CHARACTER-BASED REFLECTIVE PICTURE STORYBOOK: IMPROVING STUDENT'S SOCIAL SELF-CONCEPT IN ELEMENTARY SCHOOL

Ali Mustadi, Suhardi, Endah Sri Susilaningrum, Rohmatul Ummah,
Maylina Purwatiningtyas, Prabantara Esti Wijayanti
Yogyakarta State University
Email: ali_mustadi@uny.ac.id

Abstract: This study aims: (1) to produce a character-based reflective picture storybook which is feasible to improve social self-concept and (2) to reveal the effectiveness of the media in improving the social self-concept. This study adopted R&D design by Borg & Gall. The subjects were the fifth-graders in Bantul District. The data collection techniques were interview questionnaire, self-report, scale, and observation. The data were analyzed using descriptive analysis, manova, and t-test. The results of the study show that: (1) the media has passed the criteria of feasibility based on expert validation result, teacher's and student's response scale (very good); (2) the media is effective to improve social self-concept based on t-test result with significance level $<0,05$, that is 0.000. Through a reflective picture storybook, elementary students can internalize the values of characters in a more fun way, and obtain insights into how to interact with others.
Keywords: character-based reflective picture storybook, social self-concept

MEDIA REFLECTIVE PICTURE STORYBOOK BERBASIS NILAI-NILAI KARAKTER: UNTUK MENINGKATKAN KONSEP DIRI SOSIAL SISWA SD

Abstrak: Penelitian bertujuan: 1) menghasilkan media reflective picture storybook berbasis nilai-nilai karakter yang layak untuk meningkatkan konsep diri sosial siswa, dan 2) mengetahui keefektifan media dalam meningkatkan konsep diri sosial siswa. Metode penelitian menggunakan R&D yang mengacu pada 10 langkah pengembangan Borg & Gall. Subjek uji coba adalah siswa kelas V SD se-Kabupaten Bantul. Teknik pengumpulan data menggunakan wawancara, self-report, skala, dan observasi. Teknik analisis data menggunakan analisis deskriptif, manova, dan uji t. Hasil penelitian menunjukkan: 1) media yang dikembangkan telah memenuhi kriteria kelayakan berdasarkan validasi ahli media dan ahli materi, serta respons guru dan siswa dengan kategori sangat baik; 2) media yang dikembangkan efektif untuk meningkatkan konsep diri sosial siswa. Konsep diri sosial meningkat secara signifikan berdasarkan uji t pada taraf signifikansi 0.05, yang hasilnya $0.000 < \alpha = 0.05$). Melalui media yang dikembangkan, siswa dapat menginternalisasi nilai-nilai karakter dengan menyenangkan dan menambah wawasan berinteraksi dengan orang lain.
Kata Kunci: media reflective picture storybook berbasis nilai-nilai karakter, konsep diri sosial

INTRODUCTION

Character education is a national movement that has been implemented for a long time in the education system in Indonesia. The application of character education enables the noble characters pertinent to the identity and characteristics of the Indonesians to be internalized into Indonesian children early. The children who retain the noble characters are expected to possess such good personalities that they can interact with society members in the broader context.

The early character insternalization in children also plays an important role in developing the children's social self-concept. When an individual acquires good characters, he or she can develop a good social interaction with others in the surrounding environment. Some examples of the good characters needed in the globalization era are, among others, being educated and cooperative. Not only does a person develop himself to be a life-long learner, but he must also be able to establish a good relationship with the community (Zuchdi, Prasetya, & Masruri, 2010, p.1).

The children's social self-concept plays an important role in the development of positive personalities. By possessing the social self-concept, students not only understand themselves but also know how to behave and position themselves among the others. They also possess the capacity to see how other people feel and to avoid such bad attitudes as egoism and selfishness. Accordingly, they will understand themselves and others and will be sensible to what happens in their surroundings.

