

Topic: Inter- and Trans-discipline

THE IMPACT OF CONTEXT ON ILLUSTRATION OF CHILDREN'S PICTURE BOOKS ON DISCIPLINE BEHAVIOR OF EARLY CHILDHOOD

Lalita Gilang¹, Riama Maslan Sihombing², Nedina Sari³

¹Student of Master Program in Faculty of Arts and Design, ITB (lalitagilang@yahoo.co.id)

²Lecturer of Master Program in Faculty of Arts and Design, ITB (fleur2ria@yahoo.com)

³Lecturer of Master Program in Faculty of Arts and Design, ITB (nedinasari@gmail.com)

Abstract

Picture books can be an educational medium for early childhood because it is effective and efficient. However, a book that appeals to young children is a book in which there are adequate context and illustration. The context in the illustrations presented in the picture books will affect the power of early childhood cognition in receiving messages. It is where character education is primarily disciplinary behavior, can be taught smoothly and quickly accepted by young children. Picture books can be an effective learning resource. Picture books for early childhood can take the form of a storybook, an activity book, and a comparative activity book. This study aims to describe and explain the significant influence of differences in the early age children discipline behavior which follows learning using picture books in the form of story books, activity books, and comparative activity books. The research conducted by the experimental quantitative method. Before the experiment, first of all, the analysis of the contents of the picture books in which there is conformity of context and illustration is done, then followed by the determination of the proper book. This decision refers to the experts' opinion. The experts are the specialists in the field of early age children psychology development, author of books for children, and teachers at kindergarten (TK). The data collected by using instruments, interviews, and observations. The Instruments and the data validated by using triangulation theory and content. The result of this research concludes that there is a significant influence from picture book which contains conformity of context and illustration to the behavior of early age children discipline in kindergarten. The most powerful influence on the three forms of books containing contextual conformity and illustration is the comparative activity book. The results of this study are useful for the development of design science, educators, designers, and children's book publishers.

Keywords

Context, illustration, children's book, discipline

1. Introduction

Disciplinary violations are an obstacle to progress in various aspects of life. Discipline in early childhood encompasses cognitive, affective, and psychomotor domains. It refers to Bloom's taxonomic theory which explains that the cognitive domain emphasizes the intellectual aspects, such as knowledge, understanding, and remembering. Affective spheres are related to emotions, such as feelings, interests, motivations, and attitudes. While the psychomotor domain emphasizes behavior that emphasizes skills in the form of observable movement [1]. Thus in the study of this illustrated book emphasizes disciplinary conduct.

About the effort to cultivate the disciplined behavior, various factors can influence it. Some factors that influence the disciplined behavior in early age children among other things: the education in the family, the nature of the child, and the influence of the child's learning environment [7]. While the other researchers found that discipline behavior in early childhood influenced by a congenital factor of 11%, parenting factor in the family was 24%, playground factor was 26%, and formal education factor was 39% [5]. From the results of this study, it can be seen that the influence of learning behavior discipline dominated by formal education elements.

Due to the formal education is a factor that gives the dominant influence on the formation of disciplined behavior in early childhood, so here is the need of using media to convey the disciplinary learning. In education to strengthen the disciplined behavior in early childhood, there are three types of media, namely visual media, audio media, and audio-visual media. Visual media as described in Resnick's research [11] is the media that can only be used by the sense of sight; its form is pictures on the wall, the storybooks, picture books. This type of visual media in the form of picture books is the most used medium by teachers in early childhood education institutions. It is because picture books are useful to help convey the content of disciplinary behavior education themes.

Books as a medium of learning discipline for early childhood is an efficient and effective media. It is because the book is easy to carry and less expensive or more financially affordable. Books can develop early childhood skills in imagining and behaving, and think [2]. However, by the statement of the author of a children's book as well as expert opinion, a book that appeals to early childhood is a book that has conformity to context and illustration [15]. Children's books that provide adequate contextual and illustrative compliance can optimize children's fun using the book. Among the picture books for early childhood, there are some picture books in the form of a storybook, an activity book, and a comparative activity book. Thus the purpose of this study is to describe and explain the differences of significant influences on the behavior of early childhood discipline which do the learning using picture books in the form of the story books, activity books, and comparative activity books.

