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Story Illustration Drawing Thematic-Based as a Means of Preserving a Healthy Life Literacy for Elementary School Students

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A B S T R A C T

There needs to be innovation in improving the quality of health awareness of elementary school students to help overcome health problems through education. Therefore, the researchers conducted a study entitled Thematic based on story illustrations as a means of healthy life literacy for elementary school students. The research method that will be used in this study is the Research and Development method of the ADDIE model. This research was conducted in elementary schools in Songgom Lor, Songgom District, and Brebes Regency. Researchers carry out stages of analysis, design, development, develop thematic based story illustrations as a medium for healthy life literacy. The result is through the medium of picture cards that are integrated with environmental care cultural values, students easily understand and apply and environmental care culture in everyday life.

A R T I C L E   I N F O

1. INTRODUCTION

The COVID-19 pandemic is not over yet, and life must go on. All efforts have been made by the government to date, with the existence of assistance and regulations that can minimize the adverse effects of the pandemic. Maintaining health by caring for the surrounding environment is a must to prevent the spread of COVID-19. A habit that is most visible in the New Normal period in 2023 is the habit of implementing caring behaviors for the environment as part of a clean and healthy life both inside and outside the home. Every individual in the family and society has an obligation to care more about the environment in order to stay healthy and break the chain of transmission of COVID-19. Indonesian people pay more attention to healthy living and more optimally implement caring behaviors for the family and community environment.

Healthy living is the dream of every human being. Health is a state of well-being in body, soul, and social life that enables everyone to live productively socially and economically. Health is not a condition but an adjustment, and it is not a condition but a process, and what is meant by process here is the adaptation of individuals not only to their physique but to their social environment. Life activities will be hampered if there is no good health from the life lived. The environment is often cited as an important factor affecting an individual's health status, including the living environment, the built environment, and the social environment. Disease occurs when the balance in the body cannot be maintained. Illness occurs when a person is no longer in a normal state of health.

In the stages of education at school, elementary school (SD) is the stage of continuing education after early childhood education (PAUD), which is a very sensitive period with very fast growth and development. If you receive health services, including proper and quality nutrition, a healthy environment, and proper stimulation, you will have an impact on optimal growth and development and have high potential for development in the next life. This period is referred to as the golden age (the golden age period). On the other hand, this period is also called a critical period, when a disturbance will have a serious and long-lasting impact.

Caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment and develops efforts to repair the damage to nature that has already occurred. An attitude of caring for the environment must be instilled as early as possible in a person so that later, when he grows up, an attitude of caring for the environment is attached to him. Students who have the character of caring for the environment are reflected in not destroying nature while in the school environment and maintaining the cleanliness and beauty of the class and school. One of the driving factors for the revitalization of environmental care is to provide environmental education as early as possible so that the character of each individual is formed (Masruroh, 2018).

One of the media for cultivating the character of caring for the environment and cultivating children's healthy living literacy is story illustrations. Because through story illustrations, a person has basically created a world of their own, which may contain messages or images of certain situations, both physically and mentally. Illustrations for stories are expressions to evoke feelings that contain elements in the form of emotions, imagination, thoughts, ideas, sensory impressions, and feelings (Afriyeni, 2018; Masruroh, 2018).

In this case, the researcher will develop thematically-based story illustrations. This illustrative image is made to be able to attract students' attention in reading, which is not only in the form of writing but also in seeing pictures that can explain the contents of the poem. Students who visually experience learning with the help of illustrated books show

significant progress in understanding stories (Gilang et al., 2017). The illustration image medium will be made in card form with A4 size, namely 21x29 cm. The images in this medium are a series of messages presented with descriptions (Chen and Chan, 2019; Chien, 2015).

Through the medium of illustrated picture cards, researchers integrate cultural values of caring for the environment with students so that they can easily understand and apply them in their daily lives. Of course, it is very good to be guided by parents and teachers during the current new normal. Therefore, as academics, researchers want to develop a thematic-based story illustration as a means of promoting healthy living for elementary school students.