The social self-concept consists of three main aspects including social acceptance, social competence and social responsibility (Stump, et al., 2009; Fernández-Zabala, Rodríguez-Fernández, & Goñi, 2016). Social acceptance is an individual's perception towards how he is accepted by the group and in the social interaction (Leary in DeWall & Bushman, 2011, p. 256). Social competence is an ability to take a perspective concerning a situation and to learn from past experiences and apply that learning to the ever-changing social landscape (Semrud-Clikeman, 2007, p. 1-2). Social responsibility is a perception of an individual towards the demand and his role in the social contex in relation with friends, family and the community. (Berman, 1990, p. 75).

However, the reality shows different things. Many students do not have positive social self-concept. This is proved by students'involvement in acts of violence or bullying, drug abuse, student gang rivalry, and brawls. The Commission for the Protection of Indonesian Children (KPAI) reported the quick survey of 1026 elementary, junior, and senior high school students from nine provinces across the nation. The survey showed that violence perpetrators from these young aged population reached 78.3%. Therefore, the embodiment of positive social self-concept in children through the implementation of character education requires more and more attention.

One of the obstacles faced in the embodiment of positive social self-concept through the implementation of character education in elementary school is a lack of learning media that

accommodate the characteristics of the elementary school students who are still in the concrete operational stage (Piaget in Santrock, 2011, p. 44). The available learning media generally emphasize the aspects of knowledge and skills. The learning media that can help implant values of characters in students are still very limited. For this reason, the author tried to produce a character value-based picture storybook media called reflective picture storybook.

Reflective picture storybook was developed based on the character values in regard to the result of the need analysis. The result of the need analysis shows that, in the implementation of the 2013 curriculum, the available books and integrated thematic learning media based on characters are still limited. The teachers and students need character-based learning media that make the learning more meaningful and bring positive impacts on the formation of the students'social self-concept. The learning media that render the reflective picture stories and activities such as the reflective picture storybook based on the values of the characters are not yet available in schools. Most of the learning media are still in the forms of textbooks which do not reflect the daily life and are not integrated with the character values.

Reflective picture storybook was constructed based on the implementation of the reflective thinking process in developing picture story books (Gillespie, 2005; Harisson & Dymoke, 2009; Shambaugh & Magliaro, 2006; Dervent, 2015). Picture story books can be used as a means of establishing the students' social self-concept. Picture story books can help

children learn to understand others, the relationship between human beings and the environment and develop feelings. Therefore, picture story books can help students to understand how to interact with other people in the surrounding areas (Mitchell, 2003, pp. 89-90).

The self-concept is a frame of reference for every individual to interact with his or her environment (Fitts, 1971, p. 3). Accordingly, the life experiences and the environment hold a very important role in developing the self-concept in the individuals (Laryea, Saani, & Brew, 2014, p.1). The social self-concept is one of the aspects in self-concept that refers to the interaction of the individual with his or her social environment. It refers to the individuals' views on their ability to establish relationships with other people that cause some behavioral changes in the individuals. In turn, the self-concept results in social behavior changes both in the positive or negative ways (Bakhurst & Sypnowich, 1995, p. 2).

Picture storybooks consist of the narrative text components and the illustrations which are related to each other to convey a message of the story to the readers through the two ways, namely, by the illustrations and written texts. The illustrations and texts are used to convey the message and do not stand alone, but they come as an inseparable unit and support each other to reveal the message to the readers (Huck, Hepler, & Hickman, 1987, p. 197).

Picture storybooks are examples of the media that can be utilized as learning media that meet the characteristics of the elementary school students who are still in the concrete operational stage. Piaget

(Santrock, 2011, p. 44) proposed that the elementary school students are still in the concrete operational stage so that students can understand the abstract concepts through concrete and specific examples of things or characters which are found in their daily lives.

In terms of the implementation of character education, picture storybooks can also be used as learning media that help develop the character values and establish the students' positive social self-concept. They help children learn to understand others, the relationship between human beings and the environment, and to develop feelings (Mitchell, 2003, pp. 89-90).

