

Strengthening Character Education through the Development of Picture Story Book Based on Local Wisdom

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Abstract: *This study aims to develop a picture storybook based on the local wisdom of Song Osong Lombhung (cooperative character) and determine the effectiveness of its use. This research uses a Research and Development (R&D) approach using the ADDIE development model. The participants comprised 17 fourth-grade students from MI Al-Azhar. Data were collected through expert validation questionnaires, student response questionnaires, and pre-test and post-test assessments. The expert validation results indicated a high level of validity, with an average score of 91.3%, categorizing the product as highly feasible. Student responses also demonstrated a positive reception, with an attractiveness rating of 81.8%. Furthermore, statistical analysis revealed significant improvement in students' cooperative behavior, with the average post-test score increasing from 68.3 to 84.7. The N-Gain score of 59.8% indicated a moderate level of effectiveness. The findings suggest that the developed picture storybook is appropriate and effective in enhancing cooperative character education, integrating local cultural values relevant to the student's socio-cultural environment.*

Keywords: Character Education, Cooperation, Local Wisdom, Song Osong Lombhung, Picture Storybook

Abstrak: *Penelitian ini bertujuan untuk mengembangkan buku cerita bergambar berbasis kearifan lokal Song Osong Lombhung (karakter gotong royong) dan mengetahui keefektifan penggunaannya. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan menggunakan model pengembangan ADDIE. Partisipan penelitian terdiri dari 17 siswa kelas IV MI Al-Azhar. Data dikumpulkan melalui angket validasi ahli, angket respon siswa, dan penilaian pre-test dan post-test. Hasil validasi ahli menunjukkan tingkat validitas yang tinggi, dengan skor rata-rata 91,3%, yang mengkategorikan produk sangat layak. Tanggapan siswa juga menunjukkan penerimaan yang positif, dengan tingkat kemenarikan sebesar 81,8%. Selain itu, analisis statistik menunjukkan peningkatan yang signifikan dalam perilaku kooperatif siswa, dengan skor rata-rata post-test meningkat dari 68,3 menjadi 84,7. Nilai N-Gain sebesar 59,8% menunjukkan tingkat efektivitas yang sedang. Temuan ini menunjukkan bahwa buku cerita bergambar yang dikembangkan sesuai dan efektif dalam meningkatkan pendidikan karakter kerja sama dengan mengintegrasikan nilai-nilai budaya lokal yang relevan dengan lingkungan sosial-budaya siswa.*

Kata Kunci: *Pendidikan Karakter, Kerjasama, Kearifan Lokal, Lagu Osong Lombhung, Buku Cerita Bergambar*

Introduction

Strengthening Character Education has become an important focus of education policy in Indonesia, and this movement was started by the Ministry of Education and Culture in 2010 ([Permendikbud, 2018](#)). This step was taken to respond to the challenges the young generation faces today. Strengthening Character Education aims to form students who are not only academically intelligent but also have strong character and integrity. Therefore, Strengthening Character Education comes as a response to the needs of the times, offering a more comprehensive and integrated approach to shaping the character of Indonesia's young generation. Strengthening Character Education aims to improve the positive character of the younger generation as a provision in facing life's challenges. Some things generally covered in Strengthening Character Education include moral formation, ethics, leadership roles, responsibility, cooperation, and social awareness. Since its introduction, Strengthening Character Education has become an integral part of the education curriculum in Indonesia. Strengthening Character Education is conducted in the classroom and involves extracurricular elements, social skills development, and the integration of character values in daily learning ([Mansur & Sholeh, 2024](#)). With a focus on character development, it is expected that education graduates in Indonesia will not only have good academic knowledge but also have strong morals and ethics.