2. Theoretical Review

2.1 Context on Illustrated Picture Books

The setting in the early childhood book is the suitability of illustrative drawings with events or events presented in the book for children [15]. The meaning in children's books is a graphic picture of information with events or activities that shown in a book for children [13]. Segun [12] argued that the context is an image presentation and a brief explanation that is closely related to the daily life of children. The context presented in the children's book strengthens the narrative or story. Context is also often manifested in the form of the story as a supporting of the illustrative image.

From the theme of the story in a picture book for children, the right context can give pleasure to the reader. The role of context is manifested as a narrative in a children's book, giving new insight into pauses and flow. The style of presenting the proper context in a story depends on the genre of a post. The things to consider in creating a context corresponding to the reader in a story is to find a balance between text and images. Detailed sections of the manuscript will give more of a mysterious impression to produce an engaging story. The dialogue between text and images is the primary key for generating or maintaining the pause and flow of a story in a context presentation. It is the consideration that the suitability of context and illustration in children's books is important.

Previous researchers have found contextual and illustrative suitability and indicator for children's books. Waites & Daniel [14] reported in the International Journal of Arts and Education "that context conformance includes: (a) describing the important scenes contained in the story; (b) represents the whole story in its intact and robust form; (c) the strategy of delivering the message through pictures in the book over and over to ease children's memory; (d) the stories conveyed are affirmed with the pictures.

2.2 Discipline Behaviour of Early Childhood Children

Discipline behavior is one of the habits developed in early childhood education. The definition of discipline behavior explained by Walker [15] derived from the Latin word *disiplina* associated with two other terms, namely *discere* (learning) and *discipulus* (pupil), so that discipline behavior can be interpreted what is delivered by a teacher to students. The structuring of the intended behavior is loyalty and compliance of a person to the arrangement of behavior generally made in the form of rules or daily regulations. Discipline is the exercise of mind and character with the intention that all his actions always obey the order; Obedience to rules and order. The same is also said by Mufidah [10] that discipline is the order, i.e., obedience (obedience) to the rules, order, and so on. To be disciplined is to obey (obey) the code of conduct.

Discipline behavior in early childhood education in this study refers to Hurlock's proposed theory [6]; Lapointe & Markham [9]; And Cloud [4]. The explanation of the definition and concept of discipline behavior is described that character education focused on the behavior of discipline is a form of education needed by early age child. The meaning of discipline in children is to give an understanding of good and bad behavior. Discipline education needs to be instilled in children that doing misconduct certainly will have some consequences, of which, it shows the function of punishment in children's education [6]. It also explains that discipline behavior has distinctive characteristics in children with different social backgrounds. Different backgrounds can affect the way children learn discipline behaviors [6].

Further, the indicators associated with one of the disciplinary behavior indicators focused on orderly turn to turn, consisting of: (a) waiting their turn when marching into the classroom; (c) waiting for the turn when the teacher distributes textbooks; (c) waiting for the turn when returning the book to the teacher; (d) waiting for the turn to answer questions and ask questions; (E) awaiting their turn when the gaming device is distributed; And (f) waiting their turn when returning the gameplay to the teacher.

3. Research Method

The study conducted from March to July 2017. The study carried out by an experimental quantitative method which refers to Christensen [3]. Before the experiment, the content analysis firstly referred to Tuckman [13]. The Content analysis with a focus on pictorial books in which there is conformity of context and illustration, then it proceeds to the proper designation of the book. This determination refers to the expert opinion. The experts, including experts in the field of early age children psychology, author of books for children, and teachers at kindergartens.

