

***REFLECTIVE PICTURE STORYBOOK: THE URGENCY TO IMPROVING
SOCIAL SKILLS OF ELEMENTARY SCHOOL STUDENTS?***

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Abstract: This study aims to analyze the needs of learning media for elementary school students. Media that will be developed is a book called reflective picture storybook. The media are designed to improve students' social skills. This research use survey method. Data collection techniques are done by interview, observation, questionnaire, and literature review. The data has been obtained and then analyzed by qualitative descriptive method. The results showed that the students' social skills were low, especially on peer relations skills. Due to the interest of students on picture books that will increase the motivation to read the picture book, media reflective picture storybook can be used as an alternative to improve the social skills of students in general and skills of peer relationships in particular. These findings lead to the conclusion that teachers and students need a media reflective picture storybook to improve students' social skills.

Keywords: reflective picture storybook, social skills, needs analysis

INTRODUCTION

Humans live in a social environment. The sustainability is done by interacting with each other. Then it is necessary to adjust to the environment and become what is expected by society. Humans as social beings are required to take control of social skills in order to be

accepted by the community environment.

Social skills do not form instantly, but evolve over time. Anderson (2004) mentions that social skills are developed and manifested in a process of social interaction. Through the process of social interaction, individuals can get a

positive or negative response as a result (Cartledge, G. & Milburn, 1995). It shows that more interaction occurs, then the social skills will be the better.

In line with Anderson's statement, (Shepherd, 2010) reveals that social skills are specific behaviors that are well-informed by individuals as they complete the social demands of society. Every human being is involved in social life. This means the behavior that arises from an individual due to the process of interaction with the environment and efforts to fulfill the expectations of the community. The child will go through the process of interaction as part of social life.

Reciprocal processes with the environment also become one form of realization of social skills. As mentioned by (Dowd, T. & Tierney, 2005) which states that social skills enable communication, learning, asking for help, getting the necessities of life, getting along with others, protecting themselves, and being able to interact with anyone found in life. So, not only how to behave, but also

there is a response obtained from the environment.

Social skills are a manifestation of a child's understanding of the values prevailing in society and the way in which behaviors are considered good in everyday life. Over time, understanding leads to better child. Through intense interactions with family, school, and community environments will have an impact on children's social skills.

There is a close relationship between students' social skills and other abilities such as helping, sharing, and caring, and the behavior lies in the social and interpersonal context (Kwon, Moorman, & Susan, 2014). Low social skills can lead to lower student academic achievement, students will tend to be lonely and show less self-esteem until the possibility of being expelled from school (Muijs, D. & Reynolds, 2011). Therefore, social skills are skills that need to be developed early on.

Efforts to develop social skills can be done through three stages. Fox & Lentini (2006) mentions the first stage is the gain skill, which

introduces social skills in children. Second is fluency, children learn social skills and easily use them. The last stage is enforcing the skill and generalizing, ie the child uses the skills in the new situation.

One effective strategy for developing social skills is through storybooks. Lynch & Simpson (2010) Teachers have long used story books to promote children's social development. Thus, the media selection picture books to develop social skills is an appropriate choice. Media reflective picture storybook is the development of the media picture storybook.

Picture storybook or often known as picture books is a book that conveys messages through two ways, namely through illustrations and writings (Huck, C. S., Hepler, S., & Hickman, 1987). Through both ways simultaneously, mutually reinforce the message content will be delivered to readers. Picture storybook is one of the literature that can be given to children, including elementary school children.

The display on the picture storybook not only attractive but also

form a beauty. Arizpe & Styles (2003) Book in the which the story depends on the interaction between written text and image and where both have been created with a conscious aesthetic intention. The beauty of that is that would cause interest in reading in children.

Elementary age children prefer pictures rather than writing. Nicholas (2007) states that elementary school students more interested in the book in which to load an image rather than a book that displays the text as a whole. So that the media needed students in understanding the subject matter is a picture story because besides interest, also fosters students' motivation. Reading a story book will be more complete and concrete when it is done by looking at pictures and reading the narrative text. Students are more likely to imagine the storyline based illustration.