Reflective picture storybook was developed based on picture storybooks that apply reflective thinking process. Through the application of reflective thinking processes, students can reflect the picture stories presented in the reflective picture storybook in the students' daily life. Reflective thinking is a meaningful process whereby a person will have a new experience, which will then relate it to another experience. This makes a person learn things sustainably and will have more extensive experience and take better actions forwards. In other words, the achieved goal in reflective thinking is to have morals (Dervent (2015, p.26).

The character value-based reflective picture storybook consists of stories containing material contents for learning which correspond to the curriculum reflected in the students' daily life. Through illustrations and character value-based stories, students can get examples from the characters and can reflect stories and learning

materials on their daily life (Richter & Calio, 2014; Turan & Ulutas, 2016; Zaky, 2016). In turn, by using this picture storybook in the learning process, the students' social self-concept is expected to be improved.

This research was conducted to produce a reflective picture storybook media based on the values of the feasible character in order to improve students' social self-concept and to know the effectiveness of reflective picture storybook media in improving the social self-concept of fifth-grade students of elementary schools in Bantul Regency.

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METHOD

The present study uses a developmental approach from Borg & Gall (1983, pp. 775-776). Character value-based reflective picture storybook was developed based on ten development phases. The research and development procedures developed by Borg and Gall are (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, dan (10) dissemination and implementation.

The subjects of this study were teachers and fifth-grade elementary school students in Bantul District, Yogyakarta Special Region (DIY). The subjects of the preliminary field testing phase were one class teacher and fifth-grade students of SD Negeri 1 Bantul. The subjects of the main phase of field testing were the classroom teacher and fifth-grade students of SD Negeri 1 Bantul. The subjects of the operational field testing phase were three class teachers and fifth-grade students of SD Negeri 1 Bantul (1

control class) and SD Negeri Bantul Timur (experiment class).

Data collection techniques in this research include interview techniques, observation, questionnaires, and scales. The instruments of data collection in this study include interview guides and observation guidelines for need analysis, self-assessment and peer assessment appraisals, assessment scores of expert materials and media experts, teacher response scales and student responses, as well as the scale of social self-concept.

The need analysis data of the research and information collecting phase were analyzed with the descriptive analysis technique. The feasibility of reflective picture storybook was based on the results of the assessment scale by material and media experts. The results of the teachers' response scale and students' response were analyzed by converting the scores into the four categories (Mansyur, Harun Rashid, & Suratno, 2015, p.409). The effectiveness of reflective picture storybook concepts was analyzed with independent t-test and paired t-test. T-tests were carried out after fulfilling the prerequisite tests, namely, normality test and homogeneity test.

RESULTS AND DISCUSSION

The eligibility of the media in the present study was assessed by the experts. The media has been validated by the material and media experts, as well as through the teachers and students' responses when it was used in the field trial process. A media is said to be feasible if it meets the minimum criteria, i.e., enough, good, and very good.

Table 1. Conversion Guideline of Media Assessment Scores

No.	Score Intervals	Category
1.	$X > M_i + 1,8\ Sbi$	Very Good
2.	$M_i + 0,6\ Sbi < X \le M_i + 1,8\ Sbi$	Good
3.	$M_i - 0,6\ Sbi < X \le M_i + 0,6\ Sbi$	Fair
4.	$M_i - 1,8\ Sbi < X \le M_i - 0,6\ Sbi$	Less fair
5.	$X \le M_i - 1,8\ Sbi$	Bad

Note: M_i = ideal average score, Sbi=ideal standar deviation, X=actual Score

Results

Validation of Material and Media Experts
The aspects of substance, learning criteria, and story elements were assessed by the material experts as presented in Table.1.

Table 1. Results of the material experts' validation

No.	Aspect	Scores	Criteria
1.	Substance	11	Very good
2.	Learning Criteria	57	Very good
3.	Story elements	58	Very good
	Jumlah	126	

Based on the assessment result, the media is declared feasible in terms of its materials. Total score of the whole aspect is 126, classified as being in very good criteria

Furthermore, the aspects assessed by media experts include instructions for use, media, material systematics readability, picture display quality, color composition, the quality of narration, and formats and layouts.

