

Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students

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ABSTRACT

Learning media has a significant role in an effort to help abstract concepts so that students more easily understand these concepts. However, many teachers have difficulty in developing learning media. This study aims to develop learning media in the form of picture storybooks with a TheoAnthropoEco-centric approach that is feasible and practical for use by elementary school students. This study uses a research and development type that refers to the development stage of Borg & Gall. The data was obtained using a product feasibility validation questionnaire and a teacher and student response questionnaire. The subjects of this research are media experts, material experts, linguists, class teachers and fourth-grade students of madrasah ibtidaiyah. The determination of research subjects is done by purposive sampling technique. Descriptive statistical techniques analyzed the data obtained in this study. The results showed that the picture book with the TheoAnthropoEco-centric approach developed in this study was feasible and practical for use by elementary school students. This is evidenced by the feasibility test results, which show the developed media is in the "Very Good" category. On the other hand, the results of the practicality test also show that the product developed in this study is in the "Very Good" category. Therefore, picture storybooks with a TheoAnthropoEco-centric approach can be used as a medium of learning at the elementary school level.

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1. INTRODUCTION

Learning is an effort to form each individual's attitudes, knowledge, and skills (Schunk, 2012). The formation process requires an interaction with the environment. One of the most intense and

formal environments in the effort to form attitudes, knowledge, and skills is the educational environment in schools (Wolfolk, 2016). School is a formal educational institution that facilitates the formation of students' attitudes, knowledge, and skills with programs and curricula structured in a way based on philosophical, psychological, and sociological aspects (Ibrahim, 2012). The compiled curriculum is implemented in classroom learning.

Learning is a process of interaction between teachers and students to enable the transformation of knowledge, formation of attitudes, and skills of students (Santrock, 2011). In the learning process, the teacher plays a very important role in determining whether or not the learning objectives are achieved (Lecun, Bengio, & Hinton, 2015). Teachers must be able to plan learning scenarios that will be implemented, carry out the planned scenarios, and evaluate the implementation of these scenarios (Kalelkar, 2017). Especially in the process of implementing the scenario planned by the teacher in learning, the teacher must be able to create active learning (Hannafin, 2012). In addition, the teacher must also understand the characteristics of the students being taught, ranging from learning styles to students' multiple intelligences, so that the entire series of learning scenarios are carried out based on the needs of students (Entwistle & Ramsden, 2015). Thus the potential for achieving learning objectives will be even greater (Dasopang, Lubis, & Dasopang, 2022). The characteristics of students at each level of education are different, so it will greatly affect the actions that will be given.

Based on the categorization of cognitive development, Piaget (Mu'min, 2013) stated that elementary school students are in the concrete operational category. At the concrete operational stage, elementary school students have difficulty understanding abstract concepts (Lefa, 2014). The limitations of elementary school students are a problem that must be solved so that students can still understand these abstract concepts. One solution to these limitations is the use of learning media (Lubis, Yusup, Dasopang, & Januariyansah, 2021). Learning media are all materials used to help achieve the learning process (Arsyad, 2011). Learning media can help students to abstract concepts that are abstract to students, so learning media will really help students to understand these concepts. One of the appropriate learning media for elementary school students is picture storybooks (Prihatina, 2016).

A picture storybook is a book that contains stories or stories that are visualized in the form of pictures (Adipta, Maryaeni, & Hasanah, 2016). Furthermore, Matulka (2008) explained that the appearance of pictures in a story book can help students to understand the context of the story text that is loaded. Afrida & Fitriani (2016) explained through their findings that adding pictures to storybooks can help students more easily understand the information contained in the story text. The use of picture storybooks is also in great demand by elementary school students (Apriliani & Radia, 2020). With the high interest of students in reading picture storybooks, it becomes a potential that must be optimized in terms of efforts to achieve learning objectives. The way that can be taken is to combine additional variables to the picture storybook. One of the variables that can be added is the TheoAnthropoEco Centric approach.

TheoAnthropoEco Centric consists of three-word components: Theo-centric, Anthro-po-centric, and Eco-centric. Theo-centric means centred on belief in God (Peckham, 2014). Anthro-po-centric means centred on social life (Acampora, 2007). At the same time, Eco-centric means centred on the environment (Aly & Dimitrijevic, 2021). Based on the meaning of these words, it can be concluded that the TheoAnthropoEco-centric approach is an approach that combines the belief that knowledge comes from three sources, namely God as the source of all sources of knowledge (Rositawati, 2018), humans as intermediaries to convey knowledge to other humans (Kalelkar, 2017), and nature as a place to learn and find unlimited knowledge (Molina-Motos, 2019). From the description of the definition, the picture storybook with the TheoAnthropoEco-centric approach referred to in this study is an approach that combines the concepts of divinity, social, and nature into a picture story book.

