



Elementary School student response to children's storybooks with emotional literacy

Seni Apriliya*, Erwin Rahayu Saputra, Cyntia

Universitas Pendidikan Indonesia

Corresponding author: seni_apriliya@upi.edu

Submitted/Received 9 July 2022; First Revised 20 July 2022; Accepted 1 December 2022

First Available Online 1 December 2022; Publication Date 1 December 2022

Abstract

This research is motivated by the urgency of emotional literacy teaching materials for elementary school students. One of the efforts that can be done is to cultivate emotional literacy through fictional texts or children's literature in the form of children's story books. There are a number of studies on children's stories containing emotional literacy. However, the response of students to children's story books containing emotional literacy is still limited. Therefore, this study aims to describe the responses of elementary school students to children's story books containing emotional literacy. This research is part of the Educational Design Research (EDR) research model. Data collection techniques used, namely distributing questionnaires to 13 students and studying literature. The results showed that the students' responses to children's story books containing emotional literacy were included in the good category because they met five indicators of reading interest, namely meeting the reading needs of children's stories containing emotional literacy; according to the interests of students; feelings of pleasure that arise in students after reading story books containing emotional literacy; acknowledge interest in reading children's stories containing emotional literacy; and the spirit of reading and following up the values obtained from reading into life. Thus, it can be concluded that children's story books containing emotional literacy were responded well by students while providing a good emotional literacy experience. The implication is that it requires exploration of response-oriented strategies and techniques in learning or non-learning that empowers children's story books with emotional literacy.

Keywords: Children's story book; Emotional literacy; Primary school; Responsse; Student.

INTRODUCTION

Empowerment of children's literature in learning shows a positive contribution to the development of emotional literacy culture, especially elementary school students. At the elementary school level, students have more developed literacy skills and are able to share their findings on the literature they read. Endraswara (2005) revealed that children's literature has several functions, namely: shaping the personality and guiding children's emotional intelligence. Children's literature is seen as an effective way to introduce emotional literacy to students because of its fun nature. One type of children's literature is prose or story (Winarni, 2014).

Various studies on the use and development of children's story books containing emotional literacy have been carried out and have produced products that

are suitable for use (Harper, 2016; Nikolajeva, 2013; Pangastuti & Nuryono, 2019). However, the growth of interest in emotional literacy from reading children's story books is said to be successful if students meet several indicators of reading interest. Interest in reading itself can be seen from the form of the student's response. The importance of understanding the responses (students) that occur is so that the teacher can provide appropriate action on student behavior so that it is expected to provide effective learning. Therefore, the response of students when reading children's story books that contain emotional literacy needs to be explored.

Response is a response or student feeling after following the lesson. According to Poerwadarminta (2003), response means a reaction or response, namely acceptance or

rejection, as well as an indifferent attitude to what is conveyed by the communicator in the message.

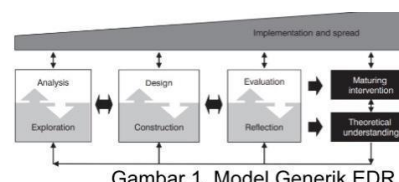
Exploration of students' responses to children's story books is generally focused on story books based on character education. The form of the response is limited to the content of the storybook with interesting pictures, the story is easy to understand, and can be used as a model in attitude (Vindaswari & Ulfah, 2018). Furthermore, the variety of student responses when reading is generally revealed from reading books in general, not specific to story books containing emotional literacy. The variety of student responses for example the intensity of reading more than 3 times a week, reading time in a day more than 15 minutes, the number of books read in one week is less than three and the intensity of frequent visits to the library. (Rahayu et al., 2016). This of course does not reveal the effectiveness of story books containing emotional literacy for students. Because the only way is to examine the responses of students who have read children's story books containing emotional literacy. So it can be concluded that the exploration of students' responses to story books containing emotional literacy has so far not been widely disclosed.

The study of developing children's story books containing emotional literacy is not directly proportional to the exploration of student responses. So far there has been no research that shows how students respond to children's story books containing emotional literacy. This of course raises the question of how elementary school students actually respond. Therefore, this article seeks to explore the responses of elementary school students to children's story books containing emotional literacy. Student responses refer to indicators of reading interest from Burs and Lowe (in Fransiska, 2020) namely the need for reading, the act of looking for reading, pleasure in reading, interest in reading, the

desire to always read and follow up (follow up on what is read).

RESEARCH METHOD

The research model used is Educational Design Research (EDR) based on the generic



Gambar 1. Model Generik EDR
 model presented by Mckenney & Reeves

(2013) whose stages are shown in the following figure.

