PICTURE STORYBOOKS ABOUT THE APPLICATION OF GOOD MORALS TO FELLOW FRIENDS AS AN EARLY CHILDHOOD EDUCATIONAL MEDIA

Yuna Salsabila Mafaya [*], Arif Fiyanto
Seni Rupa, FBS, Universitas Negeri Semarang
Jl. Taman Siswa, Sekaran, Kec. Gn. Pati, Kota Semarang, Jawa Tengah 50229, Indonesia
Email: yunamafaya0@gmail.com

Abstract

This design discusses the application of good morals to fellow friends through picture storybooks for early childhood, focusing on a book entitled "Si Rubah Tukang Usil". This book tells the story of a fox who likes to be nosy to other forest dwellers and aims as an educational medium for early childhood in instilling good morals to fellow friends. The positive impact of this storybook is expected to strengthen good moral values, especially in the social context in the child's environment. This research also confirms the importance of educational media based on illustrated stories as an effective tool for teaching morals to children, because they more easily understand positive messages through interesting and illustrative narratives.

Keywords: Morals, Early Childhood Education, Picture Stories, Social Interaction, Educational Media

INTRODUCTION

Education imbued with Islamic values is known as an approach that provides mercy for all mankind, as stated in its teachings. Given that morals are at the core of the apostolate of the Prophet Muhammad, who was sent to perfect human morals, the relevance of teaching morals in the context of early childhood education must be emphasized. Within the framework of Islamic education, moral development is a fundamental element in shaping children's good character. This is in line with the view that education aims to create individuals who are moral and civilized in accordance with Islamic moral values (Muzakkir et al., 2022). Moral discipline includes praiseworthy behavior and avoidance of despicable behavior.

One of the important moral values in Islamic teachings is friendship, which is part of social interaction among children. As social beings, children need friends to establish mutually beneficial relationships and develop their social sensitivity. Good friendship, framed in good morals, serves to create a positive environment and support the moral development of children (Achmad, 2024). The main factor in the formation of children's character is the educational environment they live in. Education that focuses too much on cognitive aspects without emphasizing morals and morals can result in unbalanced character

development. It is important for educational institutions to pay attention to the social and emotional side of children so that they can learn from their daily experiences and interactions (Azizah & Eliza, 2021). When children are not given an understanding of the morals of making friends, the potential for developing bad traits will be greater, which can contribute to a decline in morality in society (Risman et al., 2023).

The purpose of designing this picture storybook is as an educational media for early childhood has significant potential in instilling good morals to fellow friends. Through narratives delivered in an attractive visual format, picture storybooks can increase children's understanding of social values, such as empathy and cooperation (Sumiati & Tirtayani, 2021). The book not only serves as a tool to convey information, but can also expand children's vocabulary and help them understand complex social contexts in a more digestible way. With rich visual representations, children can relate stories to their daily experiences, making it easier to internalize the moral teachings conveyed (Aziezah, 2021). The cultivation of moral values through picture storybooks is a strategic step to build a generation that has high social awareness and good communication skills.

IMPLEMENTATION METHOD

The creation of this illustrated storybook uses a qualitative descriptive method, so that the designer can understand more deeply the socio-cultural phenomenon from the subject's perspective without focusing on statistical numbers. Qualitative method is a research approach that emphasizes an in-depth understanding of the social context and individual experiences by exploring the meaning of the data found. This is in accordance with the explanation (Suyitno, 2021), which states that qualitative methods are not only a tool, but also part of an important scientific tradition in the fields of social science, culture, and education. In addition, (Fadli, 2021) also states that qualitative research is descriptive and uses an inductive approach, so that researchers can understand and describe the meaning of the data collected.

Information collection was done through observation of children's behavior towards their friends in the home environment, as suggested by (Rahadania, 2024) who emphasized the importance of direct observation in qualitative methods. These observations are expected to provide insights into children's social interactions and their character development in a social context. This step also applied triangulation techniques to ensure data validity, as asserted by (Saragih & Rohman, 2023) in explaining the thorough qualitative data collection process. This provides a strong basis for analyzing how picture storybooks can reflect and influence the values that children learn through daily social interactions.

RESULTS AND DISCUSSION

1. Media Concept

Picture storybooks serve not only as a visual communication tool but also as an important tool in children's cognitive and emotional development. Picture storybooks can increase children's engagement in the learning process by providing interesting visualizations, enriching the reading experience, and stimulating their imagination (Mulyoto et al., 2023). This media presents a combination of images and text that work together to convey the narrative, helping children understand the context of the story better. Research shows that shared reading activities using picture books can strengthen communication skills and interaction between parents and children, which in turn enriches children's vocabulary and creativity (Desmita et al., 2023).

