Implementation of Illustrated Story Digital Book Media on Reading Skills and Understanding Moral Values of Grade II Students of Timbulharjo Elementary School Bantul Yogyakarta

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ABSTRACT

This research aims to: 1) Describe the implementation of digital picture book media in understanding moral values through students' reading comprehension skills; 2) Describe the support for understanding moral values through the application of digital picture book media; 3) Describe the application of digital picture book media on students' reading comprehension skills; 4) Describe the application of digital picture story books on students' understanding of moral values; and 5) Describe the inhibiting and supporting factors in understanding moral values through the application of digital picture book media. This is a descriptive qualitative study. The media used were digital picture books. The research subjects were second-grade students and teachers at SDN Timbulharjo Bantul Yogyakarta. The object of the study was the digital picture book media. Data were collected through observation, interviews, and documentation. The instruments used were observation sheets and interview sheets. Data analysis employed the interactive technique of Miles and Huberman. The research results indicate that: 1) The implementation of digital picture book media in reading comprehension of moral values involves the teacher's role in guiding literacy; 2) The application of digital picture book media in imparting moral values is supported by the teacher's methods and the combination of illustrations and narrative texts, which facilitate understanding the story content and support students' reading skills; 3) Students' reading comprehension abilities through digital picture book media vary, as shown by their performance on reading comprehension indicators; 4) Students' understanding of moral values after implementing digital picture book media focuses more on moral values and concepts that cannot be explicitly expressed; 5) Inhibiting factors in understanding moral values through digital picture book media include the small font size of character dialogue texts, while illustrations and narrative texts in digital picture books support understanding moral values.

1. Introduction

Education in Indonesia not only focuses on improving knowledge, but also on character building. Law Number 20 of 2003 Article 3 expressly states the purpose of national education to develop the potential of students to have noble and moral character. Therefore, concrete efforts are needed in moral education to overcome the challenges of

morality in today's digital era. Education must be adapted to the times in order to make it easier for children to understand and apply the knowledge they get, especially at the basic education level.

The development of the times to the digital era has major implications for various sectors, including education. Digital media provides wide access to various learning materials that can be accessed through the internet. However, negative impacts can also arise, such as immoral content that children can access. The case of bullying in schools, reported by the Federation of Indonesian Teachers' Unions (FSGI) as an example, shows the importance of preventive efforts in moral education to protect children from behavior that is not in accordance with moral values.

The digital era does not always have a positive impact, but there are negative impacts as well. Wide access through digital media can lead to negative content such as content that contains immoral acts, one of which is video content that records the actions of school students bullying or bullying their classmates, it will be fatal as a result if the content is accessed by children because children are still immature in thinking and have not been able to distinguish between good and bad in detail so that negative content can potentially be imitated by child. As for many online news reports bullying not only by teenagers but also by elementary school children, the online news media Tribun Mataram reported bullying carried out by elementary school children in Menganti District, Gresik Regency which caused the victim of a grade II child to suffer damage to the eye organs due to the actions of the perpetrator who is the victim's upperclass. The Federation of Indonesian Teachers' Unions (FSGI) (2023) reported 16 cases of bullying in schools (during January-July 2023, it was reported that the majority of bullying cases occurred in elementary and junior high schools with a percentage of 25%, high schools and vocational schools (18.75%), MTs and Islamic boarding schools (6.25%).

The moral crisis that is very worrying in elementary school children today encourages preventive efforts so that children do not act outside of moral values when they grow up. Therefore, the environment in which children grow needs to be friendly to efforts to support the creation of children's morals. There are three environments where children get education as contained in the Tri Education Center stated by Ki Hajar Dewantara in the book Student Sustainability (Trisharsiwi et al, 2020, p. 32), including the family environment, school environment, and community environment. Moral education, whether in the family, school, or community, has an important role in shaping children's character. In schools, the role of teachers and principals is crucial in providing effective moral learning. The use of picture storybooks in Indonesian learning is one of the effective methods because it is able to convey moral values visually through in-depth image illustrations. This helps children to better understand and apply the content of the story in a concrete way.

Research at SD Negeri Timbulharjo shows that although digital books with illustrated stories are available, they have not been used consistently to improve students' reading comprehension skills, especially in low grades such as grade II. Therefore, the author is interested in studying more deeply about understanding moral values through the skill of reading illustrated story digital books at SD Negeri Timbulharjo. This research is expected to contribute to the prevention of immoral behavior at the elementary education level to the adult life of students in the future.

