DEVELOPING LIFT THE FLAP STORY BOOK
BASED CHILD-FRIENDLY IN ELEMENTARY SCHOOL

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Abstrak: This study aims to reveal the needs of lift the flap story book based child-friendly as a teaching material in the fourth grade in elementary school. Lift the flap story book based child-friendly is one form of innovation of teaching materials that can be used to improve students' cognitive and affective abilities. The sample in this study amounted to 150 elementary school students in Kasihan District. This research was conducted in September-October 2017. Data collection techniques used were questionnaires and interviews. The results show that lift the flap story book based child-friendly is needed to support mathematics learning. The required teaching materials contain stories, drawings, and learning materials. Therefore, it is necessary teaching materials based picture story book in which integrated learning materials.

Kata Kunci: lift the flap story book, child-friendly, elementary school

INTRODUCTION

One of the components supporting the success of learning is the availability of teaching materials. The teaching materials are components of the message content in the curriculum that must be submitted to the students. This component has a diverse message form, there is a form of facts, concepts, principles / rules, procedures, problems, and so forth. This component serves as the content or material that must be mastered by students in the learning process.

Teaching materials in the context of learning is one component that must exist, because the learning materials is a component that must be studied, observed, studied and used as material that will be mastered by students and at the same time can provide guidance to learn it. Without the teaching materials, then learning will not produce anything.

Teaching materials become one of the external factors of students who are able to strengthen the internal motivation to learn. One of the learning events that are able to influence the learning activities is to include teaching materials in the activity. Designed instructional materials must be complete, in the sense that there are elements of learning content and adequate learning resources will affect the learning atmosphere so that the learning process that occurs in students becomes more optimal. With well-designed instructional materials and interesting contents and illustrations will stimulate students to utilize teaching materials as learning resources.
Teaching materials have a very important position in learning. The statement in accordance with Prastowo's opinion (1997, p.7) is the systematic learning materials or materials used by teachers and students in the learning process. Furthermore, Majid (2007, p.174) added that teaching materials are all materials, information, tools and texts used to assist teachers in carrying out teaching and learning activities. Based on the two opinions above figures clearly in a teaching and learning process, teaching materials is a very important component. The election can not be at random but must be in accordance with the needs, the material to be taught. On the other hand, teaching materials are located as a means to achieve Basic Competence (KD).

The most widely used teaching material in school is the book. Books are a type of printed material that contains course materials. Books as a means of education play a role as a supporter in the process of teaching and learning to achieve educational goals. Books of many kinds, one of which is a book developed in this study, the child-friendly story-based flap story book to create learning friendly for fourth graders Elementary School. The flap story book elevator is designed by presenting a pictorial story in which integrated mathematical learning content. The child-friendly content in this book refers to the Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 on Child Friendly School Policy. The child-friendly content developed in the flap story book elevators is as follows: 1) Nondiscrimination, which ensures every student's opportunity to enjoy the right to education without discrimination based on disability, gender, ethnicity, religion, and parental background; 2) Anti-violence or prohibition against bullying between teachers and students and among students; 3) The prohibition of degrading students' dignity such as insulting, mocking, and hurting the feelings and self-esteem of fellow students; 4) Enforcing discipline with non-violence such as substituting punishment by providing academic or additional skills; 5) Emphasis on the importance of education and prevention of drop out students; 6) Integrate environmental material in the learning process as it is important to dispose of the garbage in its place.

The six aspects of child-friendly content are manifested through interesting stories and illustrations of images, interactions between characters in the story, and the physical form of the book in accordance with the characteristics of grade 4 elementary school students. This book can assist students in developing cognitive, affective, and psikomotor aspects through problem-solving activities, exercise questions, tests, self-assessment, and explanations of the mathematical context.