Various previous studies have developed illustrated storybooks, including Lubis & Dasopang (2020), who developed a picture storybook with the help of an Augmented reality application. This research tries to combine real visualization of objects in picture storybooks developed with the help of Augmented reality applications. Furthermore, in his research, Dharma (2019) developed a picture

storybook based on local Balinese wisdom. The touch of local wisdom introduces Balinese culture to students, so that students can recognize and love their regional culture. Rizkiyah (2022), in her research, succeeded in developing a digital-based picture storybook. Based on the literature review that has been described, the position of this research is to develop a picture storybook with a different touch. No research has tried to develop a picture storybook with a touch of TheoAnthropoEco-centric approach, so that touch becomes a very important novelty value in this research. Therefore, this research on the development of a picture storybook with a touch of TheoAnthropoEco-centric approach is very important as an additional reference for learning media for teachers in elementary schools in particular.

2. METHODS

This study aims to develop learning media in the form of picture storybooks with a TheoAnthropoEco-centric approach as one of the learning media for elementary school students. This research uses the research and development type. The development model used is the Borg & Gall development model (1983). Product development is carried out only at the stage of producing a feasible and practical product. Therefore, the development stage used is only in the 7th stage, namely the revision of the main field test.

The procedures of this research include (1) conducting a preliminary study to analyze the problems, needs and potentials of the object under study; (2) planning and designing the initial product by reviewing the relevant literature; (3) developing a product in the form of a picture story book with a TheoAnthropoEco centric approach by involving experts; (4) conducting an initial trial involving 15 students; (5) carry out early-stage revisions; (6) conducting follow-up trials involving 30 students; and (7) carry out further revisions. In the following, the research design used is presented.



Figure 1. Development Design

This study involved three experts who were involved in testing the feasibility of the product, namely media experts, material experts, and linguists. Media experts were involved in testing the feasibility of the media from the visualization aspect of the developed media. Furthermore, material experts were involved in testing the feasibility of the media from the aspect of completeness of the material contained in the developed product. Meanwhile, linguists were involved in testing the feasibility of the product from the aspect of grammatical suitability used by the product being developed. Determination of experts on the feasibility test of the product developed is done by purposive sampling technique.

In addition to involving media experts, material experts, and linguists, this development also involves classroom teachers and students. Teachers and students were involved with the aim of testing the practicality of the products developed in this study. There were two teachers involved, with details of one teacher being involved in the initial trial, while the other teachers were involved in the follow-up trial. The number of students involved in this study was 45 students, with details of 15 students being involved in the initial trial, while the other 30 were involved in the follow-up trial. Determination

of teachers and students at the practicality test stage of this media is done by using the cluster random sampling technique. The stipulation is that every teacher and student who has been involved in the initial trial is no longer involved in the follow-up trial. This is done to obtain objective data related to the response to the product being developed. Following are the details of the subjects involved in this study.

Table 1. Research Subject

No	Subjek	Amount	Role
1	Media expert	1	Media feasibility test from the media visualization aspect
2	Material expert	1	Media feasibility test from the aspect of completeness of the material
2	Linguist	1	Media feasibility test from language visualization aspect
3	Classroom teacher	2	Test the practicality of the media from the perspective of the classroom teacher.
4	Student	45	Test the practicality of the media from the student's perspective

The data collection technique used in this research is a questionnaire. Two types of questionnaires are used in this study, namely the feasibility test questionnaire and the response test questionnaire. The feasibility test questionnaire is used to test the feasibility of the developed product. The feasibility test questionnaire is divided into three types, namely the media expert feasibility test questionnaire, the material expert feasibility test questionnaire, and the linguist feasibility test questionnaire. The following is a lattice of the feasibility test questionnaire research instrument used in this study.