The experimental aims to compare the magnitude of the influence of a picture book of storybook type, an activity book, and a comparative activity book. The experiment was carried out in Surakarta City, Central Java, in three groups of kindergarten pupils, i.e., TK Pembina, Kalam Kudus Kindergarten, Kindergarten and Al-Khoir Islamic Kindergarten. The total sample size is 152 students. The data were collected using instruments, interviews, and observations. Instruments and the data have been

validated using triangulation theory and content. The data analysis after the experiment using One Way Anova statistics through SPSS version-17.

4. Research Result

The results of content analysis of pre-experimental research activities found each one book type of story book, activity book, and comparative activity book. These three books have context and illustrations that correspond to early age children's development. The conformity of contexts and illustrations of these three books seen in the following figure.



Figure 1. Context and Illustration on Story Books, Activity Books, and Comparative Activity Books

In the book "Zayn Berlatih Disiplin". The conformity of context and pictures illustrated by the linguistic context, the emotive context, situational, and graphic pictures of figures that represent kindness, in addition to the colors presented in the illustrations of this book brightly so that the colors can evoke joy. Thus, the book "Zayn Berlatih Disiplin" has the appropriate context and picture to teach disciplinary behavior in early childhood.

Education Activity Books presents the context that corresponds to the illustrations depicted with the use of conversations that are appropriate to the child's language range, illustrating the emotive context according to the child's life, drawing the figures representing examples of kindness, and illustrations with attractive colors.

In the book "Aku Anak Baik Di Sekolah," the emotive context of the examples is appropriate to excite the child's joy. Illustrative figures illustrate examples of good behavior, according to the situational context of the child's life, and illustrations are presented with attractive color images. In this book, there is also a dialogue by using proper language by the language range of children.

The results of further research on the improvement of disciplinary behavior assessment obtained an increase in disciplinary behavior score of the experimental results. The experiments were carried out in three groups and three sample clusters. Based on pre-treatment scores and post-treatment scores in the three sample clumps as a whole described in Figure 1 below.

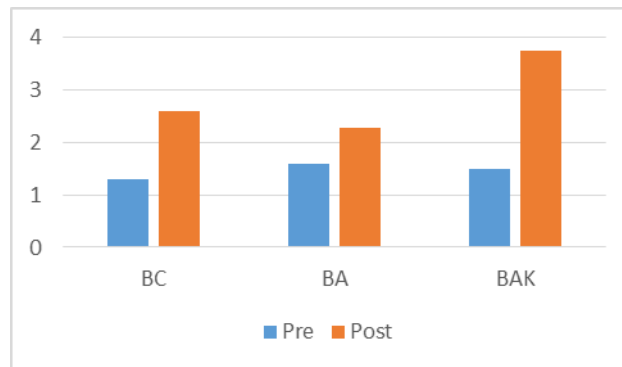


Figure-2. Comparison of Pre-Treatment Scores v.s. Post-Treatment Influence of Story Books, Activity Books, and Comparative Activity Books

From the comparative data descriptions of pre-treatment v.s post-treatment scores in the three groups learning to use Story Book (BC), Activity Book (BA), and Comparative Activity Book (BAK), overall the post-treatment score was better. The average post-treatment score of groups using comparative activity books is better than the other two groups showing the effect of contextuality and the illustrations contained in the comparative activity book titled "Aku Anak Baik" is indeed better. But to prove this, it is necessary to prove the hypothesis

The normality and homogeneity test precedes proof of hypothesis in this research. The normality and the homogeneity testing to meet the requirements of one-way-ANOVA use in confirming hypothesis [3]. Based on Kolmogorof Smirnov and Lavene's-Test as a whole it has been shown that the data as a whole comes from a population that normally distributed and homogeneous.

Having met the requirements of normality and homogeneity, the results of hypothesis testing on the significance of differences in the effect of conformity of context and illustration on the three books on discipline behavior as a whole in three locations obtained the calculation result that: $F_{\text{arithmetic}} = 76.679 < 285,0$. It indicates that H_0 is rejected, meaning H_1 is accepted, so an alternative hypothesis that there is a significant difference in disciplinary behavior among students using activity books, storybooks and comparative activity books in which there is conformity in contextual and in illustrative is correct. Due to the first hypothesis is accepted, this analysis continued by following the provisions of the One-Way ANOVA test step. The next step is Post-Hoc testing. The summary of Post-Hoc counting results done by using SPSS software.