Tabel 2. Result of the media experts' validation

No.	Aspects	Scores	Criteria
1.	Usage instruction clarity	4	Very good
2.	Media readability	10	Very good
3.	Material systematics	12	Very good
4.	Picture display quality	31	Very good
5.	Color composition	12	Very good
6.	The quality of narration	16	Very good
7.	Formats and layouts	35	Very good
	Total Score	120	

Based on the assessment of media experts, the character value-based reflective picture storybook media is declared as a feasible learning media. The total score of the whole aspects is 120 and classified as being in a very good criterion.

Results of Preliminary Field Test

This initial field test aimed to collect information and inputs from the students and teachers about the development of reflective picture storybook media. The following is the scale of the teachers' responses as presented in Table 3.

Tabel 3. Results of the preliminary field test

No.	Aspects	Scores	Criteria
1.	Media Substance	13	Very good
2.	Learning Criteria	56	Very good
3.	Story elements	55	Very good
	Total Score	124	

The results of the teacher's response scale in terms of substance, learning criteria, and story elements show that the total score is 124, which is categorized as a very good criterion.

The following is the scale of the student responses as presented in Table 4. The aspects assessed include the appearance attractiveness, story information, and easiness of story understanding, as presented in Table 4.

Tabel 4. Scale of the students' response in preliminary field test.

No.	Aspects	Scores	Criteria
1	appearance attractiveness	28	Good
2	story information	24	Very Good
3	Easiness of story understanding	28	Good
	Total Score	80	

The result of the student's response scale indicates that the total score is 80. The result is categorized as a "good" criteria.

Main Field Test Results

The next phase was the main field test. This test was done to find out the teachers and students' responses to reflective picture storybook in learning and to get information and inputs before the media was used in operational field test.

Table 5. Result of the teachers' response in the main field test

No.	Aspects	Scores	Criteria
1.	Media Substance	12	Very good
2.	Learning Criteria	59	Very good
3.	Story elements	57	Very good
Total Score		128	

The results of the teacher's response scale in terms of media substance, learning criteria, and story elements show that the overall score is 128. The criterion is categorized to be very good.

Furthermore, the scale of student responses in the main field test is presented in Table 6. The aspects assessed include the attractiveness of appearance, story information, and ease of understanding the story.

Table 6. Scale of the students' response in main field test

No.	Aspects	Scores	Criteria
1	appearance attractiveness	34	Good
2	story information	29	Very Good
3	Easiness of story understanding	33	Good
	Total Score	96	

The result of the student's response scale shows that the overall score is 96, which is classified as very good.

Operational Field Test Results

The next phase was the operational field test. This test was conducted to determine the response of teachers and students to the reflective picture storybook in learning and to know the effectiveness of media in improving the students' social self-concept. The result is presented in Table 7.

Table 7. Result of the teachers' response in the operational field test

No.	Aspects	Scores	Criteria
1.	Media Substance	13	Very good
2.	Learning Criteria	58	Very good
3.	Story elements	58	Very good
Total Score		129	

The result of the teachers' response scale in terms of substance, learning criteria, and story elements shows that the total score is 129. The criteria is categorized as very good.

The following is the students' response scale in the operational field test.
The aspects of the attractiveness of appearance, story information, and easiness of undersaanding the story were assessed. The result is shown in Table 8.

Table 8. Data on student response scale on field operational test

No.	Aspects	Scores	Criteria
1	appearance attractiveness	35	Good
2	story information	28	Very Good
3	Easiness of story understanding	35	Good
	Total Score	98	

The result of the student's response scale shows that the overall score is 98. This criteria is classified as very good.

Furthermore, the effectiveness of media to find out the students' social self concept is presented in Table 9. The improvement of social self-concept

was measured by using the instrument of social self-concept scale. The table below shows the results of the social self-concept scale scale of the experimental class and the control class.

Table 9. Social self-concept assessment in experimental and control classes

| | Experiment class | | control class |
	Pretest	Posttest	
Sum	174.04	190.08	186.43
Lowest score	163	181	181
Highest score	186	196	191

The effectiveness of reflective picture storybook media based on character values in improving students' social self-concepts was analyzed with independent t-test and paired t-test. The table below shows the independent t-test result of the control class and the experimental class.