Through picture books, the perception of students will be more easily affected even though they do not see concrete form (Heath, Houston-Price, & Kennedy, 2014), The characters in the story may

provide perceptions that will be an example for the students.

Reflective picture storybook combining picture storybook, the subject matter and the contextual everyday life that contains the values prevailing in society. Through the reflection of these values in the story, students will emulate the values contained in the story so as to master the social skills that apply in the community.

Reflection is a process that requires logic and ratios in problem solving, but also involves intuition, emotion, and spirit (Zeichner & Liston, 2014), This makes the study conducted by the reflective media picture storybook to be more meaningful and effective.

Media reflective-picture storybook is a product of a reflective picture books based on the values so as to create an understanding students as moral beings. Picture book contains five parts: 1) a picture story related to instructional materials, 2) illustrated stories reflective presented the author, 3) questions reflective, 4) reflective journals for conditioning the attitudes of students everyday, and

5) story themselves in the form of students' understanding of themselves.

METHOD

This study used descriptive qualitative method. Data collection techniques such as interviews, observation, questionnaire, and review of the literature. Interviews were conducted with teachers one on one to find out the problems related to social skills and the needs of the media in learning. While the questionnaire is done to the students to determine interest in picture books. A literature review conducted in order to examine relevant theory and research-related variables examined the reflective picture storybook and social skills of students.

The subjects were teachers fourth grade and 79 grade IV consisting of 29 students of SDN Gemawang, 25 students of SDN Purwosari, and 25 SDN West Sinduadi. Research conducted in August-September 2017.

RESULTS

This research aims to determine mastery of social skills of elementary school students and reflective picture

storybook role in improving the social skills of fourth grade student in Sleman. Results of interviews with fourth grade teacher showed that the students' social skills not dapat categorized so there still needs to be improved. Lack of social skills in students divided on five dimensions of peer relations, self-control, academic skills, compliance, and assertion. Teachers informed that the students' social skills are less well can also be seen from the way the students hang out. Students selectively friends, teasing, and irreverent good talk with friends and teachers. Other findings from the observation results show that students who say this is more often shaped ridicule than praise of a friend.

Turning to the dimension of self-control, cases were found to be unqualified students to regulate emotions, such as anger for ridicule and retaliate when ridiculed. Some students also lack awareness obey school rules, for example in the case of uniformed and timeliness. While the academic dimension, seen some students less attention to the teacher and chat with other friends. On the dimension of the demands, there are

students who still refuse orders given by the teacher. For example, students were ordered to work on the problems in front of the class, but the students refused on the pretext of not really understand the material being taught.

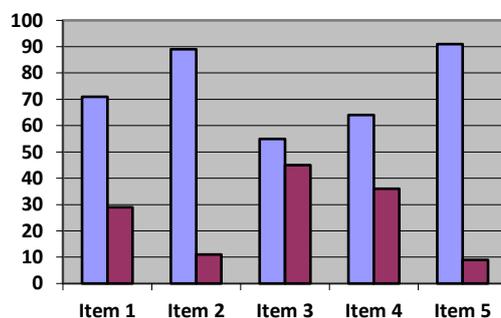
Lacking social skills (social skills deficit) on students by teachers of students caused by the social environment at home is not good. Most students live in an environment where more people are adults who often say rude. There are also students who are affected by internet poor due to lack of supervision and guidance of parents.

In addition to the problems of social skills, teachers also expressed a need for an interesting learning media and improve social skills. This is due to the students' books are not yet integrated with payloads that must be mastered social skills of students. During this time teachers only use the media guide students and teachers from government books without using other companion books. In fact, the book teacher and student book has not been able to integrate social skills in an optimal learning. Book teacher and student books are still less able to

push the process of self-reflection of students' everyday lives.

Selection media picture books as a medium to improve social skills based on the findings indicate that students interested in picture books. This is evident in the data analysis answers the questionnaire need for students to picture storybook reflective media. Almost all of the students stated that more interested in the story books are accompanied by illustrations than storybook reading a text-only course. Students claimed to be interested if the form of textbooks in the form of a picture story book. The questions the questionnaire are presented in the following diagram.

