the contents of rain picture storybooks, by reading rain picture storybooks students understand about the process of rain. The utilization of this picture storybook provides a good response and is accepted by students and has a good impact on supporting the learning process.

**Keywords:** Utilization of Picture Storybooks, The Process of Rainfall



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### Corresponding Author:

Siti Fadillah Hasanah  
Primary School Teacher Education Department,  
University of Palangka Raya  
Tanjung Nyaho Road, Palangka Raya City, Central Kalimantan Province, Postal Code: 57126, Indonesia.  
Email: [fadillahdilla276@gmail.com](mailto:fadillahdilla276@gmail.com)

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## INTRODUCTION

Learning process is a process in which there are reciprocal interaction activities between educators and students in educational situations to achieve learning goals. Learning activities will run well and effectively if the teacher can utilize everything around the school environment. Selection of the right learning media is influential in realizing the achievement of learning objectives. According to (Suhartini et al., 2023), learning media is generally a tool for the teaching and learning process. Learning media is anything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of the learner so that it can encourage the learning process (Ekayani, 2017). Learning media that can be used as a bridge between teachers and students in understanding the concepts conveyed, one of which is picture storybooks. Although the times continue to develop the use of books, especially in learning activities, will never be replaced. According to Dr. SSF in (Gilang et al., 2017) explains the use of books as media to teach good character. At the age of elementary school children, the use of picture storybooks is a good choice because at that age children still like stories and colorful pictures. According to (Nicholas, 2007), There is a positive relationship between books that are fully illustrated with emotive contexts and child development. The books needed

are books that are in accordance with language development, in accordance with emotional development, in accordance with experiential situations that children encounter in everyday life, in accordance with the depiction of role models for children, and in accordance with the bright colors that children love. At SD Negeri 8 Menteng, there are difficulties for students in understanding certain subject matter taught by the teacher. The material in class IV IPAS learning which is about the change in the form of objects has a lot of material concepts that are taught. One of them is evaporation and condensation material related to the process of rain. Students have difficulty in understanding the concept of rain if the teacher only explains with the lecture method without supporting media. Learning media that can be used as a bridge between teachers and students in understanding the concepts conveyed, one of which is picture storybooks. Hurlock in (Adipta et al., 2016) also stated that school-age children like picture stories because of the following: (1) get insight into their personal and social problems to help solve problems; (2) attract children's imagination and curiosity about problems; (3) easy to read, even children who are less able to read can understand the meaning of the pictures; (4) reading that not many other books provide; (5) colorful is simple enough to understand. The utilization of illustrated storybooks that

contain multimedia elements such as text/writing, images that are tailored to the needs of learning materials to facilitate and motivate students' interest in learning. Based on this background, the researcher felt interested in conducting a study entitled "Utilization of Picture Storybooks about the Process of Rain in Class IV SD Negeri 8 Menteng".

## METHOD

This research was conducted using a qualitative approach to describe or explain the problems being studied by presenting a series of words that are able to analyze and explain the use of picture storybooks about the process of rain in class IV SD Negeri 8 Menteng. This research was conducted at SD Negeri 8 Menteng which is located at Jalan G. Obos XII Menteng, Jekan Raya District, Palangka Raya City. This research was conducted in March-July 2024. The research subjects were fourth grade students of SD Negeri 8 Menteng, which consisted of three classes, namely classes IV A, IV B, and IV C. The data collection procedures in this study were observation, interviews, and documentation to obtain information and information about problems based on existing circumstances in the utilization of rain picture storybooks in learning IPAS SD Negeri 8 Menteng. The data sources used in this research are primary data sources and secondary data sources. Primary data sources in this study are through observation interviews vice principal, homeroom teacher IV and students. Secondary data sources in this study are in the form of books, archives, journal articles, websites, archives or other documents regarding the utilization of Rain picture storybooks. This research stage refers to the stages of research stated by Bogdan which was modified by (Moleong, 2012). This research will go through three stages of research, namely: (1) pre-field stage; (2) field work stage; (3) research data analysis stage. In qualitative research, the data will be analyzed using the analytical techniques proposed by Miles and Huber who are quoted from (Ersanti Ningrum et al., 2024) this stage of analysis is carried out through data reduction steps, data presentation, and conclusion drawing. Checking the validity of data is one that is very important in qualitative research, to determine the degree of trust in the results of the research conducted. According to (Paradistya, 2021) The triangulation test is one of the approaches taken by researchers to explore and perform qualitative data processing techniques. Researchers use tests with the types used are source triangulation and technical triangulation as data checking. This research will go through three stages of research, namely: (1) pre-field stage; (2) field work stage; (3) research data analysis stage.