Preliminary studies conducted by researchers depart from research that discusses environmental care in the community. Humans who care for the environment are individuals who love life as a whole in the physical, psychological, social, and spiritual senses. Caring for the environment is basically a person's response to stimuli related to illness and disease, the health care system, food, and the social economy. Thus, a person's health education is formed by a healthy culture in his environment, and society and the government pay great attention to the importance of health.

In this case, several studies that have discussed environmental care include Afriyeni (2018), Al-Anwari (2014), Gilang et al. (2017), Lestari and Hidayati (2018), Masruroh (2018), Rati (2017), and Siswanto (2012). One way to increase environmental awareness is through illustrated images as learning media and a means of healthy living literacy.

Several studies have shown that illustrative images can develop children's personalities, including. The difference between the researcher's study and previous researchers is how to increase students' environmental care character through the medium of poetry packaged in an illustrated picture card. This is very relevant to the characteristics of elementary school students who are in the concrete operational stage. Through illustrated picture cards that are integrated with the character of caring for the environment in health education, students can develop their personalities to always apply environmental care in their daily lives

2. METHODS

The research method that will be used in this study is the ADDIE model Research And Development Method. ADDIE stands for Analysis, Design, Development, Implementation, and evaluation.

The definition of ADDIE is also a stage in this development model. The ADDIE model consists of five stages, namely: (1) analysis, which needs analysis to determine the right problems and solutions to determine student competencies; (2) design, which determines specific competencies, methods, teaching materials, and learning strategies; (3) development, which produces programs and teaching materials that will be used in learning programs; (4) implementation, which carries out learning programs by implementing learning program designs or specifications; and (5) evaluation, which evaluates learning programs and learning outcomes.

The research sample is based on the purposive sampling technique. This research will be conducted in elementary schools in Songgom Lor, Songgom District, and Brebes Regency. The sample consisted of 29 male students and 47 female students.

Quantitative research tools such as questionnaires were used to collect data. This questionnaire was distributed by making personal visits to selected schools. The instrument used to collect data is a questionnaire designed to determine the effectiveness of using story illustration drawing media on students' creativity and healthy life literacy. The validity of the instruments used to prepare this research instrument is content validity and construct

validity. Content variation indicates how the research instrument reflects the desired content. In this study, content validity was carried out by consulting the device with several parties considered experts in the material. In contrast, construct validity was carried out by calculating the validity test using the Product Moment correlation technique.

The data used are quantitative and qualitative. Qualitative data was obtained from needs analysis, material expert test questionnaire, and design expert test. At the same time, quantitative data is obtained from product testing results, namely field tests. The research design used was a one-group pretest-posttest design. In this design, students will be given a pretest before being given treatment, and at the end of learning, students will be given a posttest. This design is used to determine the effectiveness of the product made.

3. RESULTS AND DISCUSSION

Etymologically, the term illustration is taken from the English word illustrate, with its working form illustrate, derived from the Latin illustrare, which means to make clear. Adisasmito (2018) explains that illustration is a reflection of a situation and its cultural effects. The essence of illustration is thought—the ideas and concepts that underlie what the image wants to communicate. Animating or giving a visual form to a piece of writing is the role of the illustrator. Combine analytical thinking and practical skills to create a visual form that has a message. Mayer (1990) describes illustrative images as images that can facilitate students understanding of a text.

Illustrated images are images that can help students understand the contents of a story text. Expressly does not limit the form of illustrations to mere images by saying that illustration art is in the form of pictures or other forms of pictorial representation intended to clarify or beautify. Painting and illustration developed along the same paths in history; in many ways, they are the same.

Traditionally, both took inspiration from literary works, except that paintings were made to decorate texts, help explain stories, or record events. Drawing illustrations is a drawing activity with the aim of completing a story, text, or visual explanation of a part of writing; there are also illustrations that stand alone without writing. Based on the explanation above, drawing illustrations can be interpreted as an activity to visually tell stories, events, ideas, or objects based on text or personal experience, with the aim of explaining and decorating by combining lines and colors using pencils in certain mediums.