Character education is the process of instilling character values in students, which includes three components: knowledge, awareness or intention, and action to apply these values ([Murniayudi & Sujarwo, 2021](#); [Jannah et al., 2023](#)). If implemented sustainably, character education will affect students' affective aspects and positively impact their cognition. One of the impacts is to help balance children's thinking abilities so that there is an awareness or intention to continue learning. According to [Meivawati, \(2018\)](#) and [Kholis et al, \(2024\)](#), character education can be considered successful if it can control student behavior consistently so that students can understand facts and develop positive behavior in the long term and form a good lifestyle. The role of teachers is crucial in the success of learning, including in character education. Teachers are responsible for teaching cognitive knowledge and must be role models in attitudes, morals, and ethics. Teachers play a central role in instilling character values in learners through daily interactions in the classroom ([Putri, 2022](#); [Christina Turner et al., 2024](#); [Carr, 2023](#)).

Character education requires a holistic approach, where teachers teach knowledge and instill values such as honesty, responsibility, and empathy. The role of parents is also crucial in realizing character education. According to [Setiardi, \(2017\)](#), [Sa'idah et al, \(2024\)](#), character education is not only the responsibility of schools and teachers but must also actively involve parents. Parents act as the first educators at home who provide role models and instill moral values in children. Parents' involvement in the character education process helps create consistency between the values taught at school and those applied in the family environment.

Based on the initial observation of teachers and students at MI Al-Azhar Serabi Barat Modung Bangkalan, the following results were obtained: First, teachers have difficulty developing teaching materials by the Merdeka Curriculum. Second, teachers tend to emphasize the cognitive aspect more than the other two aspects,

affective and psychomotor, in the learning process. Third, no other handbooks are available besides those provided by the government. Fourthly, the handbook materials are still national and do not emphasize the students' living environment context. Fifth, teachers have not found a medium to facilitate character education in the students' living environment.

In addition to some of these problems, teachers complained about the low character of cooperation among students. It is known that a total of 7 teachers stated that students' awareness of cooperation is still low, while three other teachers think that student awareness is sufficient. This conclusion was obtained from teachers' observations of students' performance in carrying out non-academic tasks such as class pickets, maintaining order, caring for the school environment, and helping friends. Although the school routinely organizes various cooperation activities, both in maintaining the cleanliness of the school environment and in preparing important events, ironically, student participation is still relatively low. According of [Effendi, 2016](#)) the latest social changes reflect a decline in the character of cooperation, where social relations tend to be more individualistic and materialistic and prioritize individual rights. From this presentation, the character of cooperation in children needs to be instilled from an early age so that they can collaborate with others, build relationships in teams, and work together to achieve specific goals. Therefore, education units have a strategic role in instilling the character of cooperation in students. The interview results revealed that MI Al-Azhar Serabi Barat Modung Bangkalan has not been equipped with adequate facilities to instill the value of cooperation in students. The lack of a deep understanding of cooperation and its components makes it difficult for students to apply these values in daily life; teachers also face challenges in finding relevant learning resources to instill the value of cooperation in students. The existing teaching materials are often irrelevant to students' daily lives and do not reflect local wisdom. It is a challenge for teachers to deliver material about cooperation effectively.

Based on some of these considerations, one of the learning media with local wisdom that can be used to develop the appropriate character of cooperation for students is a picture storybook based on local wisdom. [Turan, F., & Ulutas, \(2016\)](#), define picture story books as supporting character education based on children's literature. On the other hand, local wisdom is a local culture that includes traditions, norms, values, customs, languages, beliefs, and mindsets in a society that have been inherited from generation to generation by ancestors ([Budiyanto, 2017](#)).

Picture storybooks based on local wisdom were chosen because they have the advantage of pictures or illustrations equipped with stories that contain character education by local wisdom. Bohlin believes teaching character education through literature can awaken students' moral imagination and help them form positive habits ([Murniayudi & Sujarwo, 2021](#)).

Acordning [Mustakim, \(2015\)](#), that a picture storybook is a book that contains a story through a combination of text and illustrations. The selection of images must be precise and engaging and can stimulate children to learn. Attractive image media will attract children's attention and result in children having an early response to the learning process ([Murniayudi & Sujarwo, 2021](#); [Ningsih et al., 2024](#)). The image media used in learning will be remembered longer because of its concrete form, not abstract. Images are a form of self-actualization of universal communication known to a broad audience.