## RESULT AND DISCUSSION

### Creation of a Picture Story Book about the Process of Rain in Learning IPAS Class IV SD Negeri 8 Menteng

The learning media created is printed media in the form of a picture storybook with the title "Rain" which has a visual style,

typography, color combination, and characteristics made by adjusting the design for elementary school children displayed with depictions of places and times that are relevant to children's lives. According to Bunanta in (Vera, 2023) The suitability of context and illustrations in children's books has elements that are specifically fulfilled, namely: (1) the message is appropriate for the age of the child; (2) the character of the character is appropriate for the age of the child; (3) the depiction of place and time is relevant to the child's life; (4) the story character gives a positive character; and (5) the picture gives good behavior. Making illustrations of picture storybooks about the process of rain researchers use a Canva application. Canva application is an application or Web site or application that provides tools for creating graphic designs and publications online. Illustrated storybook media is made and attractive designs to attract the attention and curiosity of students. The illustrated storybook "Rain" is made with A5 book size (14.8 cm x 21 cm). The illustrated storybook contains a story with the title "Rain" telling 3 of children named Eren, Koni and Sasha who play in the park during school holidays. The picture storybook "Rain" explains three rain processes, namely evaporation, condensation and precipitation. Products or storybook media are validated by media experts. Media validation uses a validation test with a questionnaire using a 4-point Likert scale modified from a 5-point Likert scale.



Figure 1. Front Cover of Storybook



Figure 2. Content of Storybook

According to Hadi in (Liska et al., 2022) all four aspects are validated by media experts, carried out by filling out an assessment questionnaire consisting of four aspects, namely: book cover, context suitability and illustrations, book content and book anatomy.



Figure 3. Graph of Media Expert Validator Assessment Results

The graph above shows the assessment of media expert validators. The assessment of aspect 1 of the feasibility of the book cover gets a percentage of 92% with the category “Very Feasible”, the assessment of aspect 2 of the feasibility of context suitability and illustrations gets a percentage of 95% with the category “Very Feasible”, the assessment of aspect 3 of the feasibility of book content gets a percentage of 87% with the category “Very Feasible”, and the assessment of aspect 4 of the feasibility of book content gets a percentage of 92% with the category “Very Feasible”.

### The Use of Media In Learning

In learning IPAS in class IV SDN 8 Menteng, there are difficulties for students in learning. This difficulty is characterized by students who are not excited, bored in participating in learning which makes it difficult for students to understand the learning provided by the teacher. In overcoming these difficulties, teachers can provide learning materials with a variety of methods in learning by adjusting the learning that will be given to students which is certainly interesting and interesting. Learning that is certainly interesting and favored by students, so that students can understand and respond to learning well. One of the learning methods that can be used is the use of learning media. The use of media in learning is one way to support learning so that students better understand the material taught by the teacher. Supported by Strouse's opinion, in (Lestaringrum et al., 2023) stated that books have an influence in helping children to understand, adapt, and play a role in their immediate environment. The use of picture storybook media is certainly expected to be useful in learning and interesting for students, so that students are not bored in reading.