2. Book Title

The title of the book in the design of this picture story book is "Si Rubah Tukang Usil," the selection of an attractive title clearly reflects the appeal and relevant themes in the learning process for children. "The Fox" as the main character refers to a very recognizable character in various folktales, which often symbolizes cleverness and mischievousness. This is in line with previous research showing that the introduction of characters in picture storybooks can increase children's reading interest and help them understand the moral values conveyed in the story (Dewi et al., 2022).

3. Design Concept

a. Mind Mapping

Mind mapping is a technique used to visually depict information in the form of diagrams, designed to help the process of thinking, understanding, and organizing ideas. By using this technique, the designer can obtain a clear and structured concept from various keywords that are relevant to the idea or topic, making it easier to apply to each component to be designed, both in the main media and supporting media. The main purpose of mind mapping is to increase creativity and thinking skills, which is evident from research showing that the use of mind mapping can improve understanding and skills in managing information (Hidayah et al., 2019).

Figure 1. Mind Mapping
Source: Author's documentation

b. Moodboard

The next step in the design process is to create a moodboard. A moodboard is a collection of visual ideas presented in the form of image pieces, usually arranged like a collage or site sketch. The images in the mood board act as reference materials to display the atmosphere or atmosphere to be achieved through the theme, texture, color, font, layout, and illustration style that will be used in the work. Research shows that besides being a visual communication tool, mood boards also play an important role in the process of discovery and problem solving during the design process (Örmecioğlu & Uçar, 2015).

Figure 2. Moodboard
Source: Author's documentation

c. Illustration Style

The illustration style applied in the design of the illustrated storybook "Si Rubah Tukang Usil" is a cartoon illustration style. The use of cartoon illustrations puts forward a strong element of humor, as well as giving emphasis to emotional expressions and movement dynamics. This style is known for its simplicity, making it easier for readers to understand the content of the story. Then for making illustrations and coloring using digital techniques using digital painting with procreate software.

Figure 3. Irem Ustaoglu's cartoon illustration style
Source: https://www.behance.net

d. Color Scheme

The color scheme used in the design of this picture storybook is bright colors to give a positive, enthusiastic and cheerful impression.

Figure 4. Color scheme
Source: Author's documentation

e. Font Selection

This study successfully designed a picture story book "The Nosy Fox" that has significant potential as an effective educational tool for teaching moral and ethical values to young children. Through a narrative that tells the story of the nosy fox's behavior and his interactions with other forest dwellers, the book not only offers entertainment, but also provides important lessons about the impact of nosy actions on social relationships among friends. Thus, the application of good morals conveyed through the characters and storylines in this book is an effective means of instilling moral awareness among children, encouraging them to develop empathy and mutual respect in interacting with others. This research confirms that the use of fun and educational picture story media can contribute significantly to strengthening children's character foundations from an early age.

Figure 5. font display of the picture storybook "Si Rubah Tukang Usil"
Source: Author's documentation

f. Layout Concept

In this design, the layout approach adopted is simple and appropriate for children. Each page will be dominated by images that illustrate the storyline, complemented by a little text as an explanation of the illustrations presented. When discussing important elements in children's storybooks, we cannot ignore the role of illustrations, especially in books aimed at readers. The relationship between text and illustrations in picture storybooks is synergistic and complementary, where the narrative is often significantly supported by visual images. Illustrations in children's storybooks must meet logical criteria in relation to character, setting, and story development (Wulandari et al., 2024).

Figure 6. Layout concept of picture story book "Si Rubah Tukang Usil"
Source: Author's documentation

4. The Beginning

The beginning of the book consists of the front cover and title page.

Figure 7. Cover of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

The cover of this picture storybook features an illustration of the character Sirubah as a visual representation of the main character. The presence of this character serves as an initial strategy in introducing the protagonist to the reader, as well as creating a visual appeal that is able to build an emotional connection from the start. In the context of children's visual literacy, the representation of the main character on the book cover has an important role in shaping narrative expectations and increasing reading interest.