Based on this opinion, the researcher develops the character of cooperative based on local wisdom through a picture story that combines images and/or illustrations with

stories that teach the values of cooperation in local Madura wisdom reflected through the spirit of mutual help and cooperation in various aspects of community life. This local wisdom, identical to Madura's cooperation character, is known as *Song Osong Lombhung*.

Many studies have explored using picture storybooks and local wisdom-based character education. Murniayudi and Sujarwo (2021) focused on developing picture storybooks based on typical local wisdom to foster social awareness. Ramdani (2018) suggested a contextual model for character education; this research directly integrates cultural wisdom into the learning module. While Mansur and Sholeh, (2024) explored general character education using local wisdom. Yaqin et al, (2024) development of digital teaching materials based on local wisdom. This research makes a unique contribution to character education by developing picture storybooks based on the local wisdom of *Song Osong Lombhung* from Bangkalan, Madura, which specifically targets the cooperative character in elementary school students.

Method

Research and Development Model: This research uses research and development (R&D) methods (Laws, 2013). The research model used in this study is using the ADDIE model to design a learning system. ADDIE is a research model that involves the stages of model development with five stages or phases of development, including (Rusmayana, 2021): 1) Analysis, 2) Design, 3) Development, 4) Implementation and 5) Evaluation. The following are the steps of ADDIE's development research in the form of a chart, namely:



Figure 1 ADDIE Model

The following is a brief explanation of each stage used in this study. First Analysis: The first stage is an analysis of the collection of information or learning needs of picture storybooks based on the local popularity of Madura Song Osong Lombhung. It is necessary to analyze the learning objectives, characteristics of students, and the learning environment. Second, Design: This step involves design learning based on the results of the previous stage analysis. Therefore, it is necessary to plan strategies and learning materials using picture storybooks with an approach based on the local popularity of Madura Song Osong Lombhung. Third, Development: In this step, learning materials are created based on the goals and strategies set during the learning process. Fourth, Implementation: This step involves a learning implementation using the materials prepared in the previous stage. In this process, evaluation of the implementation of learning is an important need. Fifth, Evaluation: After the learning material is implemented, the next step involves evaluating the results and the learning process. At this stage, it is necessary to assess the achievement of learning objectives, the effectiveness of learning strategies, the quality of learning materials, and the overall implementation of learning.

In this research, the respondents were grade IV students of MI Al Azhar, who took a sample of 17 out of 35 students. Furthermore, the research instrument used is a picture storybook validation questionnaire based on assessments, comments, and suggestions from experts. The experts in question include content/material experts, learning design experts, and learning experts, as well as grade IV students of MI Al Azhar. The trial's focus involves the characteristics, validity, attractiveness, and effectiveness of developing Picture Story Books Based on Local Wisdom *Osong Lombung* in Bangkalan Madura. Student response questionnaires measure the attractiveness of picture storybooks (Sugiyono, 2019).

Meanwhile, to measure the level of effectiveness, it uses test instruments in the form of pre-tests and posts before and after the provision of picture storybooks. The data analysis stage uses the paired sample t-test formula because the data was taken from the same subject by two different means, and the primary test was used to test the effectiveness of using picture storybooks (Suharsimi, 2010). The following is an explanation of the instruments used in this study.

Table 1. Research Instruments

Less	Research Stages	Research Instruments
1	Module Validation Testing	Guidelines for questionnaires with Likert scale
2	Module trial	Pretes and Postes
3	Trial Use	Guidelines for questionnaires with Likert scale

Result and Discussion

The results of the picture storybook developed are in the form of picture storybooks designed based on local wisdom in Madura. This research uses an R&D method with the ADDIE model approach, which consists of five main stages.