### Utilization of Picture Story Book on the Process of Rainfall in Learning IPAS Class IV

Utilization of picture storybooks about the process of rain in IPAS learning in grade IV SDN 8 Menteng. Students' responses to the utilization of picture storybooks about the process of rain in IPAS learning in grade IV have mostly provided good benefits for students. Participants are interested in reading, understanding, and remembering the contents of storybook reading. The utilization of picture storybooks is able to make students have enthusiasm and interest in reading picture storybooks, able to make students not feel bored and bored, because there are pictures that make students interested and happy to see and read picture storybooks about the process of rain in grade IV IPAS learning at SDN 8 Menteng.



Figure 4. Utilization of Storybooks in Learning IPAS Class IV SD Negeri 8 Menteng



Figure 5. Utilization of Picture Storybooks in Class IV Students of SDN 8 Menteng

Based on the observations that have been made, it can be seen that the attraction in this media is in the picture, in accordance with the opinion expressed by Halim, in (Sumiati, 2021) storybooks given to children are usually equipped with pictures so that they can attract children's attention to see or read the book. The pictures in the storybook are interesting and colorful, this certainly attracts the attention of students. Grade IV students of SD Negeri 8 Menteng in Class IV A, IV B, IV C based on the observations of researchers in the utilization of

picture storybooks, students are able to mention the main topics in the book, students can also mention the names of the characters in the story, the setting of the story, and the situation told in the book. In the utilization of picture storybook media about the process of rain in class IV, students are interested in reading picture storybooks, students utilize picture storybooks well, students can remember the contents of rain picture storybooks, by reading rain picture storybooks students understand about the process of rain in class IV IPAS learning SDN 8 Menteng.

### **Constraints and Solutions in Utilizing Picture Storybooks on the Process of Rain in Grade IV IPAS Learning**

The limitations of this picture storybook are of course based on the ability of researchers who can only provide a limited number of picture storybook prints. In addition, another obstacle found by researchers when conducting observations in this study was that there were students who were less interested in the picture story book "Rain". This is caused by the lack of interest of students with the characters in the picture storybook. Based on the discovery of several obstacles, of course, efforts or solutions are needed to deal with it. Teachers can use picture storybook media alternately during learning and do grouping. Another obstacle solution is that there are students who are less interested in the characters in picture storybooks, researchers can characterize the characters in picture storybooks more interestingly according to the characters that students are interested in and recognize. In line with the opinion expressed by (Ramadhani & Setyaningtyas, 2021) because learners at the age of 7-12 years are more likely to like things with interesting illustrations.

### **CONCLUSION**

The utilization of picture storybooks is able to make students have enthusiasm and interest in reading picture storybooks, able to make students not feel bored and saturated while learning. In the utilization of picture storybook media about the process of rain in learning IPAS class IV SD Negeri 8 Menteng, students are interested in reading picture storybooks, students make good use of picture storybooks, students can remember the contents of rain picture storybooks, by reading rain picture storybooks students understand about the process of rain, students can more easily understand material about IPAS learning about the process of rain more easily and interestingly. The utilization of this picture storybook provides a good response and is accepted by students and has a good impact on supporting the learning process. The obstacles contained in the use of picture storybooks about the process of rain in learning IPAS grade IV SD Negeri 8 Menteng are the limitations of storybooks and there are students who do not like the characters in storybooks. The solution in overcoming the existing obstacles is that in the limitations of storybooks the teacher can use

picture storybook media alternately, grouping students by adjusting the existing books, teachers can also reproduce their own prints of picture storybook media "Rain". As well as further increasing the attractiveness of students is that in the future researchers can characterize the characters in picture storybooks more interestingly according to the characters that are in demand and widely recognized by students.

### **SUGGESTION**

Teachers are advised to further optimize the use of picture storybooks and can develop similar learning media that are deemed necessary for innovative and appropriate supporting media. Students are expected to increase their own interest in reading by increasing literacy in order to gain knowledge and knowledge. Researchers are expected to conduct broader and in-depth research on the utilization of picture storybooks about the process of rain in IPAS learning.

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