2. Method

The type of research used in this study is qualitative research while the design used is descriptive so that this research is more structured. Sidiq and Choiri (2019, pp. 4-10) argue that qualitative research is an inquiry strategy that emphasizes the search for meanings, meanings, concepts, symptoms, symbols, characteristics and descriptive about phenomena, focuses and multimethods, which are natural and hilistic, prioritize quality, use several methods and in their presentation narratively. This research uses a qualitative type of research. Ramdhani (2022, p. 6) states that the type of qualitative research has a descriptive nature and tends to use analysis in this research the process and meaning will be more highlighted in accordance with the facts in the field. Data collected directly by researchers from primary sources. The primary data sources in the study were 10 students in grade II A, teachers of grade II A, and the principal of SDN Timbulharjo Bantul Yogyakarta. Ten students were selected as purposive sampling, namely the selection of samples based on predetermined categories. The data collection technique in this study uses interview, observation and documentation techniques. The research instruments are observation sheets, interview guidesheets. The research data analysis technique uses Miles and Huberman analysis which consists of data collection (Data Collection), data presentation (Data Display), conclusion drawing (Verivication).

3. Results and Discussion

The Implementation of Illustrated Story Digital Book Media on Reading Skills to Understand Moral Values of Grade II Students at Timbulharjo State Elementary School, Tembi, Timbulharjo Village, Sewon District, Bantul Regency, Special Region of Yogyakarta was carried out in a morning literacy habituation session. The policy was initiated by the principal as a step to form the moral character of students at SD Negeri Timbulharjo, by implementing morning literacy activities in each class before starting learning, where students read the books available in the book corner of each class. In the research on the implementation of illustrated story digital book media on the understanding of students' moral values, the researcher used a picture story digital book entitled "My Pet" which was used in the morning literacy session in grade II A. The results of observation of the students showed that they were able to understand the content of the story and the moral value conveyed through behavior that reflected the moral message in the story, although they have not fully understood the term or meaning of moral values literally, which was revealed from the results of interviews with students and teachers after the implementation of the illustrated story digital book.

The understanding of the form of moral values through this illustrated story digital book is also highly dependent on the role of teachers in presenting steps and accompanying the literacy process. According to teachers interviewed after the implementation of the illustrated story digital book, students' reading comprehension skills showed good progress based on several indicators, although there were still some aspects that were not optimal. One of the factors related to illustrated story digital books is the size of the letters or text in the characters' dialogues which is sometimes too small, making it difficult for students to read them even though they are assisted by illustrations that illustrate the content of the story. However, through the implementation of this illustrated story digital book, students of grade II A SD Timbulharjo State have been able to understand moral messages and forms of moral values with their reading comprehension skills, which can continue to be improved in the future.

Before the application of the media, interviews were conducted with the principal to find out the school's policies related to culture, instilling moral values, strategies for overcoming problems, as well as supporting and inhibiting factors in the formation of

student morals. School principals have a central role in encouraging formal education to shape students' personalities and educate them, by implementing various policies such as classroom discipline, habituation activities, extracurriculars, and the integration of moral values in learning. The results of interviews with grade II A teachers before the implementation of the illustrated story digital book show that there are still inappropriate behaviors in students, such as sitting impolitely, returning items by throwing, and impolite interactions. Although the understanding of moral values is rated quite well, some students tend to imitate inappropriate behavior from their surroundings. Therefore, continuous mentoring and guidance is expected to improve students' understanding and moral behavior in a sustainable manner.

Students were identified as engaging in a variety of inappropriate behavior in class, such as speaking in a disrespectful manner, making inappropriate jokes, taking items without permission, yelling, hurting or annoying friends with taunts, punches, slapping, pinching, or stomping on shoes. In this first interview session, all students also stated that they did not fully understand the concept of moral values. Therefore, to reduce and prevent inappropriate behavior that can lead to more serious bullying, efforts are needed to provide an understanding of moral values through students' reading comprehension skills using supportive media. It is important to assess the extent to which students' reading comprehension skills can help in forming positive behaviors through the messages conveyed in the reading material.

3.1 The Application of Illustrated Story Digital Book Media in Providing Understanding of Moral Values Through Students' Reading Comprehension Skills

Through the teacher's observation, it is known that the application of the digital book media with illustrated stories includes steps in its use as well as teachers' efforts in dealing with bullying. In providing moral understanding through students' reading comprehension skills, teachers take several steps, namely displaying stories through a projector projected on the LCD screen, inviting students to read stories together, asking questions about events or texts in stories, providing stimuli and questions about the messages contained in stories, exploring the moral values contained in stories with students, and relate moral messages to values and behaviors in daily life and in making friends. In dealing with bullying, teachers try to use students' reading comprehension skills with the media of illustrated story digital books by relating the moral messages contained in the story. The message includes respect for fellow living beings, including humans, and teaches that students should not hurt, mock, fight, or do any other act that could hurt friends or others.