The new Post-Hoc test differentiates the mean significance of the mean difference (average count) of each group and still comes with homogenous subsets. This completeness is part of a step of determining the significance of the difference in average overall influences. The calculations listed in Table 1 below.

Table-1. Homogeneous Subsets Differences in the Power of Influence Between the Three Groups

Variable	Disciplinary Behaviour			
Confirmity of Context & Illustration	N	Subset for alpha = 0.05		
		1	2	3
Activity Books	51	3.84		

Story Book	51		8.49	
Com-Activity Book	51			13.37
Sig.		1.000	1.000	1.000

In Table-1 on Homogenous Subsets, a complementary decision made in testing the second hypothesis about the strength of the influence of context conformity and the illustration of the "Aku Anak Baik Di Sekolah" Activity book as having the most significant impact.

The increasing of disciplinary student behavior using the Comparative Book of Activities is better than that using Story Books and better than those that use Activity Books significantly. Thus it can be concluded that the alternative hypothesis which states that among character education books that have contextual conformity and illustration, the most influential "comparative activity book" significantly influences the "storybook" and "activitybook," on the disciplinary behavior of early age Children, is correct.

5. Discussion

The results of hypothesis testing obtained from Calculations using SPSS version-17 software. It aims to prove the significance of the differences in the influence of character education books that have conformity context and illustration, between the type of "storybook," "activity book," and "comparative activity book," to the behavior of early childhood discipline has been. From the calculations it was found that the data of the three groups either learning to use storybooks, using activity books or using comparativeactivity books, all proved to be from normally distributed populations. It indicates that children of early ages throughout the study sample are disciplinary behavior under normal circumstances based on statistical calculations.

The above results can be achieved because this study uses large samples in each group. It is by Christensen's explanation [3] that the Normality Test as a test is performed to assess the distribution of data in a data or variable group, as a distribution of normally distributed data or not. The Normality test is useful for determining the data that has been collected as normally distributed or taken from the normal population. In statistical calculations, data over 30 digits ($n > 30$), then it can be assumed to be normally distributed [3]. The number of samples classified as a broad cross-section sample.

The homogeneity test results in this study indicate that the data of the three groups either learning to use storybooks, using activity books or using comparativeactivity books, all proved to come from a homogeneous population. The data obtained comes from these homogeneous data by Tukman's explanation [13]. Testing this hypothesis using Anova One-Way Test Technique, and using SPSS-17 software facilities. The hypothesis states that "There are significant differences in influence between character education books that have contextual and illustrative fit, between" storybooks," activity books "and" comparative activitybooks," on the behavior of early childhood discipline. After the calculation is done, it turns out the hypothesis is correct. Thus, the conformity of contexts and illustrations contained in picture books can significantly influence the teaching of disciplinary behavior for early childhood learning in kindergartens.

Moreover, compared to a comparative contextual and illustrated book entitled "Aku Anak Baik di Sekolah", it is proved to be more effective and significant for teaching disciplinary behavior in early

childhood in kindergarten than the two categories of book types that also have contextual suitability and illustration that is Story Book "Zayn Belajar Disiplin" and Book of "Aktivitas Pandikar". It goes hand in hand with the results of previous research. It found that books with context and illustrations in children's books affected learning outcomes in the aspects of cognition or thinking [8], while Jennifer [9] in his research proved that the lack of visual aspects produces an inadequate understanding of children Early educated. As for Walker [15] found a difference too, i.e. the illustrations and context needed in the book for early childhood. From the results of research that have been found earlier, all inline with the hypothesis that found in research on "The influence of conformity context and illustration of character education books on the behavior of early childhood discipline."