Tabel 10. The independent t-test result

Class	condition	df	Sig.	Note.
Control	Posttest	52	0.000	Sig.
Experimental	Posttest	49.3		

Based on the statistical result, the significance value is less than 0.05, that is 0.000. So it is concluded that there was a significant difference between social self-concept in the control class and that in the experimental class.

The table below shows the paired t-test results of of social self-concept at the experimental class, i.e. pretest and posttes.

Table 11. Result of paired t-test

Class	Condition	Sig.	Ket.
Experiment	Pretest	0.000	Sig.
	Posttest		

Based on the calculation results, the significance value is less than 0.05, i.e. 0.000. So it is concluded that there was a significant difference between social self-concept before using media (pretest) and social self-concept after using media (posttest).

Independent t-test and paired t-test results show that the significance value is <0.05, i.e., 0.000. Therefore, the reflective picture storybook is effective to improve students' social self-concept.

Description of Product Development

The reflective picture storybook developed in this study consists of several components. It comprises five main components, namely, 1) material stories, stories that contain learning materials and reflection in everyday life; 2) reflective stories based on the character values in the students' daily life; 3) reflective activities in the forms of reflective questions; 4) reflective journals for daily conditioning; and 5) students' self-stories in the form of students' judgments related to their social relationships

Material stories constitute learning materials presented in the form of stories and material reflections on the students' daily life.

Reflective stories are the stories based on the values of the characters in the students's daily life. Reflective questions are the questions in the forms of preferred figures, values found in the stories and how the students become the good persons according to the figures in the presented stories. Reflective journals are compiled to condition the students. Self-story is an opportunity given to the students in order that the students can share their experiences and assess themselves when dealing with others at schools, homes and in the surrounding environments. The self-story is created to know how the students' social self-concept is.

Reflective picture storybook is a learning book media compiled in correspond with the values of characters and functions as a supplement book for the students' main books. To use this learning book media, the students were assigned to read parts by parts contained in the reflective picture storybook and then, accordingly, they worked out the existing questions. This book media was also prepared by prioritizing the scientific approach whose phases are observing, questioning, reasoning, communicating, and concluding. In the phase of observation, the students read the book media and proceeded to ask questions, i,e., to ask friends or teachers about things which were not easily understood. After that, students did reasoning by answering the questions. After doing this, students read the results to friends. At the final stage they summarized the material that had been learned.

The reflective picture storybook was designed and developed with Microsoft Word, Corel DRAW X7, Adobe in Design,

and Adobe Photoshop.The book media was printed with ivory paper for its cover and HVS paper for content pages with the size of A4 (21 cm x 29.7 cm). The type of picture in the media is cartoons. Learning materials were presented as the stories conformed with the topics and subtopics of the fifth grade materials implementing 2013 curriculum. The values of the reflected characters were adjusted to the materials and core competence or social attitude competence.

Discussion

The results of validation of material and media experts, and through teachers' response scale and students' response scale indicated that the reflective picture storybook was declared as a feasible learning media that was capable of improving the social self-concept of fifth-grade students of elementary school. A media is declared feasible when it meets the minimum category of " good". After analyzing the results of media experts and material experts' validation, the reflective picture storybook attains a "very good" category.

Based on the results of material experts' validation, the reflective picture storybook was categorized to be a very good learning media. In addition to the material substance, learning criteria, and the material feasibility in the reflective picture storybook, the elements of story builders such as themes, characters, settings, and plots were also viewed (Nurgiyantoro, 2013; Tompkins & Hoskisson, 1995; Lukens, 1999). These story builders determine the appeal and meaningfulness of the story in the media for the children.

Furthermore, the results of media experts' validation also indicated that the reflective picture storybook was classified as a very good media. The media eligibility in terms of its format and layout was supported by some experts' opinions. They suggest that one of the components that need to be considered in the development of print-based media is its format and layout. Format and layout are the placement of images or picture and stories. The format and layout make the media more communicative and facilitate readers to receive the presented information (Kemp & Dayton, 1985; Nurgiyantoro, 2013).