This paper is the third stage of the generic EDR model that focuses on evaluating and reflecting on how students respond to children's story books containing emotional literacy. In accordance with these objectives, questionnaires were distributed to 13 elementary school students in a city in West Java who had read children's story books containing emotional literacy in order to find out the various responses and emotional forms of students. The measurement instrument uses the Guttman scale by assigning a category for each positive question, namely Yes = 1 and No = 0. With the interpretation table of X values as follows.

Table 1

Guttman Scale Interpretation

NILAI X	INTERPRETASI
0	Tidak Sesuai
0,01-0,33	Kurang Sesuai
0,34-0,66	Agak Sesuai
0,67-0,99	Sesuai
1	Sangat Sesuai

In addition, a literature study of articles in the last 10 years was also conducted on students' responses to children's story books containing emotional literacy. After the data is collected adequately, data analysis

techniques are carried out by reducing irrelevant/less relevant data, presenting the data, then drawing conclusions about students' responses to children's story books containing emotional literacy.

RESULT AND DISCUSSION

Students' responses were traced through a questionnaire filled out after reading a children's story book containing emotional literacy. The distribution of the questionnaire on the aspect of reading needs shows the results of "According to" indicator 1, the need for reading. In the sense that students show a response to the need for reading children's stories containing emotional literacy. This is reflected in the experience of students getting new knowledge and messages from story books. The percentage obtained is 92.30% or a weighted score of 0.92. The results of the respondents' answers can be seen in Table 2 below.

Table 2
Answers Indicator 1

ITEM PERTANYAAN	(%) Jawaban Ya	(%) Jawaban Tidak
P1	12	1
P2	12	1
TOTAL	24	2
RATA-RATA	12	1

Furthermore, the questionnaire on the aspect of the act of searching for readings shows the results of "According to" indicator 2, the action of looking for readings. In the sense that students show an action response to find children's story readings containing emotional literacy according to their interests. This is reflected in the actions of students finding and sorting story books based on the cover, size, shape and clear font. The percentage obtained is 93% or a weighted score of 0.93. The results of the respondents' answers can be seen in Table 3 below.

Table
3 Answers Indicator 2

ITEM PERTANYAAN	(%) Jawaban Ya	(%) Jawaban Tidak
P1	12	1
P2	12	1
P3	12	1
P4	12	1
P5	13	0
P6	12	1
TOTAL	73	5
RATA-RATA	12,16	0,83

Furthermore, the questionnaire on the aspect of feeling happy about reading shows

the results of "According" indicator 3, feeling happy about reading. This is reflected in the feelings of pleasure that arise in students after reading story books containing emotional literacy. The percentage obtained is 92.30% or a weighted score of 0.92. The results of the respondents' answers can be seen in Table 4 below.

Table 4
Answers Indicator 3

ITEM PERTANYAAN	(%) Jawaban Ya	(%) Jawaban Tidak
P14	12	1
TOTAL	12	2
RATA-RATA	12	1

Furthermore, the questionnaire on the aspect of interest in reading shows the results of "According" indicator 4, interest in reading. In this case, students show a response to their interest in reading children's stories containing emotional literacy. The percentage obtained is 92.30% or a weighted score of 0.92. The results of the respondents' answers can be seen in the following table.

Table 5
Answers Indicator 4

ITEM PERTANYAAN	(%) Jawaban Ya	(%) Jawaban Tidak
P13	12	1
TOTAL	12	2
RATA-RATA	12	1

Furthermore, the questionnaire on the aspect of interest in reading showed the results of "According" to indicator 5, the desire to always read and follow up (follow up on what was read). In this context, students show a response to the spirit of reading and follow up on the values obtained from reading. This is reflected in the students' assessment of the emotional character of the characters in the story and categorizing them into negative and positive emotions. The percentage obtained is 89% or 0.89. The results of respondents' answers can be seen in Table 6 below.

Table 6
Answers Indicator 5

ITEM PERTANYAAN	(%) Jawaban Ya	(%) Jawaban Tidak
P8	13	0
P9	11	2
P10	10	3
P11	12	1
P12	12	1
TOTAL	58	12
RATA-RATA	11,6	2,4

In addition, the majority of students also provide moral messages that they get from the story books they read. Some of them are like "We shouldn't be angry with other people. If we feel guilty we must apologize and if someone apologizes to us we must forgive him" and "if you are angry do not hurt friends and yourself". This reflects an understanding of managing emotions and empathizing with the emotions of others.