5. Contents

After presenting the cover and title at the beginning, this picture storybook directly leads the reader to the visual narrative that follows the pre-designed storyline. The body of the story presents the sequence of events as a whole, from the introduction stage to the climax and conclusion of the story.
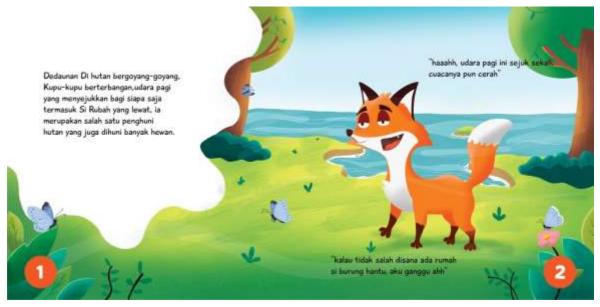

Figure 8. Page 1 and 2 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

On pages 1 and 2, the narrative visualization introduces the main character, a fox who is depicted doing explorative activities by exploring the forest landscape. The illustrations in this segment make use of visual compositions that highlight the bright atmosphere of the forest, with the use of natural lighting, a bright color palette, and background elements such as trees and an open blue sky.

Figure 9. Page 3 and 4 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

On pages 3 and 4 of this picture storybook displays the fox's nosy attitude towards other forest dwellers, namely owls, the fox disturbs the sleeping owl.

Figure 10. Page 5 and 6 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

Pages 5 and 6 of this picture story book feature an owl character who is angry and upset at the nosiness of the fox who has disturbed his deep sleep.

Figure 11. Page 7 and 8 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

Pages 7 and 8 show the character of the fox who is also nosy towards other forest dwellers such as rabbits and monkeys. The expressions of the rabbit and monkey are so angry with the fox.

Figure 12. Page 9 and 10 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

Pages 9 and 10 show the fox who after being nosy to the other forest dwellers, the fox feels bored and wants to take a walk through the forest. On the way, he hears the sound of something and wants to go to it.

Figure 13. Page 11 and 12 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

On pages 11 and 12 there is a fox character who is looking at a wild boar, then the fox approaches the wild boar.

Figure 14. Page 13 and 14 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

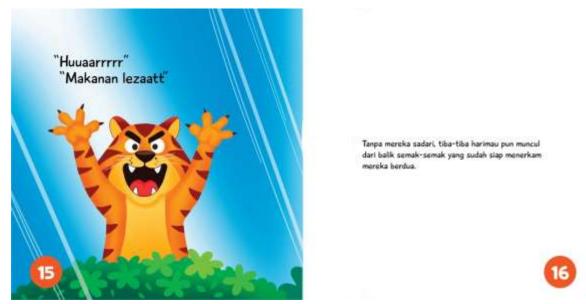Pages 13 and 14 show the fox and the boar having a conversation. With his dismissive attitude, the fox asks the boar.

Figure 15. Page 15 and 16 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

Pages 15 and 16 show the tiger ready to pounce on the fox and the wild boar having a conversation.

Figure 16. Page 17 and 18 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

Pages 17 and 18 show the defeated tiger being bounced off by the boar using its previously sharpened fangs, but the fox is only frightened by the tiger and chooses to hide behind the boar.

Figure 17. Page 19 and 20 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

This page features the concluding part of the storyline of this picture book, which depicts a reflective moment where the fox character realizes the error of his previous actions. He then commits not to repeat them and eventually builds a harmonious friendly relationship with the other forest dwellers.

6. Cover Section

In the closing part of this illustrated storybook The Useless Fox is the back cover which contains a synopsis of this illustrated storybook.

Figure 18. Page 19 and 20 of Picture Story Book "Si Rubah Tukang Usil"
Source: Author's documentation

CONCLUSION

This study successfully designed a picture story book "The Nosy Fox" that has significant potential as an effective educational tool for teaching moral and ethical values to young children. Through a narrative that tells the story of the nosy fox's behavior and his interactions with other forest dwellers, the book not only offers entertainment, but also provides important lessons about the impact of nosy actions on social relationships among friends. Thus, the application of good morals conveyed through the characters and storylines in this book is an effective means of instilling moral awareness among children, encouraging them to develop empathy and mutual respect in interacting with others. This research confirms that the use of fun and educational picture story media can contribute significantly to strengthening children's character foundations from an early age.

REFERENCES

Aziezah, R. K. (2021). Penggunaan Media Gambar Seri Sebagai Upaya Meningkatkan Kemampuan Menulis Karangan Cerita Pada Pembelajaran Bahasa Indonesia. *PTK Jurnal Tindakan Kelas*. https://doi.org/10.53624/ptk.v2i1.56

Azizah, A., & Eliza, D. (2021). Pelaksanaan Metode Bermain Peran Dalam Mengembangkan Kemampuan Membaca Dan Menulis Pada Anak. *Jurnal Basicedu*. https://doi.org/10.31004/basicedu.v5i2.798