Analysis Stage

The activities carried out were an analysis of the needs and performance of principals, teachers, and students at MI Al-Azhar. The analysis was carried out to obtain data on activities to strengthen the education of cooperation characters, including various obstacles and challenges. In addition, the researcher also analyzed the usefulness of the picture storybook to be made, both in terms of science, consideration of the period, and completeness of the picture storybook is considered by the researcher. The literature study is used as a basis for strengthening the exercise book to be made previous research on the shortcomings and advantages of previous media.

Developing picture storybooks based on local wisdom is a strategic approach to reinforcing character education in schools, as it aligns with the cultural and educational needs of students. The integration of local wisdom into educational materials not only enhances cultural pride but also supports the development of essential character traits (Nurkholidah et al, 2024). This approach is supported by various studies that highlight the importance of embedding local cultural values into the curriculum to foster a well-rounded character development in students (Ramdani, 2018; Mansur & Sholeh, 2024).

Design Stage

The book's first page is a cover design that has been adjusted to the title of the illustrated storybook. Furthermore, in the form of instructions for the use of development books, with instructions, readers can be more directed in taking moral lessons, values, or knowledge contained in the story, making it more effective as an educational tool. On the next page is a table of contents so that readers can access the book more easily and organize it. Then, on the next page and so on is the content of the story where in this book, there are five pictorial story topics: 1) The hero of

Cerita Anak

SONG OSONG LOMBUNG

Daftar Isi

Peraturan Penggangan Buku Penggangan.....	1
Daftar Isi.....	ii
“Pahlawan Song Osong”.....	1
“Bang Perunggu”.....	12
“Perburuan Harimau Tersembunyi”.....	21
“Samangot Gasing Bayang di Tengahan Kemarau”.....	32
“Legenda di Malam Purnama”.....	49
Profil Penulis.....	53

Peraturan Penggangan Buku Penggangan

Selamat datang di buku Cerita Anak SONG OSONG LOMBUNG! Buku ini dirancang khusus untuk memberikan ruang bagi guru, orang tua, dan siswa untuk berinteraksi dengan buku ini. Buku ini juga bertujuan untuk meningkatkan literasi siswa, serta memberikan pengalaman belajar yang menyenangkan. Berikut adalah peraturan yang harus diperhatikan saat menggunakan buku ini:

1. Buku ini adalah milik bersama, sehingga harus dirawat dengan baik.
2. Buku ini harus digunakan sesuai dengan tujuan yang telah ditetapkan.
3. Buku ini harus digunakan dengan cara yang benar, yaitu dengan cara yang telah ditetapkan.
4. Buku ini harus digunakan dengan cara yang benar, yaitu dengan cara yang telah ditetapkan.
5. Buku ini harus digunakan dengan cara yang benar, yaitu dengan cara yang telah ditetapkan.

Pesan Moral:

Pengertian kita menghormati alam dan menjaga tradisi warisan leluhur. Dengan menjaga alam, mereka belajar untuk tidak berdamai dengan lingkungan dan melalui kegiatan tradisi, kita bisa merasa bangga agar tidak hilang.

Figure 2 of the picture storybook display

In the development stage, the researcher developed a product in the form of a picture storybook to strengthen the character education of cooperation based on the local wisdom of Song Osong Lombung, hoping to fill the shortage of products in the field. Development products are expected to contribute and provide solutions to existing problems related to the character of cooperation based on local wisdom. The following is a story developed with the local wisdom of Madura, especially in Bangkalan.



Figure 3 of The Picture of Local Wisdom 1

[illegible]

Figure 4 of The Picture of Local Wisdom 2

In this story, the tradition of "Rokat Tasek" is celebrated once a year by coastal communities in Bangkalan.



Figure 5 of The Picture of Local Wisdom 3

In this story, the tradition of "Otosen" is carried out by coastal communities in Bangkalan every time they plant or harvest their agricultural products. After completion, media, subject matter experts, and practitioner experts verified the illustrated storybook based on local wisdom *Song Osong Lombhung*. The results of the experts' validation are listed below.