The graphic and artistic depictions carried out by illustrators in making illustrative works of art are intended to achieve certain goals. Achieving these goals is seen as a function of illustration art. The following is a description of the illustration function:

1) The function of explaining or clarifying ideas contained in texts is the traditional function of illustration, whether manifested in a naturalist or realistic style or in the form of schematic or diagrammatic images.
2) The function of educating is carried out by illustration art, which is made to convey various educational messages that are expected to raise awareness in a person so that the person becomes a good and responsible person.
3) The function of telling clearly can be seen in illustration art in the form of comic strips or comics that tell an event, fairy tale, or romance in the form of a series of pictures with text as an explanation.
4) The function of promoting or propagating an idea, event, service, or product.

5) The entertaining function is carried out by the art of illustration in the form of humorous cartoons that present humor lifted from everyday life, both in print and in animated form.

6) The function of conveying opinions or views on an issue or theme carried by an editorial illustration

7) The function of commemorating an event is carried out by illustration art on stamps with the theme of historical days.

8) The art of illustration on postage stamps (and possibly other types of illustration) has the function of ennobling by presenting various figures who have played a role in human history, both in international, national, and local scopes.

9) The function of conveying sympathy with regard to pleasant and happy events, conveying a sense of empathy, or befalling sad events as carried out by the art of illustration in the form of various greeting cards.

10) The function of recording events, namely illustrative works of art made in order to document important events

Drawing illustrations is more directed at the formation of themed pictures or pictures of scenes that describe part of the picture of an event. The main function of illustrations is to provide clarity to a written statement. The detailed illustrated image function is a method that aims to (Muhararr, 2003):

1) To describe a scene or character in the story

2) Describing events or events that are somewhat impossible

3) Trying to describe an abstract idea

4) Clarify the meaning contained in the story.

5) Draw something in detail, for example, an illustration to describe the setting and circumstances in the story.

6) Use a certain style in an article that describes the era at the time the writing was made.

A. Thematic Learning

Integrated learning is an approach that aims to make learning more comprehensive and is based on a holistic learning paradigm. Integrated learning is a learning model that aims to familiarize learners with seeing things from various points of view, or, in other words, train students to think more systemically. There are various benefits of integrated learning, including: (a) a deeper understanding of the objectives of studying certain fields; (b) an understanding of the application of the fields studied in various contexts; (c) a deeper understanding of an issue or topic by looking at it from various perspectives; and (d) increasing understanding in thinking systematically (Chiarotto, 2011),. While the scope of the interdisciplinary or integrated curriculum includes: (a) a combination of subjects; (b) an emphasis on programs; (c) interrelationships between concepts; (d) flexible schedules; and (e) thematic units as organizational principles.

Currently, the integrated thematic method is applied at the elementary school level. In elementary school learning for low grades, this method is the main learning model that must be developed by educators to implement the 2013 curriculum. Themes act as a unifier for learning activities with several subjects at once. In the 2013 curriculum for elementary schools, each class will be provided with many themes. Generally, each grade level has eight different themes. The selected theme must be completed within one academic year. In the delivery, the educator will choose the teaching technique as well as the duration of learning for one theme. One theme chosen by educators can be integrated into six predetermined compulsory subjects, namely: religion, civics, mathematics, Indonesian language, arts and

culture, physical education, and health. The 2013 curriculum emphasizes cognitive, affective, and psychomotor aspects through test-based and portfolio-based assessments that will complement each other (Indriastuti, 2014).

The integrated thematic learning model implemented in the 2013 curriculum has several benefits, according to the Center for Curriculum and Books, Balitbang Kemendikbud (2014), namely: (1) By combining several basic competencies from various subjects, there will be savings. This is caused by the overlapping of competencies and material, which can be reduced or even eliminated; (2) students are able to see meaningful relationships because basic competencies and learning materials act more as a means or tool than the ultimate goal; (3) learning becomes intact so that students will get an understanding during the process and the material is not divided; (4) With guidance between subjects, mastery of concepts will get better and increase. (5) a comfortable and pleasant class atmosphere, (6) use cooperative groups, collaborations, group learning, and conflict-solving strategies that encourage students to solve problems; and (7) optimize the learning environment as the key to a brain-friendly classroom.