Desmita, D., Rahmadani, S., Diyenti, A. K., Warmansyah, J., Silvianetri, S., & Azwin Fakaruddin, N. A. (2023). The Relationship of Parent-Child Interaction in Developing Effective Communication in Early Childhood. *Indonesian Journal of Early Childhood Educational Research (Ijecer)*. https://doi.org/10.31958/ijecer.v2i2.11524

Dewi, K. S., Uswatun, D. A., Sutisnawati, A., Sudarjat, A., & Suhendra Winara, J. S. (2022). Analisis Pembentukan Karakter Gemar Membaca Siswa Menggunakan Buku Cerita Bergambar Wayang Sukuraga Di Kelas Rendah. *Jurnal Basicedu*. https://doi.org/10.31004/basicedu.v6i5.3556

Fadli, M. R. (2021). Memahami Desain Metode Penelitian Kualitatif. *Humanika*. https://doi.org/10.21831/hum.v21i1.38075

Hidayah, N., Ramli, M., & Fauzan, L. (2019). Kemanjuran Strategi Mind-Mapping Untuk Meningkatkan Keterampilan Berpikir Kreatif Dalam Pengambilan Keputusan Karier Siswa. In *Indonesian Journal of Educational Counseling*. https://doi.org/10.30653/001.201933.109

Mulyoto, G. P., Mufida, T. I., & Puspitasari, D. A. (2023). Developing Electronic-Based Picture Storybooks to Enhance Student Learning Motivation. *Madrasah Jurnal Pendidikan Dan Pembelajaran Dasar*. https://doi.org/10.18860/mad.v15i2.14948

Muzakkir, M, T, M. Y., Nurismi, & MS, R. (2022). Application of Advice Methods to Improving the Ability to Perform Prayer in Children Aged 5-6 Years Old in Tk Aisyiyah Bustanul Athfal Ii Perumnas. *Al Asma Journal of Islamic Education*. https://doi.org/10.24252/asma.v4i2.30304

Örmecioğlu, H. T., & Uçar, A. (2015). The Art of Graphics in Design Education. In *The European Journal of Social \& Behavioural Sciences*.

https://doi.org/10.15405/ejsbs.161

Rahadania, A. (2024). Representasi Kelas Menengah Perkotaan Dalam Metropop Home Sweet Loan Karya Almira Bastari. *Jurnal Sasindo Unpam*. https://doi.org/10.32493/sasindo.v12i1.49-54

Risman, K., Saleh, R., Susanto, A., & Hanafi, H. (2023). Pendidikan Anak Usia Dini Berbasis Islam. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*. https://doi.org/10.31004/obsesi.v7i5.5165

Saragih, D. K., & Rohman, A. (2023). Nilai Kemanusiaan Dalam Kumpulan Puisi Nyanyian Akar Rumput Karya Wiji Thukul (Kajian Sosiologi Sastra). *Sentri Jurnal Riset Ilmiah*. https://doi.org/10.55681/sentri.v2i7.1139

Se Achmad, F. (2024). Implikasi Kurikulum Merdeka Dalam Pengembangan Pendidikan Agama Islam Pada Anak Usia Dini: Tinjauan Terhadap Peran, Tantangan, Dan Peluang. *Jurnal Ilmiah Cahaya Paud*. https://doi.org/10.33387/cahayapd.v6i1.7545

Simcock, G., & DeLoache, J. S. (2006). Get the Picture? The Effects of Iconicity on Toddlers' Reenactment From Picture Books. *Developmental Psychology*. https://doi.org/10.1037/0012-1649.42.6.1352

Sumiati, N. K., & Tirtayani, L. A. (2021). Pemanfaatan Buku Cerita Bergambar Digital Berbasis Audio Visual Terhadap Stimulasi Kemampuan Empati Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*. https://doi.org/10.23887/paud.v9i2.35514

Sutama, S., Wulandari, N. A., Ishartono, N., Narimo, S., & Sutopo, A. (2020). Visual Thinking Strategies Based Picture Book Media for Thematic Learning in Elementary Schools. *Aksioma Jurnal Program Studi Pendidikan Matematika*. https://doi.org/10.24127/ajpm.v9i4.3165

Suyitno, S. (2021). *Metode Penelitian Kualitatif Konsep, Prinsip Dan Operasionalnya*. https://doi.org/10.31219/osf.io/auqfr

Wulandari, D., Husna, I., Hasnan, H., & ... (2024). Kecenderungan Gaya perancangan Buku Ilustrasi anak Tahun 2015-2021. *AKSA: Jurnal Desain ...*. http://www.aksa.stsrdvisi.ac.id/index.php/aksa/article/view/179