Research Article

Storytelling Book for Early Childhood Education: Recognize Animal Illustration

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Abstract.
Acquainting children with animals is a fundamental aspect of early childhood education. Children will learn animal characters, sounds and the type of food these animals eat. To support the learning process and develop understanding of this topic, a storytelling book was compiled about several characteristics of animals organized alphabetically by the animals' first names. The book being developed is also integrated with augmented reality, so that children can explore three-dimensional animal illustrations accompanied by the unique sounds of each animal they observe. The use of innovative technology-based learning media aims to ensure that the learning process also keeps pace with current developments. Additionally, the goal is to cultivate students' curiosity and enthusiasm for the topics being explored. The use of this learning media requires the assistance of parents or teachers. The development process involves stages of Analysis, Design, Development, Implementation, and Evaluation. The research findings indicate students' interest in studying the characteristics of animals, as the learning books can present animal shapes in three dimensions accompanied by their corresponding sounds.

Keywords: storytelling, book, animal, early childhood education

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1. Introduction

Reading books and stories can be more beneficial for early childhood education for many perspective [1]. Fostering an interest in reading for young children is a challenge in itself for parents and teachers. This is because the emotions and moods of young children are still unstable. However, parents and teachers must accustom children to reading from an early age. Introducing reading activities to young children can be started by introducing them to fairy tale books that have character values [2].

In order to foster interest in reading in for early childhood education, the government is paying attention by collaborating with activists who care about early childhood education, universities and the business world in order to increase the participation of families and PAUD institutions to foster a reading culture by developing the National Movement

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for Parents to Read Books (*GERNAS BAKU*). *GERNAS BAKU* is a movement to support initiatives and the role of families in increasing children's interest in reading through reading habits at home, in early childhood education units and in the community.

To support this, the research team intends to develop a storytelling book equipped with animal stories. In fairy tales, character values about good behaviours will be inserted. With the hope that the presence of attractive illustrations in books can increase children's willingness to get used to reading books. Due to the close relationship between today's children and electronic devices, both those of their caregivers and their parents, who generally watch entertainment shows on the YouTube application, the learning media that will be developed will also be integrated with Augmented Reality so that electronic devices can be used for more positive activities. . In line with the GERNAS BAKU program, children can use this illustration book independently, but if they want to see the picture in 3 dimensions, they need the assistance of a teacher or parent.

The Program for International Student Assessment (PISA) through research results stated that literacy culture in Indonesia in 2012 was ranked second worst in the world, namely in 64th position out of 65 countries [3]. Therefore, it is very important for higher education people to improve literacy culture in Indonesia.

The problem of low interest in literacy among Indonesian society is a serious problem. If this is not a solution to improve literacy culture, it will have negative impacts, including a lack of literacy which will make it easier to receive hoax information which is developing very quickly due to a lack of interest in reading. Developing literacy needs to be instilled from an early age, because for individuals who have grown up it will be difficult to change their habits. So, getting children accustomed to having a high literacy culture from an early age is one solution so that the next generation of the Indonesian nation is a generation that has high literacy skills [3]. Having high literacy also allows someone to have extensive knowledge and be able to compete well.

The second problem is that young children are familiar with electronic devices, especially smartphones, even though they belong to their parents, they need to be directed towards more positive use. It would be better if the use of smartphones is directed at getting used to a culture of literacy so that children do not always use these devices to look for entertainment content [3].

This research is urgent to be carried out as a means of supporting the government's GERNAS BAKU movement by developing augmented reality-based learning media for Illustrations of Animal Tales and Tales. The learning media developed is an innovation

that combines the use of literacy in the form of books that can be integrated with smartphone devices, so that children are more interesting. The learning media is also equipped with various interesting illustration images. This is because the form of literacy in early childhood is not only by reading, but by observing or carrying out literacy visually [4]. The fairy tales presented are also inspiring stories that in still various good character traits, so that good characters are also instilled in children from an early age.