Table 2. Media Expert Feasibility Test Questionnaire Grid

No	Assessment Aspect
1	Media visual display
2	Media content
3	Media functionality
4	Media animation
5	Features of Theo-centric approach
6	Anthropo-centric Features
7	Eco-centric Features
8	Media layout suitability
9	Compatibility of glossary content
10	Instructions for using media

Table 3. Material Expert Feasibility Test Questionnaire Grid

No	Assessment Aspect
1	Material suitability
2	Material equipment
3	Material accuracy
4	Visual suitability of the image with the material
5	Suitability of practice questions

Table 4. Linguistics Feasibility Test Questionnaire Grid

No	Assessment Aspect
1	Appropriateness of the language used
2	Correct spelling used
3	The suitability of the image with the description
4	Font size compatibility
5	Conformity of sentences, words, and number of words
6	The suitability of story elements

In addition to the feasibility test questionnaire, this study also uses a response questionnaire as an instrument for collecting research data. The response questionnaire was used to test the practicality of the product developed in this study. The response questionnaire used is divided into two types, namely, the teacher response questionnaire and the student response questionnaire. The teacher response questionnaire was filled out by the teacher after using the media, while the student response questionnaire was filled out by the students after using the developed media. The following is a grid of response questionnaires used in this study.

Table 5. Response Questionnaire Grid

No	Assessment Aspect
1	Media visual display
2	Ease of use of media
3	Ease of understanding the material
4	Language selection compatibility
5	Completeness of media components
6	Media benefits

The data obtained in this study are qualitative and quantitative data. Qualitative data were obtained from suggestions and comments from media experts, material experts, linguists, teachers, and students. While quantitative data were obtained from the results of the questionnaire of the feasibility test and the practicality of the developed media. The qualitative data is then described and used as a reference in the improvement and refinement of the developed product. While the quantitative data obtained were analyzed by descriptive statistical techniques with the help of a score trend table to determine the level of feasibility and practicality of the product developed. The development of a picture story book with the TheoAnthropoEco-centric approach is declared successful if the results of the feasibility and practicality test show that the picture storybook with the TheoAnthropoEco-centric approach is in the "Very Good" category. The score trend formula used is the score trend formula Wagiran (2014).

Table 6. Score Tendency Table Formula

No	Interval	Value	Category
1	$(Mi+1,5 SD) > X \leq (Mi+3 SD)$	A	Very good
2	$Mi > X \leq Mi + 1,5 SD$	B	Good
3	$Mi - 1,5 SD > X \leq Mi$	C	Bad
4	$Mi - 3 SD \geq X \leq Mi - 1,5 SD$	D	Very Bad

3. FINDINGS AND DISCUSSION

3.1. Product Feasibility Test

The product in the form of a picture storybook with the TheoAnthropoEco-centric approach that was developed in this study was declared feasible to be used as a learning medium for elementary school students. This is based on the results of the assessment of media experts, material experts, and linguists, who stated that the level of feasibility of the picture storybook product with the TheoAnthropoEco-centric approach developed in this study was in the "Very Good" category. In detail, the following are the results of the media expert's assessment of the products developed in this study.

Table 7. Media Expert Feasibility Test Results

No	Assessment Aspect	Score	Value	Category
1	Media visual display	40	B	Good
2	Media content	16	A	Very Good
3	Media functionality	20	A	Very Good
4	Media animation	20	B	Good
5	Features of Theo-centric approach	16	A	Very Good
6	Anthropo-centric Features	16	A	Very Good
7	Eco-centric Features	16	A	Very Good
8	Media layout suitability	12	B	Good
9	Compatibility of glossary content	14	A	Very Good
10	Instructions for using media	14	A	Very Good
Total number		184	A	Very Good

Based on the data in table 7 above, the score for the product developed from the results of the media expert's assessment is 184 with the "Very Good" category. In detail, the results of the media expert's assessment of each aspect of the assessment, namely (1) the visual appearance of the media obtained a score of 40 with a B value and was in the "Good" category; (2) media content scored 16 with an A and was in the "Very Good" category; (3) the functioning of the media gets a score of 20 with an A value and is in the "Very Good" category; (4) media animation scored 20 with a B value and was in the "Good" category; (5) The Theo-centric approach features a score of 16 with an A grade and is in the "Very Good" category; (6) the Anthropo-centric feature scored 16 with an A score and was in the "Very Good" category; (7) the Eco-centric feature scored 16 with an A score and was in the "Very Good" category; (8) the suitability of the media layout obtained a score of 12 with a B value and was in the "Good" category; (9) the suitability of the glossary content obtained a score of 14 with an A score and was in the "Very Good" category; and (10) the instructions for using the media scored 14 with an A score and were in the "Very Good" category.