Lift The Flap Story Book means a storybook that has a lift that can be lifted (opened or closed). The flap elevator is packed with stacking or stacking some paper, then locking one side of the paper arrangement and leaving most of the paper to be opened and closed again. As Dewantari (2014) argues that the flap book lift is a technology created from paper material that can be a means of medical care to explain how the human anatomical arrangement, before the existence of more sophisticated technology as it is today.
Furthermore Dewantari (2014: 15) added in 1765, publisher Robert Sayer produced the flap book elevator as a medium of entertainment for both children and adults. The elevator flap is becoming more and more developed with the distinctive strength that has always been preserved. A simple and friendly mechanic would make the flap lift closer to the children. The benefits are great, indirectly viewing activities, opening and closing pictures on the flap elevator can train motor development in children.

METHODS

The research was conducted through survey method to the respondents specified as the sample. The population of this research is the students and teachers in the elementary school in the state of Kasihan District, Bantul. While the sample is taken at random (random). From the random results, 3 schools were surveyed, namely SDN Ngrukeman, SDN Karangjati, and SDN Ngebel.

Respondents in this study were students of grade IVA and IVB SDN Ngrukeman and classroom teachers, IVA and IVB students of SDN Karangjati and classroom teachers, and IVA and IVB students of SDN Ngebel and classroom teachers. Overall, the number of respondents amounted to 150 students and 6 class teachers. Data collection techniques used in this study is a questionnaire analysis of student needs and student and teacher interviews. Data collection was conducted between the second week of September to the first week of October 2017.

Questionnaire analysis needs to be used to identify problems at school and to identify students' needs for the child-friendly, child-friendly flap story bookstore in the learning process. Type of questionnaire used is a mixed questionnaire that contains questions that are open and closed. The questionnaire grid used in this study is as follows.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>The Thing Asked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter</td>
<td>Unintelligible subject matter</td>
</tr>
<tr>
<td>Learning Materials</td>
<td>• Availability of textbooks</td>
</tr>
<tr>
<td></td>
<td>• Most read books</td>
</tr>
<tr>
<td>Lift the Flap Story Book</td>
<td>Lesson material in the form of picture story</td>
</tr>
</tbody>
</table>

Furthermore, interview techniques are used to follow-up on the results of student needs analysis. Interviews were conducted to students and teachers. The type of interview used in this study is semi-structured interview to get more in-depth information from the respondents. The interview gratitude used in this research is as follows.
Table 2. Interviews Guidelines

<table>
<thead>
<tr>
<th>Aspect</th>
<th>The Thing Asked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proses pembelajaran</td>
<td>• Implementation of the 2013 curriculum</td>
</tr>
<tr>
<td></td>
<td>• Obstacles to the implementation of the 2013 curriculum</td>
</tr>
<tr>
<td></td>
<td>• The content of each subject matter in an integrative thematic</td>
</tr>
<tr>
<td>Learning Materials</td>
<td>• Availability of teaching materials</td>
</tr>
<tr>
<td></td>
<td>• Relevance of teaching materials</td>
</tr>
<tr>
<td></td>
<td>• Obstacle constraints</td>
</tr>
</tbody>
</table>

RESULT AND DISCUSSION

This study aims to reveal the needs of the child-friendly flap story bookstore lift as a teaching material in the fourth grade of elementary school. The interview shows that in implementing the 2013 curriculum, teachers express confusion because the 2013 curriculum has been revised twice but until now, the source book has not been equally distributed in Kecamatan Kasihan. So with a very forced, the teacher still uses the book source KTSP as a reference book in learning. Not only that, teachers also do not feel able to develop the teaching content in thematic. Although the curriculum has changed from KTSP to the 2013 curriculum which suggests that learning is implemented in an integrative thematic manner but the reality in the field shows that the implementation of learning is still based on lesson mate. The reason stated by some teachers in Kecamatan Kasihan is because the content of learning in thematic is unbalanced and the load is less profound.

In addition to the above mentioned constraints, the 2013 curriculum is also faced with the availability of teaching materials. Most teaching materials used in schools are limited, ie students and teachers use only 1 book as a source of learning, the book of the Government. No other source book is used in the lesson. Furthermore, some cases in the field found that the books on the market sometimes do not match the needs and characteristics of students or it can be said that the book is not child friendly. As the results of the document analysis found that children's textbooks sold in one of the bookstores in Yogyakarta contain content that is inconsistent with the development of the child's age, which is a book for children but is vulgar. That is of course very contrary to the characteristics of children.