B. Healthy Living Literacy

In essence, literacy is a person's ability to analyze and process information after reading and writing (Alma, Lastuti, Maharani, & Pratini, n.d.). Since 2016, the Ministry of Education and Culture has been activating the National Literacy Movement (GLN) as part of the implementation of Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of good character. Mastery of literacy is an important indicator for increasing the achievements of the younger generation in achieving success. Cultivating literacy as early as possible must be realized because it is the main capital in creating an intelligent and cultured nation (Cintamulya & Herawati, 2018; Karademir & Ulucinar, 2016). In elementary schools, there are many literacy movements that need to be developed, one of which is healthy living literacy.

Healthy living literacy can be demonstrated by the way students are able to process information from a story, slogan, or simple text that contains an invitation to practice a clean and healthy lifestyle (Camiling, 2019). Healthy living literacy can be integrated into every lesson because, in essence, if students have a healthy body, it will be easier for them to absorb information. A healthy mind resides in a healthy soul. Healthy human beings are quality human beings who are completely healthy in the physical, psychological, social, and spiritual senses. Healthy living is related to attitude and behavior. This healthy behavior is related to one's efforts or activities to maintain and improve health. Healthy behavior is basically a person's response to stimuli related to illness and disease, the health care system, food, and the environment. Thus, a person's healthy life behavior is formed by a healthy culture in his environment, and society and government pay great attention to the importance of health (Moma, 2015; Nwagu et al., 2018; Whitney & Herbert, 2018).

There are four factors that influence healthy living behaviors: motivation, ability, perception, and personality. Motivation is a force that drives people to behave in a certain way; it is the ability to show one's capacity. Perception is how a person interprets information carefully so that his behavior is in accordance with what is desired, while personality is a person's characteristics, which include knowledge, attitudes, skills, and will. For example, a teacher who has a healthy lifestyle is needed to provide examples of action and provide instructions to his students on how to live a healthy life (Zubaidah et al., 2017; Yusida et al., 2013; Rusmana and Fitrianti, 2017).

To foster students' motivational factors in implementing healthy living, teachers can integrate them into learning through stories or examples in life that contain invitations to always adopt healthy living (Patnani, 2013). Thus, increasing students' literacy skills in reading and writing makes them knowledgeable about implementing a healthy lifestyle so that they are able to apply it in everyday life. Therefore, it is necessary to have a clean and healthy living literacy program that can increase student awareness of implementing a clean environment so that it can support the implementation of healthy schools.

C. Story Illustration and Image

Development activities in accordance with the ADDIE development model, the research steps are explained as follows:

1. Stage Analyze (Analyze)

At this stage, activities were carried out with indicators of achievement, namely (1) identifying the environmental care behaviors of elementary school students and teachers. Reviewing the concept of healthy living behavior theoretically, and (2) developing creativity instruments. The result of this activity is to develop thematic concepts and literacy instruments for healthy living.

2. Design Stage (Design)

At this stage, the activity is to look at the format and content of the program and develop a draft of a story illustration as an indicator of its achievement. The resulting output is the initial design of the story illustration.

3. Develop Stage (Development)

The activities at this stage are conducting expert assessments followed by revisions, conducting development trials, and testing the effectiveness of story illustrations. The result is to obtain a validated instrument design and an improved instrument design.

4. Implementation Stage (Implementation)

Achievement indicators at this stage are conducting user analysis, determining strategies and themes, choosing the time, and selecting the media to be used. The results to be obtained are the existence of target users, making strategies and dissemination themes, choosing the right time to carry out product promotions, and using the right media for product promotion.

5. Evaluation Stage (Evaluation)

Activities at this stage include conducting product evaluations and improving products.