In addition to assessing the feasibility of the product by using a feasibility assessment questionnaire, media experts also provide suggestions or comments on the product being assessed. These suggestions or comments are used as the basis for improving the products developed. Suggestions given by media experts include (1) in addition to the title of the story, the cover must also contain information about the author or creator of the storybook; (2) need to be added to the story of the scene where students wash their hands after cleaning as a visualization of cleanliness; (3) it is necessary to add a visualization of the implementation of verses used in students' daily lives; (4) it is necessary to add information or reinforcement regarding the TheoAnthropoEco centric approach used; and (5) the resolution of the image must be increased so that there is no blurry image. The follow-up to the suggestions given by media experts is to revise the products developed based on the suggestions given. Revisions made to the developed product include (1) adding the identity of the storybook author on the cover page; (2) adding scenes of students washing their hands to show the culture of cleanliness; (3) adding a visualization of the implementation of the verses used in the developed picture story book; (4) strengthen the TheoAnthropoEco centric approach found in picture story books by adding the "Let's Focus!" feature, on the product being developed; and (5) increase the resolution of the image used.

Media experts test the feasibility of picture storybooks with the TheoAnthropoEco approach from various aspects, one of which is media display. This is in accordance with the opinion of Fatimah & Maryani (2018) who states that the appearance aspect is a very important part to consider in making picture storybooks. Furthermore, Lubis & Wangid (2019) stated that an attractive media display would help attract students' attention in the learning process so that it can help the information transfer process to be optimal. In addition to the appearance aspect, media experts also review the functioning of the developed media. This is in accordance with the findings of Pratiwi & Suwandi (2021), which state that the learning media used in the learning process must have a function that is in accordance

with the target to be achieved. Furthermore, Lubis (2019) stated that learning outcomes could be achieved if the learning media could function optimally.

The emergence of a touch of TheoAnthropoEco-centric approach makes media experts also review the features contained in the media that are in direct contact with this approach. The TheoAnthropoEco-centric feature is divided into three, namely Theo centric, Anthro centric and Ecocentric. The Theo-centric feature of the developed media appears with quotes from the Qur'anic verses related to the theory or concept presented. This is in accordance with the opinion of Syadli (2019), which states that all knowledge in this world is a line that has been written in the Qur'an. Furthermore, Dasopang & Lubis (2021) stated that the real centre of knowledge is the Qur'an, therefore, every verse in the Qur'an is the best guide for every human being. The Anthro centric feature is also an aspect that is assessed by media experts. This Anthro-centric feature appears in the storyline which shows that the relationship between teachers and students and students and students forms an experience and knowledge and transfers information that can change the behaviour of each individual. This is in accordance with the findings of Indriani (2015), which states that the interaction between teachers and students and students with students can help optimize the achievement of learning objectives. The next feature that appears is Ecocentric. This Eco-centric feature appears in the storyline segment and the material contained in the developed product. The segment in question includes the emergence of material about the dangers of waste in the environment. This shows that the environment is a source of knowledge that teaches humans about the importance of maintaining good relations with the environment or nature (El-Karimah, 2020; Walujo, 2017).



Figure 2. Media Display

In addition to the assessment from media experts, the feasibility of the picture storybook product with the TheoAnthropoEco-centric approach developed in this study was also assessed by material experts. Materials experts assess product feasibility from the perspective of material content. The following presents the results of the assessment of illustrated stories with a TheoAnthropoEco-centric approach by material experts.

Table 8. Material Expert Feasibility Test Results

No	Assessment Aspect	Score	Value	Category
1	Material suitability	20	A	Very Good
2	Material equipment	16	A	Very Good
3	Material accuracy	11	A	Very Good
4	Visual suitability of the image with the material	12	A	Very Good
5	Suitability of practice questions	20	A	Very Good
Total number		79	A	Very Good

Based on the data in Table 8 above, the score for the product developed from the results of the material expert assessment is 79 with the "Very Good" category. In detail, the results of the material expert's assessment of each aspect of the assessment, namely (1) the suitability of the material obtained a score of 20 with an A value and was in the "Very Good" category; (2) the completeness of the material obtained a score of 16 with an A value and was in the "Very Good" category; (3) the accuracy of the material obtained a score of 11 with an A value and was in the "Very Good" category; (4) the visual suitability of the image with the material gets a score of 12 with an A value and is in the "Very Good" category; and (5) the suitability of the practice questions obtained a score of 20 with an A value and was in the "Very Good" category.