Inhibiting and supporting factors in efforts to understand moral values through students' reading comprehension skills using digital book media with picture stories related to the characteristics of the media. One of the inhibiting factors is the small font size of the character's conversation text, which can hinder students in the back row from seeing clearly. However, the existence of illustrations that clarify the content of the story and the narrative text are quite large supporting factors that make it easier for students to understand. The results of observations of teachers also show that their role as facilitators is very important. In addition to imparting knowledge, teachers also function as facilitators who help students make good use of learning resources, create a fun learning environment, and encourage students to actively participate and convey their ideas. In conclusion, despite the challenges and support that comes from the medium of digital books with illustrated stories, teachers have optimally assisted the literacy process of students to provide an understanding of moral values through reading comprehension skills.

3.2 Supporting the Application of Digital Book Media of Illustrated Stories in Providing Understanding of Students' Moral Values

In line with the implementation of digital media with illustrated stories, through observation, it is known that the role of teachers is very important in supporting the success and improvement of students' reading comprehension skills by providing an understanding of the meaning of moral values. In addition to the role of teachers, the results of interviews with teachers in the second session and observations showed that illustrations and narrative texts in the illustrated story digital book also help students' understanding of the content of the story, thereby supporting students' understanding of moral values by strengthening aspects of reading comprehension skills. The fulfillment of the aspect of students' reading comprehension skills was supported by the results of the second session of interviews with classroom teachers regarding reading comprehension skills after the use of digital book media and illustrated stories. Based on student observations and teacher interviews, it is known that students have language skills in the realm of words and sentences as well as their meanings, which are capital for them to understand the content of digital books of illustrated stories.

This is in line with the stages of Piaget's cognitive theory, where grade II students who are in the concrete operational stage have passed the concrete pre-operational stage at the age of 2-7 years, when they experience progress in language skills with increased vocabulary mastery. According to Nelawati and Rahman (2022, p. 20), grade II students who are in the concrete operational stage enter the stage of language development which includes the addition of objects, where the child can understand words and combinations of words to connect.

3.3 Students' Reading Comprehension Ability Through the Application of Digital Book Media with Illustrated Stories

The ability to read students' comprehension through the use of digital book media can be seen from the fulfillment of student reading skill indicators through interviews with teachers and students, which shows that the reading comprehension ability of grade II students of SDN Timbulharjo Bantul varies. Based on the level of reading comprehension according to Somadayo, it can be explained that some second-grade students of SDN Timbulharjo Bantul Yogyakarta have reached the level of critical comprehension, which is the highest level of reading comprehension where students can draw conclusions. In addition, there are students who are at the level of interpretive understanding, who are able to find implicit and explicit messages in stories. There are also students who are still at the level of literal understanding, namely understanding reading materials and understanding the content of the story.

Finally, students' ability to form conclusions from the content of the story also showed variations in their responses. Some students are able to deduce the content of the story well, while others have difficulty in stringing sentences or choosing the right words to express their understanding. This shows that students have different abilities in capturing and conveying the meaning of the stories they read, although overall they show progress in reading comprehension skills through the medium of digital books of illustrated stories.

3.4 Understanding Students' Moral Values Through Illustrated Story Digital Books

The understanding of students' moral values through the media of digital books with illustrated stories based on the second session of interviews with students shows several things. First, students' understanding of the meaning or definition of moral values is still lacking, because most students do not know the meaning of the term. In fact, one in ten student speakers misinterpreted moral values as emotions, answering with emotional terms such as happy and sad. Even so, some students can understand the meaning of moral values when using the medium of digital books of illustrated stories, although they still have difficulty articulating their definitions in writing.

Second, students' understanding of the form of moral values is also limited. Of the ten students, four of them answered that they only knew the form of moral values taught in the stories in the digital book, such as responsibility, without adding other forms of moral values outside of the story. The other six students answered that they did not know. This shows that the term moral values that have just been taught through the medium of digital books with illustrated stories are only understood by some students, while others still have difficulty articulating the form of moral values in writing. Students actually understand the form of moral values as behaviors that they understand and practice daily, such as being honest, fair, and respecting others. However, they do not yet realize that this behavior is part of moral values, because in terms they do not fully understand what moral values are and their forms.