The novelty of this research is in developing a fairy tale book integrated with Augmented Reality which can change the images in the book into 3 dimensions and provide sound that will convey the fairy tale from each page of the book if certain images are scanned using a smartphone. Apart from that, fairy tale books are prepared with inspirational stories that include characters with good behaviour. The use of multimedia technology as a literacy source will further support an effective learning process, because technology-based media can integrate writing with images, animation and sound. The use of media in this form is very interesting for young children because they can receive stimulation through many senses, not just seeing and hearing. Multisensory multimedia is able to function more receptors so that input entering the brain becomes stronger and makes it easier to process information entering the brain [5]. Apart from that, with multimedia technology, children are helped to understand abstract things more quickly because they can be presented more concretely.

2. Method

The research method used is the development research method with the ADDIE model approach. The ADDIE model consists of Analysis, Design, Development, Implementation and Evaluation stages.

The ADDIE model approach was used in developing this learning media because this model was developed systematically and based on the theoretical basis of learning design. The development stages of the ADDIE model are arranged systematically with a sequential development process in producing learning media that suits students' needs and characteristics. The development stages using the ADDIE model consist of 5 steps, namely: analysis, design, development, implementation and evaluation. The development process using the ADDIE model approach can be seen in the following graph:

Based on the chart above, it can be explained that the first analysis stage carried out by the researcher was carrying out the steps. The analysis was carried out to determine
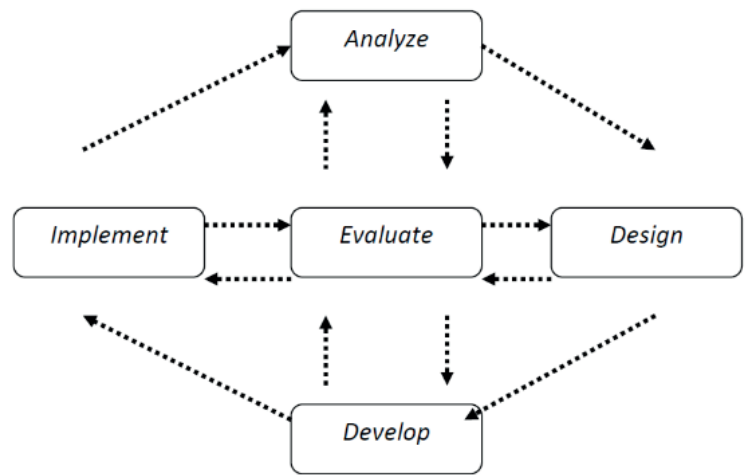
Figure 1:

the characteristics of students who will use the media, basic competencies or main material that will be developed in the media, and to analyze the learning process in class carried out by the teacher before using the storytelling book learning media. The second stage is design, at this stage the results of the analysis are used to produce several alternative development media including content and material design according to the needs of the research object. The next stage is the development stage, from several alternative designs then selected alternative designs are developed and realized into products using Adobe Photoshop and Corel Draw software for making markers, Unity and Vuforia applications for Augmented Reality. After the product is finished, it then enters the Implementation stage, namely testing and validation with media experts and material experts. Finally, an evaluation process is carried out on the products that have been developed.

The data collection technique is carried out by distributing questionnaires to media experts and material experts during validation. Apart from that, to measure the effectiveness of media use, data is also collected by asking students' parents or teachers to fill out a questionnaire to obtain feedback after using learning media. Data on research subjects will be taken twice, namely first a pre-test will be carried out before using the media and secondly a post-test will be carried out after using the media.

Analysis of validation and trial data will be analysed using the central tendency measurement technique in the form of an average score. From each evaluator and user, the average score is sought, so that the results can be interpreted. The results of data analysis are interpreted based on the following table:

Table 1:

Score Range	Criteria
85-100	Very Appropriate
70-84	Appropriate
60-70	Sufficiently Appropriate
45-59	Not Appropriate
0-45	Not Appropriate

3. Findings

3.1. Analysis

Analysis of field observations regarding the importance of illustrated books as a source of literacy for early childhood can include several key aspects. These aspects include: 1) Visual Attraction for Children, 2) Facilitation of Story Understanding, 3) Stimulation of Imagination and Creativity, and 4) Development of Language Skills.

Illustrated books attract children's attention through bright pictures and colours. Observation results show children's positive reactions to illustrated books, indicating that these visual elements help arouse their interest in reading.

Illustrations help children to understand the story better. Observations may show that pictures help children recognize characters, places, and events in stories, which in turn enriches their understanding. Illustrated books may encourage children to use their imagination and develop creativity. Observations can note signs of children talking about new ideas or stories they created after reading certain illustrated books.