The strength of the effect of this type of activity-comparative book compared with the sort of storybook and activity book is because in children learn the behavior of discipline using comparative activity-book. There are three aspects of cognitive or thinking power, affective attitude, and psychomotor or behavior involved. In storybooks, only cognitive and affective aspects can be associated with the child. As for the only cognitive and psychomotor activity book involved, so that the conformity of contexts and illustrations in comparativeactivity books can have a significantly stronger effect.

6. Conclusions

1. Among the three types, a picture book entitled "Zayn Berlatih Disiplin"; Book "Aktivitas Pendikar"; and the comparative activity book "Aku Anak Baik Di Sekolah", contains complete contextual and illustrative conformity. They match the indicators of linguistic context, the emotive context, the situational context, the illustrative examples of good behavior, and the illustrations in bright colors.
2. Based on experimental results and statistical data analysis, the research hypothesis proved that there are the different significant impact of picture books with contextual and illustrative conformity on child discipline behavior at an early age. They are among "storybook," "activity book" and "activity-comparative book" book,
3. Books that contain contextual conformity and illustrations with comparative activity types have a stronger influence than the kind of storybook and activity book. It is because in learning the behavior of discipline, the children who use comparativeactivity books get three aspects of learning experience that are cognitive (thinking power), affective (attitude), and psychomotor (behavior). In children learning with storybooks, only the cognitive and affective aspects of the learning experience are acquired. As for children who are learning with activity books only cognitive and psychomotor learning experiences gained. Thus, the conformity of contexts and illustrations in comparativeactivity books can significantly influence significantly.

Reference

- [1] Anderson, L.W. Use Bloom's Taxonomy In The Classroom. London: Blackwell Publisher. 2000.
- [2] Bossert, Jill. Children's Book Illustration. New York: Roto Vision Publ. 1998.
- [3] Christensen, Larry B. Experimental Methodology. Sydney: Alyn and Bacon Inc. 2001.
- [4] Cloud, David. W. Child Discipline. Port Houron : Way of life Literature Publishing. 2012.

- [5] Howes, Carolee. “Children's pre-academic achievement in pre-Kindergarten programs”. Early Childhood Research Quarterly. XXX (1). 2015.27-50.
- [6] Hurlock, E.B. Psikologi Perkembangan Anak .Jakarta: Erlangga. 1999.
- [7] Jennifer, M. Reading Contemporary Illustrated Children’s Book. Children’s Literature. Vol. 42 (1). 2014.pp.224-245.
- [8] Klanten, R. & Hellige, H. Little Big Books: Illustrations for Children’s Picture Book. New York: Gestalten Publisher Ltd. 2012.
- [9] Lapointe, V & Markham, L. Discipline Without Damage: How to Get Your Kids to Behave Without Messing Them. London: Longman Publ. 2014.
- [10] Mufidah, H. Kasus Perilaku Pelanggaran Disiplin Ditinjau dari Kerangka Teori Sosiologi Fungsionalisme. Jurnal Pendidikan Inovatif Universitas Pendidikan Indonesia. Vol. 4 (2). 2013.pp. 20-26.
- [11] Resnick, Elizabeth. Design for Communication: Conceptual Graphic Design Basics. New Jersey: John Wiley & Sons Inc. 2003.
- [12] Segun. M. “The Importance of Illustrations in Children’s Books”.in Illustrating for Children’s Book. Ibadan: CLAN. 2008. pp 25-27.
- [13] Tuckman, Bruce Wayne. Conducting Educational Research. Ohio: Ohio State University Press. 1987.
- [14] Waites, Kate & Robert R. Daniel. Relationship Between the Context of Elements and Illustration in Children’s Book With The Ability of The Story’s Contents. International Journal of Arts and Education”.Vol. 4(1) pp. 291-298.
- [15] Walker, Sue. (2012). “Describing The Design of Children Books: An Analytical Approach”. Arts and Humanities Journal. Vol.46 (3). 2015. pp. 180-199.