3.5 Inhibiting and Supporting Factors in Understanding Moral Values Through Digital Book Media of Illustrated Stories

Inhibiting and supporting factors in understanding moral values through the medium of digital books with illustrated stories were identified through teachers' observations during the application of the media. The main obstacle lies in the font size of the characters' conversation texts, resulting in some students sitting in the back row having difficulty seeing them. On the other hand, the supporting factor lies in the illustration images and narrative text of the story that are quite large, helping students understand the content of the story thoroughly. Based on the results of interviews with ten students in the second session, four students stated that they did not experience obstacles in understanding moral values, while six students admitted that they did not know. When asked about things that facilitate the understanding of moral values, students' answers were varied; four students said "Yes", one student said "Bird", while the other five students did not know. Students who do not experience obstacles and express understanding of moral values show that they receive adequate support in understanding moral values through literacy activities with teachers, which helps them understand the meaning and form of moral values contained in the stories discussed.

Meanwhile, students who say they do not know about the obstacles and things that make it easier to understand moral values, or give unrelated answers, indicate that they still need more understanding of the concept of moral values. Based on Piaget's theory of concrete operational stages, second-grade children have developed cognitive abilities to understand the messages conveyed. They are able to combine and separate words and understand cumulative concepts, which allows them to understand the content of the story text well. However, their ability to understand moral values is still limited because they tend to understand things that are real, while the concept of moral values requires a deeper and more abstract understanding.

Based on the findings and discussions, grade II students are at the concrete operational stage in Piaget's theory. According to Nelwati and Rahman (2022, p. 20), at this stage of language development, children are able to combine and separate words and understand them (multiplication of classes) and understand cumulative concepts (conservation), which is knowledge that they have collected before. This shows that the ability to understand messages in children is influenced by their cognitive abilities, so the knowledge they have determines how well they understand the message being conveyed. Ilhami (2022, p. 614) states that at this stage, children have reached a good level of cognitive comprehension, are able to read the text of stories fluently, and understand the content of short stories or fairy tales. However, Mifroh (2020, p. 261) notes that children's comprehension skills are still limited to real things. In this study, students have understood the form of moral values in practice because they are real, but have not been able to understand moral values and their forms in definition.

The relevance of theories and previous research can strengthen the results of your research. Implementation, as discussed in the Great Dictionary of the Indonesian Language (KBBI) and the definitions from Van Meter and Van Horn, highlights the importance of implementing policies and decisions in specific contexts. This explanation is in line with the concept of implementation as a series of actions to achieve the goals that have been set. Meanwhile, the media, as described by Pagarra and Rahmaningtyas, is a tool for conveying information and messages. The definition of media also includes its use as a tool to increase knowledge and insight, as well as facilitate learning. In this study, the results show that digital-based picture storybooks have the potential to increase children's understanding of moral messages and stories contained in reading.

This is in line with Tarigan's theory which emphasizes that reading comprehension involves understanding the implicit and explicit meanings in the text. This theory emphasizes that the purpose of reading comprehension is to understand the overall meaning of the content of the reading, which is also evident in the benefits of illustrated story digital books that not only expand vocabulary, but also teach moral messages and stimulate the child's social-emotional abilities. This evidence suggests that digital-based picture storybooks not only enrich children's reading experiences by combining text and images to strengthen their comprehension, but also develop their ability to understand explicit information and draw conclusions from the text presented. The digital book of illustrated stories, described by Saefullah, Ruddamayanti, and Ofua, is an evolution of traditional books into a digital format that allows the incorporation of text, images, and other multimedia. This is in line with the development of new media marked by Flew, who said that digital media is a form of digitalization from previous media and can be disseminated through the internet. Comprehension reading skills, as defined by Alek, Achmad, and Aminuddin, include the critical and creative ability to understand and interpret texts. The importance of reading comprehension skills for the development of language skills and writing proficiency has also been stated by various studies, including those stated by Rinawati and Agustina. By linking these concepts, you can strengthen your research by supporting arguments through a solid theoretical framework and relevant prior research, without losing the necessary references.

4. Conclusion

Based on the research and discussions conducted, it can be concluded that the implementation of illustrated story digital book media in the reading comprehension skills of grade II students of SD Negeri Timbulharjo shows several important things. First, the role of teachers is very significant in assisting students' literacy and implementing this media. Second, the application of illustrated story digital book media in providing an understanding of moral values is supported by teachers' teaching methods and a combination of illustrations and narrative texts that support the understanding of the content of stories, while strengthening students' reading skills. Third, students' reading comprehension ability through this medium varies, as can be seen from the indicators of reading skills that students meet. Fourth, the understanding of students' moral values after the use of digital book media with picture stories is more focused on the form of moral values and concepts that cannot be explained literally. Finally, there is an inhibiting factor in the understanding of moral values, namely the font size of the character's conversation text is too small, while images and narrative texts in digital books are the main supporting factors in the understanding of moral values.

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