E. DISCUSSION

The following is the result of the work of illustration for the story:

Picture 1. Theme 1: Myself
Subtheme 3: I Take Care of My Body
Source: Azahra Dila (PGSD Student)

Picture 2. Theme 2: My favorite
Subtheme 4: Loves Reading
Source: Rahadian Rahindra (PGSD Student)

Picture 3. Theme 3: My Activities
Subtheme 1: Morning Activities
Source: Marsha Dilla (PGSD Student)

Picture 4. Theme 4: My Family
Subtheme 1: My Family Members
Source: Risnayanti Annur (PGSD Student)

Picture 5. Theme 5: My Experience
Subtheme 1: Childhood Experiences
Source: Nisa Tri Aulia (PGSD Student)

Picture 6. Theme 6: Clean, Healthy and Beautiful Environment
Subtheme 4: Working together to maintain cleanliness and
Environmental Health
Source: Haifa Tasya Al-Qodri (PGSD Student)
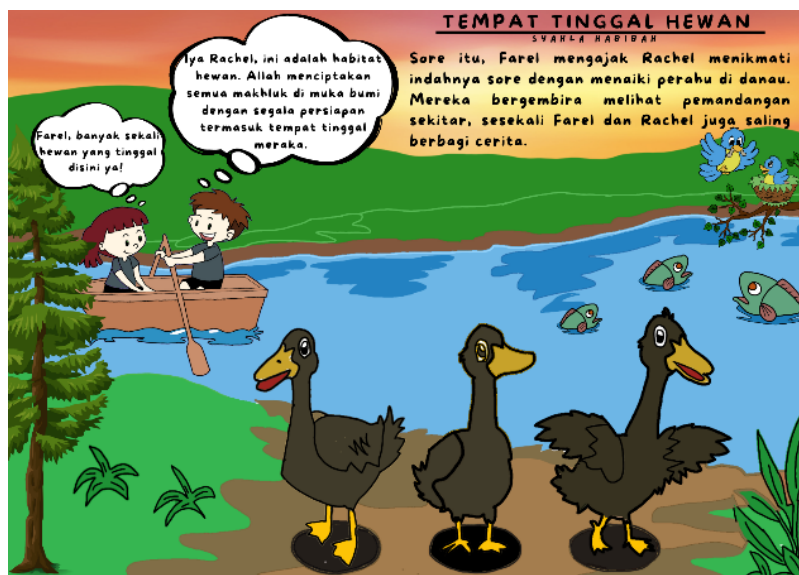
Picture 7. Theme 7: Objects, Animals and Plants Around Me
Subtheme 2: Animals Around Me
Source: Syahla Habibah (PGSD Student)

Picture 8. Theme 8: Natural Events
Subtheme 1: Natural Disasters
Source: Jeanice Margaretha S. (PGSD Student)

A total of 87 questionnaires were distributed to students, but after two weeks, only 76 were received. This shows a response rate of around 87.35 percent. The respondents to this study consisted of 29 male students and 47 female students. The descriptive statistics of the respondents are presented in **Table 1**.

Table 1. Descriptive Statistics

Gender	Respondents	Percentage
Male	29	38,16 %
Female	47	61,84 %
Total	76	100 %

Of course, this product can be used as a medium to increase creativity and literacy as a means of healthy living for elementary school students, especially in this new normal era. Before designing the product, the researcher conducted a needs analysis to find the right illustrative information to be developed in accordance with the existing learning themes in Grade I elementary schools. After that, the researcher compiled product prototypes that were designed according to the themes that had been formulated. The illustrated images collected come from the sub-themes of each theme in Class I Thematic learning so they are ready to be created and developed. After this illustration image is developed, it is followed by validation by material and media experts. The results of the validation assessment by material experts can be seen in **Table 2**.

Table 2. Assessment Results by Material Experts

Aspect	Average
Eligibility Content	3.75
Content Development	3.90
Final score	3,825

The results of the material expert assessment on the feasibility aspect of teaching materials had a score of 3.75, and the content development aspect achieved a score of 3.90 with the "very good" criterion. So that the final score of the product reaches a score of 3,825. This shows that the story illustrations can be said to be appropriate to use based on the assessment of material experts. Furthermore, the illustrations for this story have been assessed by media experts. The results of media expert validation can be seen in **Table 3**.