The research results showed that good qualifications were obtained from the experts' assessment. The validation results by the content/material expert showed that 90.9% were at the valid/feasible qualification so that the picture storybook could be used after a slight revision of suggestions and additions from the content/material expert. From the results of the validation of the achievement design expert, 90.6% was at a valid/feasible qualification so that the picture storybook could be used with a small quantity of improvement. From the assessment of MI Al-Azhar teachers as practitioner experts, a score of 92.5% is a valid/feasible qualification so that picture storybooks can be used without revision. Validation is carried out to produce picture storybooks with high validity. In addition, to determine the feasibility of the picture storybook developed before being tested on its users.

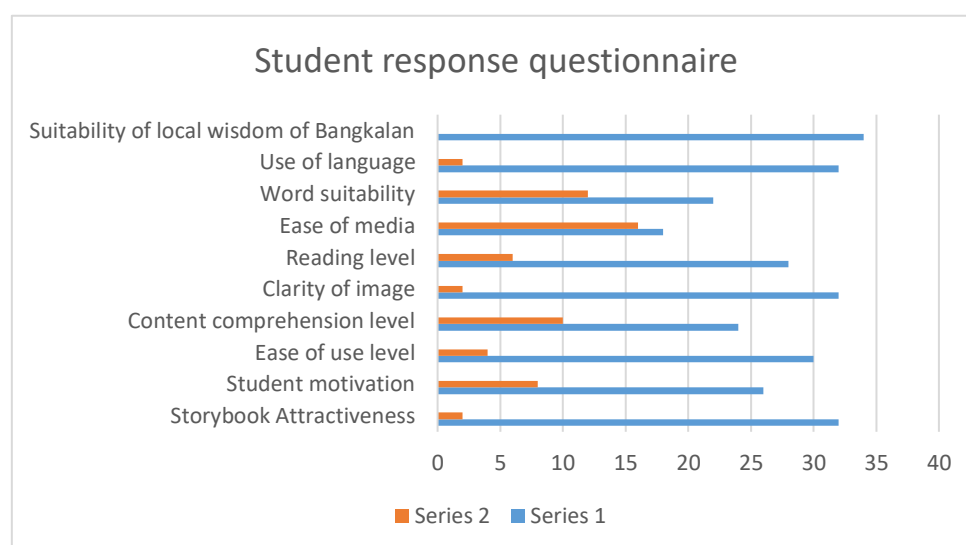
Table 2. Results of Validation Assessment

Validators	Score	Qualification	Suggestions for improvement
Content/Material Expert	90,9%	valid	Spelling of sentences that are not standard must be corrected, changes in sentences that are ineffective or difficult for students to understand, and correction of wrong words/ <i>typos</i>
Media/Design Expert	90,6%	valid	<ol style="list-style-type: none"> The font in the title is even more enlarged, and the cover has Song Osong Lombhung After the cover, give instructions on how to use the development book Include the author's profile on the back Increase the number of aphorisms/moral messages about the importance of cooperation in daily life
Practitioners Expert	92,5%	Highly valid	<ol style="list-style-type: none"> Some storylines do not involve the daily life of students, but overall, they are excellent and worth testing. No one has conducted research like this, and picture storybooks are worthy of being implemented as activities to instill the character of cooperation based on local wisdom.

From all expert test assessment scores in general development products, picture storybooks designed based on local wisdom in Madura have met the eligibility judging from the average score obtained a score of 91.3%, which is a very valid qualification in the interval of 91 – 100% (Akbar, 2013). However, there are suggestions and contributions for the improvement of components that are not evaluated for improvement, such as picture storybooks designed based on local wisdom in Madura.

Implementation Stage

The level of maturity of picture storybooks was determined by the results of the percentage of questionnaire responses from grade IV students as the main subject of the research. The questionnaire was distributed to a sample of 17 students in grades IV A and IV B from 32 students. Each student gets 10 questions related to picture storybooks. The results of the student responses are summarized in the table below.