The responses of students expressed through the questionnaire are in line with and corroborated by research conducted by Sullivan (2012) towards his student Jan, who has poor emotional management skills and is aggressive and often misunderstands the intentions of others. Sullivan uses bibliotherapy that focuses on students' responses to literature (children's story books). The three responses generated from the bibliotherapy of children's story books

containing emotional literacy are identifying (recognizing the thoughts and behaviors of others in the same situation), catharsis (experiencing the feelings that the character has and releasing these emotions in a safe environment), and identifying possible solutions and apply it in life (Berns, 2004; Dermata, 2019; Iaquinta dkk., 2006).

Based on the questionnaire data and literature review, it can be seen that elementary school students respond to children's story books containing emotional literacy based on emotional experiences built from the characters in the story. This is because the students' responses to story books containing emotional literacy are a reflection of the emotional responses that arise when they finish reading activities. Appropriate responses to emotions can occur when students are able to name and identify emotions to regulate reactions to those emotions (Borba, 2001; Harper, 2016).

CONCLUSION

Taking into account the results of the research and discussion, it can be concluded that the response of students to children's story books containing emotional literacy in elementary school is included in the "Good" category because it fulfills 5 indicators of reading interest, namely the need for reading children's stories containing emotional literacy; the act of searching for children's story readings containing emotional literacy according to their interests; feelings of pleasure that arise in students after reading story books containing emotional literacy; his interest in reading children's stories containing emotional literacy; and enthusiasm for reading and following up on what is obtained from reading. In addition, appropriate emotional responses can arise if educators use special strategies or techniques in integrating storybooks containing emotional literacy in learning, especially

those that focus on students' responses to story books. This has implications for the need to explore variations of strategies or other techniques in order to provide a stimulus and get student responses appropriately.

BIBLIOGRAPHY

- Berns, C. F. (2004). *Bibliotherapy: Using Books To Help Bereaved Children. The Children's Bereavement Center* (Vol. 48). OMEGA.
- Borba, M. (2001). *Building Moral Intelligence*. Josey-Bass.
- Dermata, K. (2019). "My BEST friends, the books": Discussing with preschoolers about picture book characters' social-emotional skills. *Journal of Research in Innovative Teaching & Learning*, 12(2), 151DOI 10.1108/JRIT-01-2019-0009-0063.
- Endraswara, S. (2005). *Metode dan Teori Pengajaran Sastra* (1 ed.). Yogyakarta: Buana Pustaka.
- Fransiska, M. (2020). *Pengaruh Kegiatan Membaca Di Rumah Terhadap Minat Baca Siswa Mts Negeri 1 Palembang* [Skripsi]. UIN Raden Fatah.
- Harper, J. (2016). Using Picture Books to Promote Social-Emotional Literacy. *YC: Young Children*, 71(3), 80–86.
- Iaquinta, Anita, & Hipsky, S. (2006). Practical Bibliotherapy Strategis for the Inclusive Elementary Classroom. *Early Childhood Education Journal*, 34(3).
- Mckenney, S., & Reeves, C. T. (2013). *Conducting Educational Design Research. Educational Media International*, 50(3).
- Nikolajeva, M. (2013). "Did You Feel as If You Hated People?": Emotional Literacy Through Fiction. *New Review of Children's Literature and Librarianship*, 19(2), 95–107.
- Pangastuti, C. S., & Nuryono, W. (2019). Pengembangan Buku Cerita untuk Meningkatkan Literasi Emosional dengan Teknik Metafora pada Siswa Kelas X di SMA Trimurti Surabaya. *Jurnal BK UNESA*, 9(3v).
- Poerwadarminta, W. J. S. (2003). *Kamus Umum Bahasa Indonesia*. Balai Pustaka.
- Rahayu, W., Yunus Winoto, & Rohman, S. A. (2016). Kebiasaan Membaca Siswa Sekolah Dasar (Survei Aspek Kebiasaan Membaca Siswa SD Negeri 2 Pinggirsari di Desa Pinggirsari Kecamatan Arjasari Kabupaten Bandung). *Khazanah Al-Hikmah Jurnal Ilmu Perpustakaan Informasi Dan Kearsipan*, 4(2), 152–162.
- Sullivan, K. A., & Strang, R. H. (2012). Bibliotherapy in the Classroom Using Literature to Promote the Development of Emotional Intelligence. *Childhood Education*, 79(2), 74–80.
- Vindaswari, F. R., & Ulfah, A. (2018). Pengembangan Buku Cerita Anak Bergambar Berbasis Nilai-Nilai Kepedulian Bagi Peserta Didik Kelas 2 Sekolah Dasar. *FUNDADIKDAS*, 1(3), 148–160.

Winarni, R. (2014). *Kajian Sastra Anak* (2 ed.). Yogyakarta: Graha Ilmu.