



Elementary School Student Response to Children's Storybooks with Emotional Literacy

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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 purpose 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. Children's literature is seen as an effective way to introduce emotional literacy to students because of its fun nature. Prose or story but the story is not an imaginative story it is also one of the works of literature or non-fiction Faidah (2018).

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 Hidayati (2013), Response is impression or reaction after we observe the activity of the senses, judging, the object of forming an attitude towards the object can be in the form of a negative or positive attitude according to what has been observed

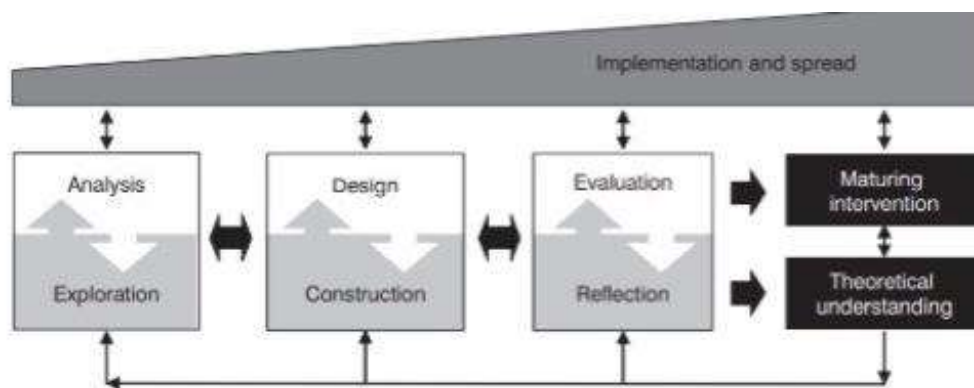
Exploration of students' responses to children's story books is generally focused on story books based on character education. The form of the response is limited to the content of the storybook with interesting pictures, the story is easy to understand, and can be used as a model in attitude (Vindaswari & 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 purpose is Elementary School Student Response to Children's Storybooks with Emotional Literacy 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.

RESEARCH METHOD

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. 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. (See figure 1 and Table 1).



Gambar 1. Model Generik EDR

Figure 1. Generic model EDR

Table 1. Guttman Scale Interpretation

| 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 |

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 look in **Table 2** .

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 5**.

Table 5. Answers indicator 4

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

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 |

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.

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.

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.

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