Material experts also provide some suggestions or comments on the product being developed. These suggestions or comments are used as the basis for improvements to improve the products developed. Suggestions given by material experts include (1) there should be an additional explanation about the negative impact of inorganic waste on ecosystems in the sea; (2) make the material simple and adapted to the cognitive development of elementary school students; and (3) adding description questions to train students' higher-order thinking skills. The follow-up to the suggestions given by the material experts is to revise the products developed based on the suggestions given. Revisions made to the developed product include (1) adding material on the impact of inorganic waste on marine ecosystems; (2) simplify the material; and (3) adding questions in the form of description questions with the addition of the "Coba Kamu Jelaskan" feature.

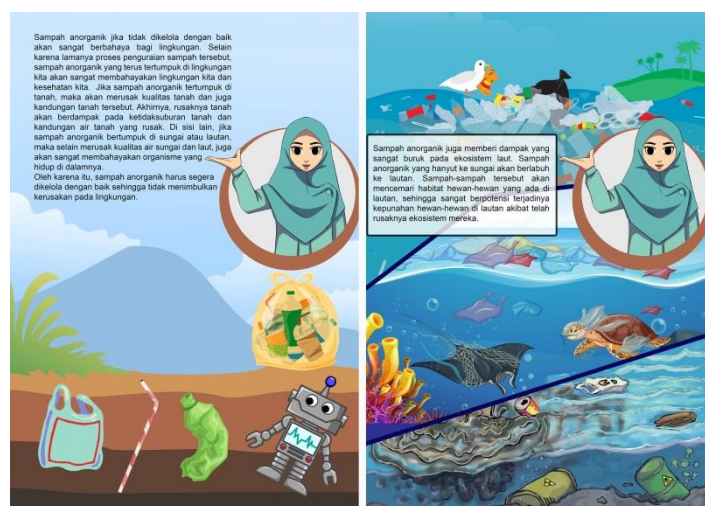


Figure 3. Inorganic Waste Material Display

In addition to media experts, the products developed in this study were also assessed by material experts. Some aspects assessed by material experts are the suitability of the material, the accuracy of the material, and the completeness of the material contained in the story book. Rosyana et al. (2021) stated that the content of the material on the media used in the learning process is a very important aspect to be fulfilled. The content of the material referred to includes the suitability, completeness, and accuracy of the material contained in the media used. In addition, another aspect that becomes the assessment of material experts in testing the feasibility of the developed product is the aspect of the suitability of the images used with the material loaded. This is in accordance with Faroh's opinion (2018) which states that the appearance of images can attract students' attention so as to arouse student learning motivation. Furthermore, Purwani (2020) stated that pictures can clarify abstract concepts or materials so that they are presented concretely to students. The last aspect that becomes the material expert's feasibility assessment is the aspect of the suitability of the practice questions. Practice questions are a form of evaluation used to measure the level of students' understanding of the material provided (Widoyoko, 2009). Furthermore, Lubis et al. (2022) stated that evaluation questions can sharpen

students' memory of the material they receive so that they can reduce anxiety in participating in the learning process.

Furthermore, linguists also conducted an assessment of the products developed in this study. Linguists assess the feasibility of illustrated stories with the TheoAnthropoEco centric approach from the grammatical aspect. The following presents the results of the linguist's assessment of the developed product.

Table 9. Linguistics Feasibility Test Results

No	Assessment Aspect	Score	Value	Category
1	Appropriateness of the language used	20	A	Very Good
2	Correct spelling used	11	A	Very Good
3	The suitability of the image with the description	16	A	Very Good
4	Font size compatibility	12	A	Very Good
5	Conformity of sentences, words, and number of words	20	A	Very Good
6	The suitability of story elements	28	A	Very Good
Total number		107	A	Very Good

Based on the data in Table 9 above, the score for the product developed from the results of the linguist's assessment is 107 with the "Very Good" category. In detail, the results of the linguist's assessment of each aspect of the assessment are (1) the suitability of the language used gets a score of 20 with an A value and is in the "Very Good" category; (2) the appropriateness of the spelling used got a score of 11 with an A and was in the "Very Good" category; (3) the suitability of the image with the description gets a score of 16 with an A value and is in the "Very Good" category; (4) the suitability of the font size scored 12 with an A and was in the "Very Good" category; (5) the suitability of sentences, words, and the number of words obtained a score of 20 with an A value and was in the "Very Good" category; and (6) the suitability of the story elements obtained a score of 28 with an A value and was in the "Very Good" category.