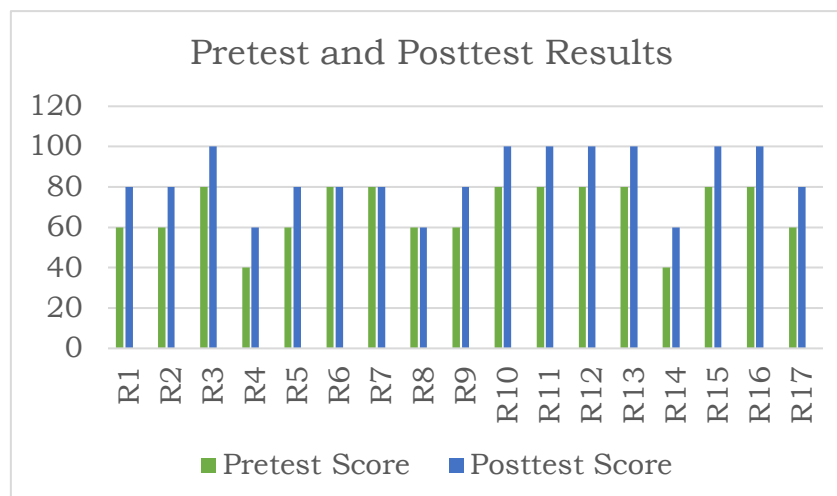


Graphics 1 Results of Student Response Percentage

The calculation results in the student response questionnaire obtained a percentage of 81.8%, meaning that picture storybooks are included in the attractive category based on the attractiveness level scale, namely the conversion of values between 81 – 90. From the data, it can also be concluded that students positively respond to picture storybooks based on local wisdom, thanks to the use of color in attractive images and easy-to-understand storylines. In addition, students also really like storylines that are relevant to their living environment, making it easier to understand. Based on the student response scale, all students showed interest in picture storybooks based on local wisdom. Stories based on the characteristics of MI/SD students and engaging illustrations raise the values of local wisdom and make picture storybooks based on local wisdom an effective tool to help students' character development.

This result has been from several previous studies that have shown students' development or improvement in using Belair media in the form of picture storybooks (Murniayudi & Sujarwo, 2021). Because picture storybooks are beautiful to the student learning process, this medium is also very effective in developing the character of cooperation based on the local wisdom of Bangkalan Madura. The effectiveness of the picture storybook based on the local wisdom of *Song Osong Lombhung* is measured from the pre-test results; the developer applied the learning media of the picture story textbook, which was carried out for two hours of subjects.

The following are the results of the students' pre-test and post-test scores after using the Picture Story Book Based on Local Wisdom *Song Osong Lombhung*.



Graphics 2 Pretest and Posttest Values

The results of data analysis from the average pre-test score graph were 68.3, the highest score was 80, and the lowest score was 40. Meanwhile, the average post-test score is 84.7, with the highest score of 100 and the lowest score of 60. Furthermore, we refer to the table of criteria for the average assessment score interval of the class. In that case, it is included in the good category, namely with a total average score of 84.7 and a score interval of 61-80, which is included in the good category. Then, the results of the comparison between the pre-test and post-test scores of students using the T-test can be seen in the following acquisitions:

Table 3 Results of T-Test Pre-Test and Post-Test Scores of Students

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-16,471	7,859	1,906	-20,511	-12,430	-8,641	16	,000

The test results showed a t-8.641 count, a t-16.471 table for df 16, and a significance of $0.000 < 0.05$. Based on two-sided test testing, the H acceptance area is between -8,641 and -16,471. Therefore, if it is calculated to be outside the H0 acceptance area, H0 is rejected, and H1 is accepted, it can be concluded that there is a significant difference between before using the picture book media based on Song *Osong Lombung* local wisdom as a cooperation character education anchor and after using the picture story book media based on Song *Osong Lombung* local wisdom as a cooperation character education anchor.