Table 3. Assessment Results by Media Experts

Aspect	Average
Eligibility Content	3.87
Accuracy Matter	3.80
Display Ratings	3.97
Legibility	3.85
Total	3,873

The validation results of media experts show that the content feasibility aspect has an average score of 3.87 for the content aspect, 3.80 for accuracy, 3.97 for display rating, and 3.85 for readability. So that the final score of the feasibility of teaching materials reached a score of 3.873 in the "very good" category. Thus, it can be said that the development of story

illustrations in elementary schools deserves to be a development innovation to increase students' creativity and literacy for healthy living.

After being validated by media experts, a small group trial of ten people was then carried out, involving first-grade elementary school students. The results of the small group try-out trial can be seen in **Table 4**.

Table 4. Trial Try-Out Small Group

Aspect	Average
Likes	4.00
Understanding	3.90
display cards	3.80
The final result	3.95

Based on the results of small group trials, the average result for similar aspects has a value of 4.00 with very good criteria. In the understanding aspect, it has an average value of 3.90 with the "very good" criterion. In the aspect of book display, it has an average value of 3.80 with very good criteria. So that the final score of the small group trial reached a score of 3.95, which means that the thematic-based story illustration products are appropriate for use in small groups. The final test, after going through the stages of expert validation, small group trials, and improvements, was then conducted in field tests with 76 students. The results of this trial are presented in the **Table 5**.

Table 5. Test Field Try-Out

Aspect	Average
Likes	3.98
understanding	3.87
display cards	3.95
The final result	3.93

Based on the results of field tests, the average result for the like aspect has a value of 3.98 with very good criteria. In the understanding aspect, it has an average value of 3.87 with the "very good" criterion. In the aspect of appearance, it has an average value of 3.95 with very good criteria. So, the final field test score was 3.93, which means that the thematic-based story illustrations are suitable for large groups. Field trials were conducted to determine the effectiveness of the products developed on students' creativity and literacy skills and to analyze scores during the pretest and posttest. The following are the results obtained by the average post-test scores:

Table 6. Test Effectiveness Assessment

	Pretest	Posttest
Minimum Value	6.68	8.8
Maximum Value	8.50	9.8
Mean	7.59	9.3
Improvement	1.71	

In the pretest score, the average value was 7.59; after using this program, it increased to 9.3, an increase of 1.71. The minimum pretest score of 6.68 increased to 8.00, and the maximum posttest score of 8.50 initially increased to 9.8. This shows a significant increase in students' healthy living culture. In the significance test using the two-sample t-test related

to the pretest and posttest, the value of t-test = 9.01 consulted with a t-table (a = 0.05:110) of 1.658 indicates that there is a significant difference between the pretest and posttest scores. In addition, the researcher also identified scores of thematic-based story illustrations based on their aspects. This score shows the habits or conditions experienced by students before and after using this children's song audio media.

4. CONCLUSION

Caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment and develops efforts to repair the damage to nature that has already occurred. Students who have the character of caring for the environment are reflected in not destroying nature while in the school environment and maintaining the cleanliness and beauty of the class and school. One of the driving factors for the revitalization of environmental care is to provide environmental education as early as possible so that the character of each individual is formed.

One of the media for cultivating the character of caring for the environment and cultivating children's healthy living literacy is story illustrations. Because through story illustrations, a person has basically created a world of their own, which may contain messages or images of certain situations, both physically and mentally. Illustrations for stories are expressions to evoke feelings that contain elements in the form of emotions, imagination, thoughts, ideas, sensory impressions, and feelings

Through the medium of illustrated picture cards, researchers integrate cultural values of caring for the environment with students so that they can easily understand and apply them in their daily lives. Of course, it is very good to be guided by parents and teachers during the current new normal.

This research can be used as an appropriate innovation for the development of literacy programs for elementary school students. This is because, in general, literacy programs are still minimally implemented, not showing awareness and diversity of reading materials. Therefore, it is necessary to develop thematic-based story illustrations as a means of literacy for healthy living for Class I elementary school students. This research can contribute to scientific development in the field of literacy in elementary schools. With this research, literacy and creativity become important components to be developed to create creative and innovative characters

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