Linguists also provide some suggestions or comments on the product being developed. These suggestions or comments are used as the basis for improvements to improve the products developed. The suggestions given by linguists include (1) the typeface is made arial only; (2) the total word count of the contents of the book should not exceed 5,000 words; (3) page numbers must be clear; (4) the colour of the background must contrast with the color of the writing so that students can read the contents of the story; and (5) the language used must match the improved spelling. The follow-up to the suggestions given by linguists is to revise the products developed based on the suggestions given. Revisions made to the developed product include (1) changing the font used from Times New Roman to Arial; (2) the number of words used in the storybook is adjusted to not exceed 5,000 words; (3) creating a background for page numbering; (4) adjust the determination of the background colour used so that it contrasts with the writing colour so that it is easy to read; and (5) readjusting the language used with improved spelling. The assessment of the linguist becomes the final expert judgment in the process of testing the feasibility of this research product. Furthermore, the practicality of the product was tested by conducting field trials.



Figure 4. Storyline

Linguists were also involved in assessing the feasibility of the product developed in this study. One aspect that is assessed by the language expert is the aspect of suitability of the story elements contained in the picture story book with the developed TheoAnthropoEco centric approach. This is in accordance with the opinion of Fatimah & Maryani (2018), which states that every element of the story must be contained in a storybook, starting from the characters and characterizations to the message of the story. Furthermore, Shavlik et al. (2020) stated that one of the reinforcements for students' moral education in story books is the story message. Panjaitan et al. (2021) stated that stories that have good elements would have an impact on optimizing the delivery of the information contained in story books. Furthermore, linguists also assess the suitability of grammar, spelling, and font size used in the developed media. Nugraheni (2019) stated that the stories contained in storybooks must comply with good grammatical standards so that students can understand the storyline. Furthermore, Hidayah & Rohmatillah (2021) stated that the appropriate font size for reading books for elementary school students is 14 pts. In addition, linguists also assess the suitability of sentence structure and the number of words used. This is important because, ideally, elementary school students are only able to read <2.000 words (Zuchdi, 2012).

3.1. Product Practicality Test

The practicality test of the product developed in this study was carried out by testing the product in the field. The field trials carried out consisted of two types, namely initial field trials and advanced field trials. Each field trial involved teachers and students, with the provision that the initial field trial involved one teacher and 15 students, while the follow-up field trial involved one teacher and 30 students. However, teachers and students involved in the initial field trial were not involved in further field trials to obtain accurate, valid, and objective data. Each field trial will also obtain two data, namely quantitative data in the form of teacher and student response questionnaire assessment data, as well as qualitative data in the form of suggestions or comments from teachers and students which are used to improve the developed product.

The first practicality test is to test the product in the initial field trial. In this trial, the class teacher and 15 students were involved to find out and analyze their response to the product being developed. The practicality test results from the classroom teacher's perspective in the initial field trial showed that the TheoAnthropoEco-centric picture storybook developed in this study was declared "Very Practical" for use in elementary school students. In the following, the results of the product practicality assessment by the classroom teacher are presented in the initial field trial.

Table 10. Teacher Response Questionnaire Results

No	Assessment Aspect	Score	Value	Category
1	Media visual display	17	B	Good
2	Ease of use of media	14	A	Very Good
3	Ease of understanding the material	15	A	Very Good
4	Language selection compatibility	15	A	Very Good
5	Completeness of media components	20	A	Very Good
6	Media benefits	20	A	Very Good
Total number		101	A	Very Good

Based on the data in Table 10 above, the score of the product practicality test obtained from the results of the classroom teacher's assessment in the initial field trial was 101 with the "Very Good" category. In detail, the results of the classroom teacher's assessment of each aspect of the assessment, namely (1) the visual appearance of the media obtained a score of 17 with a B value and was in the "Good" category; (2) the ease of use of media obtained a score of 14 with an A value and was in the "Very Good" category; (3) the ease of understanding the material obtained a score of 15 with an A value and was in the "Very Good" category; (4) the suitability of the language selection got a score of 15 with an A value and was in the "Very Good" category; (5) the completeness of the media component obtained a score of 20 with an A value and was in the "Very Good" category; and (6) the usefulness of the media got a score of 20 with an A value and was in the "Very Good" category.