Figure 1. Diagram of the results of the students' answers to the questionnaire given



Information

item 1 : Do you like to read a story?

item 2 : Do you prefer to read books with pictures?

item 3 : Do you have a picture book at home?

item 4 : Do you like it if your lesson book-shaped picture books?

item 5 : Do you think the textbooks in the form of a picture story more interesting?

DISCUSSION

Social skills have a major impact on the development of students, and therefore need to be developed. Mastery of good social skills enabling a person has the ability to express feelings that are varied and can understand the emotional state of others, and able to manage a relationship problem by considering the perspectives of others (Buhrmester, D., Furman, W., Wittenberg, M., & Reis, 1988; Demir, M., Jaafar, J., Bilyk, N., & Ariff, 2012). Problems encountered lack of social skills in children fifth grade elementary school in Kulon Progo need to be considered seriously in view of the importance of social skills mastery itself for the child's development.

Efforts to improve social skills can be performed using reflective picture books. The use of media in the learning process can make the learning process more meaningful and fun for children (Sanaky, 2013). Through stories and characterizations in the process of self-reflection is expected to improve the social skills of students. One is the importance of mastering social skills to help students solve problems in their daily lives (Deniz & Ersoy, 2016: 2). Children will learn how to solve the problem in accordance with the rules and regulations prevailing in the society.

Media reflective picture storybook into a suitable alternative to improve the social skills of elementary school students. This was confirmed by Gonen, Aydos, and Erturk (2012) which revealed that one of the most effective ways to do teachers teach social skills to use in the classroom storybook picture. It is known after an assessment of 100 picture books whose results are these books can improve social skills.

The empirical evidence of potential stories in developing social

skills shown by the study of the impact of social skills training program based on a story about the aggressive behavior of children, who found that the program reduces aggressive and maladaptive behaviors while increasing the ability to communicate. Aggressive and maladaptive behavior and lack of ability to communicate is an indication that shows the lack of social skills of children (Neda, Y.M., Ashkan, N., Sirous S., 2013),

Research revealed that the reflective picture storybook effective for improving social self-concept. Social self-concept is one of the main factors in the social development of students. Not only to understand herself, but also understand how to behave and position themselves with others (Mustadi, A., Suhardi., Susilaningrum, E. S., Ummah, R., Purwatiningtyas, M., & Wijayanti, 2017). To that end, reflective storybook developed more complex picture of increasing social self-concept into social skills.

Mastery of the students' social skills will become even better by reading, understand the story, and do

self reflection reflective story based on the book picture storybook. Teachers lead students in the use of reflective picture book storybook when learning takes place. Then the students fill in the journal reflection on the book so that students can boost their social skills.

CONCLUSION

Based on data from interviews, observations, questionnaires, and literature review conducted, it can be concluded that the students' social skills need to be improved. The use of media that is integrated with the learning curriculum in 2013 needed to improve the social skills of students is still low. The interest of students to make a picture story book picture storybook reflective media as media that is suitable and can be applied to the students. Media reflective picture storybook needed by teachers and students to improve students' social skills.

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Are you an elementary (CEFR level A2) learner of English? Practise and improve your writing skills with these texts and exercises. 87. A chat. Look at the chat and do the exercises to improve your writing skills. 129. A postcard from New York. Look at the postcard from New York and do the exercises to improve your writing skills. 72. A postcard from Scotland. Read about Jenny's holiday in Scotland and do the exercises to practise and improve your writing skills. 102. A recipe. Look at the recipe and do the exercises to improve your writing skills. 149. A social network site. Look at the m Reading the texts of electronic picture books, animation and audio explanations help students appreciate the reading beyond the texts and comprehend the beauty of meaning between lines. We borrowed a reading comprehension model for our electronic picture storybook as following: Figure1 : Reading comprehension model for storybook [9] With the "Collaborative Integrated Reading and Writing Model"(CIRC) in this study we carried out group reading comprehension with GS and face-to-face discussion about the story analysis in two classes of students. 3 3. Methodology Two classes of fourth-grade students in Primary school participated in this study.