Illustrated books can help in the development of children's language skills. Observation results may show improvements in children's vocabulary, sentence comprehension, and speaking abilities after exposure to diverse illustrated books. Through observation, it was seen that children developed an emotional connection with certain illustrated books. This can create a positive bond with reading, helping to form good reading habits from an early age.

Observation results can show how parents and teachers interact with children when reading illustrated books. Illustrated books are considered an effective tool to support children's education and reading skills, and the approach of parents and educators can play a key role in this effectiveness. Books with attractive illustrations and meaningful stories may be more effective in creating a positive reading experience.

Through this analysis, it can be concluded that illustrated books are not only a reading tool, but are also an important source of literacy and support the development of young children in various aspects.

3.2. Product Development

In this study, the research team developed a storytelling book that was used for storytelling to students. The illustration book concept was developed with material on understanding the alphabet that starts sentences. The following is a visualization of the illustrated book:
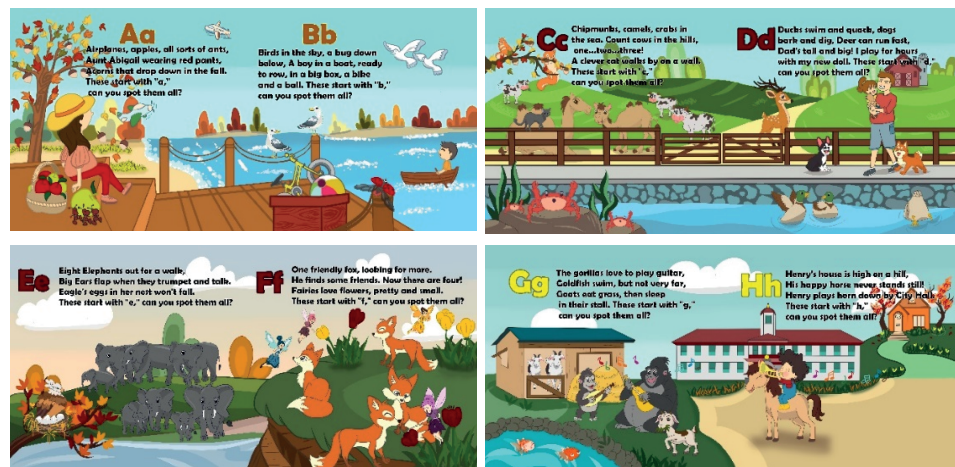

Figure 2:

The results of research on the development of storytelling book media on the ability recognizing animals in early childhood about media eligibility storytelling book as learning media. The assessment is seen from the results of the evidence on the questionnaire sheet provided to test subjects. Here are the results Research from expert trials (material and language, learning media) as well as trials Field (Individual and small group). The percentage results obtained from the learning media expert questionnaire regarding story telling book media products were 66.6%. Judging from the expert questionnaire, the learning media obtained can be said to be "Quite Appropriate" for use with revisions. The percentage results obtained from the material and language expert questionnaire regarding story telling book media products were 84.5%. Judging from the expert questionnaire, the material and language obtained can be said to be "suitable" for use with revision. The percentage results obtained from the individual field trial questionnaire consisting of 2 children regarding the story telling book media product were 85.5%. Judging from the individual field trial questionnaires obtained, it can be said to be "suitable" for use. The percentage results obtained from the small group field trial questionnaire consisting of 6 children regarding the story telling book media product were 92.5%. Judging from the small group field trial questionnaire obtained, it can be said to be "Very Appropriate" for use. Based on the results of this data analysis, the story telling book media has the appropriate qualifications to be used in learning to introduce animal recognition to early childhood.

4. Discussion

The product developed in this development research is a story telling book learning media to introduce the ability to recognize the characteristics of animals in early childhood. This development research has gone through product trials in 4 stages which include, media expert trials, material and language trials, individual field trials, and field trials. Based on the test results, it can be concluded that this product is suitable for use. For future researchers, there are several suggestions that can be developed in further research, including: 1) Considering that the product developed is useful in learning, it is recommended that teachers be able to use (tell stories) with this media, 2) The use of this learning media product can be combined with other media. others, 3) For developer follow-up, it is best if the developer does not just stop at product testing but at the mass production stage.

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