The class teacher also gave some suggestions or comments on the product being developed. These suggestions or comments are used as the basis for improvements to improve the products developed. The suggestions given by the class teacher include (1) the size of the printed book should be A4; (2) adding content to the glossary because there are still some terms that have not been included in the glossary; and (3) it is better to add a scene for students to wash their hands after cleaning the schoolyard. The follow-up to the suggestions given by the classroom teacher is to revise the product developed based on the suggestions given. Revisions made to the developed product include (1) changing the print size or media layout from B5 to A4; (2) adding a glossary of important terms to the media glossary; and (3) increasing the scene of students washing their hands after cleaning the school environment.

The results of the teacher's response questionnaire to the product developed at the initial trial stage are supported by the data obtained through the student response questionnaire's results on the product's practicality. The results of the student response questionnaire showed that the picture story book with the TheoAnthropoEco-centric approach developed in this study was declared "Very Practical" for use in elementary school students. The following presents the results of student responses to the product being developed.

Table 11. Student Response Questionnaire Results

No	Assessment Aspect	Score	Mean	Value	Category
1	Media visual display	291	19,40	A	Sangat Baik
2	Ease of use of media	235	15,67	A	Sangat Baik
3	Ease of understanding the material	231	15,40	A	Sangat Baik
4	Language selection compatibility	239	15,93	A	Sangat Baik
5	Completeness of media components	299	19,93	A	Sangat Baik
6	Media benefits	280	18,67	A	Sangat Baik
Total number		1.575	17,50	A	Sangat Baik

Based on the data in Table 11 above, the score of the product practicality test obtained from the results of student assessments in the initial field trial was 1,575, with an average of 17.50. This achievement makes the practicality of the product developed to be in the "Very Good" category. In detail, the results of students' assessment of each aspect of the assessment are (1) the visual appearance of the media obtained an average score of 19.40 with an A value and is in the "Very Good" category; (2)

ease of use of media obtained an average score of 15.67 with an A value and was in the "Very Good" category; (3) the ease of understanding the material obtained an average score of 15.40 with an A grade and was in the "Very Good" category; (4) the suitability of language selection obtained an average score of 15.93 with an A value and was in the "Very Good" category; (5) the completeness of the media component obtained an average score of 19.93 with an A value and was in the "Very Good" category; and (6) the usefulness of the media obtained an average score of 18.67 with an A value and was in the "Very Good" category.

Students also give some suggestions or comments on the products developed. These suggestions or comments are used as the basis for improvements to improve the products developed. The suggestions given by the students included (1) the Arabic letters contained in the quotations from the Qur'anic verses were not large enough to make them difficult to read; (2) the dangers of factory waste for the environment must be loaded; and (3) the typeface in the glossary should not be distinguished from the typeface used in the content of the story. The follow-up to the suggestions given by students is to revise the products developed based on the suggestions given. Revisions made to the developed product include (1) enlarging and clarifying the paragraphs quoted on the product; (2) add a picture of the dangers of waste on the page of the dangers of inorganic waste in the sea; and (3) changing the typeface used in the glossary from Britannic bold to Arial.

Furthermore, the practicality test is carried out with the advanced field trial stage. This follow-up field trial involved one classroom teacher and 30 students. Class teachers and students involved in the advanced field trial stage are other than teachers and students who have been involved in the initial field trial stage. The results of the practicality test from the perspective of the classroom teacher in the follow-up field trial showed that the TheoAnthropoEco centric picture storybook developed in this study was declared "Very Practical" for use in elementary school students. In the following, the results of the product practicality assessment by the classroom teacher are presented in the initial field trial.

Table 12. Teacher Response Questionnaire Results

No	Assessment Aspect	Score	Value	Category
1	Media visual display	20	A	Very Good
2	Ease of use of media	15	A	Very Good
3	Ease of understanding the material	16	A	Very Good
4	Language selection compatibility	16	A	Very Good
5	Completeness of media components	20	A	Very Good
6	Media benefits	20	A	Very Good
Total number		107	A	Very Good

Based on the data in Table 12 above, the score of the product practicality test obtained from the results of the classroom teacher's assessment in the initial field trial was 107 with the "Very Good" category. In detail, the results of the classroom teacher's assessment of each aspect of the assessment are (1) the visual appearance of the media gets a score of 20 with an A value and is in the "Very Good" category; (2) the ease of use of media obtained a score of 15 with an A score and was in the "Very Good" category; (3) the ease of understanding the material obtained a score of 16 with an A value and was in the "Very Good" category; (4) the suitability of the language selection got a score of 16 with an A value and was in the "Very Good" category; (5) the completeness of the media component obtained a score of 20 with an A value and was in the "Very Good" category; and (6) the usefulness of the media got a score of 20 with an A value and was in the "Very Good" category.