In addition, sometimes the distribution of teaching materials in the form of books from the new Government to the school in mid-semester, when learning has lasted about 3 months. And when asked about what teachers can do to overcome this, the teacher then answered using a simple book, for example BSE books whose curriculum is still KTSP and looking for source material from the internet. Thus, learning still seems to center on the teacher rather than the students. Students become passive because students only accept and receive without actively searching for their own source of books. This is contrary to the mandate
of the implementation of the 2013 curriculum that should be student-centered. Student-centered learning consists of three indicators. First, learners as learning subjects and teachers as facilitators. Second, learning provides a direct experience for learners. Third, learning is done using the principles of learning while playing and fun (Novianto & Mustadi, 2015, p.10-11) All indicators on the student-centered aspects of learning have not been all visible in any learning. Therefore, we can assume that students and teachers need an innovative teaching materials to support the learning process, which means students can independently learn through textbooks and teachers only direct, learning activities in the textbook should lead to learning with direct experience by students and the principle of learning is learning while playing. The solution that can be offered in this research is the development of child-friendly story-based flap story book to support the learning activities in the classroom.

The above conditions are supported by the questionnaire of needs analysis given to the students. The questionnaire item is presented in the following diagram.

Diagram 1. The percentage of students' answers to the given questionnaire

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1: What is the most elusive subject matter?</td>
<td>0%</td>
</tr>
<tr>
<td>Item 2: What's the most read book type?</td>
<td>100%</td>
</tr>
<tr>
<td>Item 3: How is the availability of textbooks in the classroom?</td>
<td>0%</td>
</tr>
<tr>
<td>Item 4: What if the subject matter is presented in the form of a picture story?</td>
<td>100%</td>
</tr>
</tbody>
</table>

Explanation:
Item 1: What is the most elusive subject matter?
   a. Mathematical material   b. Other lesson material
Item 2: What's the most read book type?
   a. School textbook   b. Story book with picture
Item 3: How is the availability of textbooks in the classroom?
   a. Limited   b. Unlimited
Item 4: What if the subject matter is presented in the form of a picture story?
   a. Agree   b. Disagree

Based on the results of questionnaire analysis of student needs can be seen that the content of the lesson that is difficult for students is the content of mathematics subjects. When in fact mathematics is a fun subject. This is in accordance with the opinion put forward by Heruman (2010, p.20) that mathematics is a fun thinking activity, the more students do math-related problems, making students more interested in mathematics.

Furthermore, for the most read aspects of the book. Most students often read picture books rather than reading school textbooks. For some reasons, students like picture books because picture books contain interesting illustrations.
and storylines that make students motivated to read them. This is in accordance with the opinion of Mitchel (2003, p.90) states that picture story books help children to gain pleasure, appreciate life, and stimulate imagination. The purpose of making picture books is related to emotions, learning about the world, people, relationships and feelings, means of entertainment, generating imagination, and appreciating beauty. Based on these statements, students can show their emotions as a means of developing learning motivation when reading picture books. Based on the questionnaire of student needs analysis it can be seen that the content of the lesson that is difficult for students is the content of mathematics subjects. When in fact mathematics is a fun subject. This is in accordance with the opinion expressed by Heruman (2010, p.20) that mathematics is a fun thinking activity, the more students do math-related problems then make students more interested in mathematics.

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For the availability of textbooks in the classroom, almost half of the students stated that the book used only one and the book of loans originating from the Government. Whereas it should be, a student has many source books to support his learning and personal development in terms of cognitive, affective, and psychomotor. When students are asked and offered if the subject matter is presented in the form of a picture story. All students answered in agreement and it was part of the students' expectation that students could be motivated to learn and read textbooks that they felt the textbook was boring and confusing.

**CONCLUSION**

The results of this study can be summarized as follows: a). Students and teachers feel that there is a need for teaching materials for the child-friendly learning of the flap story book to support learning activities, b) To facilitate understanding, students feel agree if the subject matter is presented in the form of a picture story c). The lesson that needs to be supported by the development of the flap story book elevator is Mathematics.

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REFERENCES