To measure how effective the use of picture storybooks is, an N-Gain test is carried out through a statistical calculation procedure using the SPSS application; the following N-Gain results are obtained:

Table 4 Results of N-Gain

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	17	,00	1,00	,5980	,38666
Valid N (listwise)	17				

The results of the N-Gain calculation in the figure above show that the average value (mean) of N-Gain is 0.5980 or if it is proportioned to 59.8%. Thus, referring to the standard interpretation of N-Gain effectiveness (%), the results of the N-Gain test are included in the category of quite effective, namely with a mean percentage of 59.8%, which, when viewed in the interpretation standard above, is in the mean interval of 56-75%. Through the analysis and testing of statistics that have been carried out, from the t-test and the N-Gain Test, it can be concluded that there is a significant change overall. However, the level of effectiveness is quite effective, as shown by the use of picture storybooks based on the local wisdom of Madura *Song Osong Lombhung*.

According [Yaqin et al, \(2024\)](#) implementation of local wisdom-based teaching digital materials shows high effectiveness. The opinion of [Murniayudi & Sujarwo, \(2021\)](#), that when reading picture story books, students pay attention to the illustrations while reading the text, with their eyes moving back and forth between the pictures and words. This process helps students build an understanding of the content of the story. In addition, picture storybooks that raise local wisdom help students develop their personalities more realistically, according to the context of their living environment. The same thing was stated by [Turan, F., & Ulutas, \(2016\)](#), who also stated that picture storybooks can support character education based on children's literature. Teaching media has proven effective in instilling the character of cooperation among children. This includes fostering cooperation, mutual help, care, tolerance, and solidarity, essential values in Indonesian society ([Indrawati & Priyanti, 2024](#)).

Evaluation Stage

The final evaluation of the developed picture storybook based on the local wisdom of *Song Osong Lombhung* was conducted by incorporating feedback from experts and end-users. This stage aimed to ensure the product's validity, attractiveness, and effectiveness as a character education medium, particularly in fostering cooperation values among students. The assessment of the storybook's attractiveness was carried out using a student response questionnaire. The results indicated that the storybook received a positive response, with an overall attractiveness score of 81.8%, placing it in the "highly attractive" category. Students expressed enthusiasm towards the storyline, illustrations, and the integration of local cultural elements, which made the storybook engaging and easy to understand. The colorful illustrations and relatable characters further enhanced student interest and comprehension.

The effectiveness of the storybook was measured through pre-test and post-test evaluations, followed by a statistical analysis using the t-test and N-Gain test. The pre-test average score was 68.3, which increased to 84.7 in the post-test, indicating significant improvement in students' understanding of cooperation values. The t-test results showed a significance value of 0.000 ($p < 0.05$), confirming a statistically significant difference between students' performance before and after the intervention. Additionally, the N-Gain test yielded an average score of 0.598 or 59.8%, which falls into the moderate effectiveness category. This finding demonstrates that the storybook effectively strengthened students' cooperative character, though there remains potential for further enhancement.

The findings align with previous studies emphasizing the importance of integrating

local culture in educational materials to enhance character education (Turan & Ulutas, 2016; Ramdani, 2018; Mansur & Sholeh, 2024). It validates the effectiveness of storybooks in promoting moral values such as cooperation, mutual respect, and social responsibility. The product is recommended for broader implementation and future development to maximize its educational impact.

Conclusion

This study concludes that developing a picture storybook based on the local wisdom of *Song Osong Lombhung* is both valid and effective in promoting cooperative character education among elementary students. The storybook was positively received, with an attractiveness score of 81.8%, reflecting student engagement and interest. Pre-test and post-test analyses revealed significant improvements in students' understanding and application of cooperative values, supported by a statistical significance level of $p < 0.05$. Additionally, the N-Gain score of 59.8% categorizes the intervention as moderately effective. Integrating local cultural wisdom into educational media enriches learning experiences and reinforces students' moral and social values. Therefore, this picture storybook is an innovative and culturally responsive tool to support character education, particularly in fostering cooperation among students in primary educational settings.

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