The class teacher also gave some suggestions or comments on the product being developed. These suggestions or comments are used as the basis for improvements to improve the products developed. The suggestions given by the class teacher include (1) it is necessary to make character introductions; (2) it is necessary to make an explanation of the parts or components of the media; and (3) the printout must be sharpened again. The follow-up to the suggestions given by the classroom teacher is to revise the product developed based on the suggestions given. Revisions made to the

developed product include (1) creating a store introduction page; (2) create an explanation page for story book components; and (3) improve the printout of the book.

The results of the teacher's response questionnaire to the product developed at this advanced trial stage are supported by the data obtained through the results of the student response questionnaire on the practicality of the product developed. The results of the student response questionnaire showed that the picture story book with the TheoAnthropoEco centric approach developed in this study was declared "Very Practical" for use in elementary school students. The following presents the results of student responses to the product being developed.

Table 13. Student Response Questionnaire Results

No	Assessment Aspect	Score	Mean	Value	Category
1	Media visual display	575	19,17	A	Very Good
2	Ease of use of media	474	15,80	A	Very Good
3	Ease of understanding the material	470	15,67	A	Very Good
4	Language selection compatibility	475	15,83	A	Very Good
5	Completeness of media components	581	19,37	A	Very Good
6	Media benefits	592	19,73	A	Very Good
Total number		3.167	17,60	A	Very Good

Based on the data in table 13 above, the score of the product practicality test obtained from the results of student assessments in the initial field trial is 3,167, with an average of 17.60. This achievement makes the practicality of the product developed to be in the "Very Good" category. In detail, the results of students' assessments of each aspect of the assessment are (1) the visual appearance of the media obtained an average score of 19.17 with an A grade and is in the "Very Good" category; (2) the ease of use of media obtained an average score of 15.80 with an A score and was in the "Very Good" category; (3) the ease of understanding the material obtained an average score of 15.67 with an A grade and was in the "Very Good" category; (4) the suitability of the language selection obtained an average score of 15.83 with an A value and was in the "Very Good" category; (5) the completeness of the media component obtained an average score of 19.37 with an A value and was in the "Very Good" category; and (6) the usefulness of the media obtained an average score of 19.73 with an A value and was in the "Very Good" category.

Students also give some suggestions or comments on the products developed. These suggestions or comments are used as the basis for improvements to improve the products developed. Suggestions given by students include (1) the written description on the trash can is not available; and (2) the colour of the writing on some of the storybook pages is not clear. The follow-up to the suggestions given by students is to revise the products developed based on the suggestions given. Revisions made to the developed product include (1) adding information to the trash bin with the words "ORGANIK" and "ANORGANIK"; (2) adjusting the writing colour selection so that it has a good contrast with the background colour.

In addition to the feasibility test, the products developed in this study were also tested for practicality. The product practicality test was carried out by involving class teachers and students. There are several aspects that are assessed by teachers and students in the product practicality test, one of which is the display of the developed media. Wicaksono et al. (2020) stated that the visual display of images on storybook media must be attractive and be able to visualize the storyline so that students or readers can understand the contents of the story. The next aspect that is assessed is the aspect of the usefulness of the media. The media developed in this study can be used as one of the media that can be used in the learning process of elementary school students. Media is one of the most important parts used in the learning process in an effort to facilitate the achievement of learning objectives (Dewi & Haryanto, 2019). Furthermore, Pradana (2016) stated that media use is part of a contextual approach to bring concepts or materials closer to students' lives or environments.

4. CONCLUSION

The picture story book with the TheoAnthropoEco centric approach developed in this study was found to be feasible and practical to use for elementary school students. This is in accordance with the results of the media feasibility test by media experts, material experts, and linguists who assessed the product to be in the "Very Eligible" category for use in elementary school students. The results of the product practicality test involving teachers and students stated that the level of practicality of the product developed in the form of a picture storybook with the TheoAnthropoEco-centric approach was in the "Very Practical" category.

This research has only reached the stage of testing the feasibility and practicality of a picture story book product with a TheoAnthropoEco-centric approach. The recommendation for further research is the importance of testing the effectiveness of picture story book products with the developed TheoAnthropoEco-centric approach, both in terms of cognitive, affective, or psychomotor aspects of elementary school students.

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