Being declared as a feasible instructional media by the material and media experts, the reflective picture storybook was tested in the preliminary field test phase and the main field test. The teachers and fifth-grade students responded to the reflective picture storybook through teachers' response scales and students response scales. The results of these two scales showed that the reflective picture storybook was eligible to be tested in the next phase.

The feasibility of reflective picture storybook as a learning media can also be viewed from the components of pictures and narrative texts. The pictures in the story serve as an explanation and determine the attractiveness of a learning media. For this reason, the pictures should be made according to the presented story (Lukens, 2003; Mitchell, 2003; Huck, Hepler, & Hickman, 1987). The existence of verbal texts and illustrative pictures can overcome the students' limitations in understanding abstract concepts because the students are still at a concrete operational stage.

The stories conveyed through narrative texts and pictures are very much in line with the characteristics of elementary school students. At their age, they find it easy to capture information from the stories described through the explanatory pictures. In addition, the subject matter presented in the form of the story will be easier for them to digest its meaning (Colwell, 2013; & Mourao, 2016). This is in accordance with the fact that they are still in the operational concrete stage that requires something concrete such as images or pictures to help understand the story contents. For that reason, the interesting image in a story will make it easier for them to comprehend its meaning and intended moral messages.

The results of field operational tests showed that the reflective picture storybook was effective to improve the students' social self-concept. The results of independent t-test and paired t-test showed that the value of significance was less or lower than 0.05, i.e., 0.000.

These results indicated that the reflective picture storybook could improve the students' social self-concept. The present findings were in accordance with the results of research conducted by Richter & Calio (2014) which showed that students could improve their self-concept by reading stories. The students will be interested in the media because the contents of the story can be applied in everyday life at home, school, and in the community. In other words, students will understand how to interact with others at home, school, and in the society if they have a good social self-concept.

That reflective picture storybook could improve the students' social self-concepts was also supported by other expert's opinion. Mitchell (2003, pp. 89-90) explained that picture books helped children learn to understand others, understand the relationship between people and the environment, and develop feelings. Thus, the picture storybook can help create a positive social self-concept by helping students understand how to establish good social relationships with others in their social environment.

In addition, the research conducted by Fadjrie Kurnia Bella Ibnu (2015) reported that the stories combined with visual elements were preferred by children. In this study, the author suggested that the visual elements helped the children take the inspirational messages from the story more easily as an initial step to build their self-concept which affected their spirit in achieving certain goals in their life.

The media implementation in the learning process has improved the students' social self-concept. This improvement was certainly inseparable from the main components of reflective picture storybook, namely, material stories, reflective stories, reflective questions, reflective journals, and self-stories. These five components were effectively used to improve the students responsibility. The five components contained important sections on the character of the students' responsibility. The material and reflective stories contained responsibility traits exemplified by the characters of the story. The reflective questions were used as feedback after the students read the story. They were assigned to show the responsibilities exemplified by the story characters. The reflective journal and self-story were made by the students as their controlling media after they followed the lesson.

The reflective picture storybook comprises stories containing learning material contents which are in accordance with the curriculum reflected in the daily life of students and children's stories that reflect the character in the daily life of students. Through illustrations and stories based on character values, students can get examples from characters, and can reflect stories and materials that are in everyday life (Richter & Calio, 2014; Turan & Ulutas, 2016; Zaky, 2016).

Conclusion

Reflective picture storybook based on character values was effective to improve students' social self-concept. This was based on the operational field test with the significance value of <0,05. From this result, it was concluded that there was a significant difference in the students' social self-concept between the students who learned using *the reflective picture storybook* and those who did not use *the reflective picture storybook*. Through picture stories and reflective activities developed in the reflective picture storybook, the elementary students could internalize the values of characters in a more fun way, acquire knowledge in accordance with the curriculum, and add insight into how to interact with others in their neighborhood.

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