

Accessibility-based Information Retention of Non-Textbooks with Picture Stories in Improving Social Emotional Skills and Learning Outcome Achievement in Child-Friendly Schools

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Abstract. Many students in elementary school have difficulty in understanding the subject matter delivered through text. This is caused by various factors, including low reading skills and lack of interest in the subject matter. Therefore, it is important to develop more accessible and interesting learning media, such as non-textbook picture books, to support the teaching and learning process. Social emotional skills (SEM) are an important factor in children's development, especially in elementary school age. Elementary schools that realize child-friendly education will create safe and comfortable schools. This study aims to explore information retention based on accessibility of non-text picture story books on children's social emotional skills and learning outcomes. The method used is a quantitative study with a survey approach. Data were collected through questionnaires distributed to 100 students of SDN Sumurwuni. The results showed that there was a very good increase in information retention based on accessibility of non-text picture books on social emotional skills and learning outcomes. These findings indicate that the development of non-text picture story books and SEM can be an effective strategy to improve students' academic achievement because there is an element of reading interest in it with interesting media so that the elements in forming a child-friendly school.

Keywords: information retention; accessibility; social emotional skills; learning outcomes; child-friendly school

INTRODUCTION

A safe and comfortable learning environment forms the foundation for effective educational processes. Such an environment not only ensures students feel secure but also fosters enthusiasm for learning, making it easier for them to absorb and retain the lessons being taught. One of the core objectives of education is to ensure that the teaching-learning process addresses both the transmission of knowledge (transfer of knowledge) and the inculcation of values (transfer of value). Value transfer plays a critical role in shaping students' character and personality, helping them to recognize and develop their unique potential (Hair & Atnawi, 2022). In this context, teachers hold a pivotal role as facilitators, not only in delivering knowledge but also in uncovering and nurturing the unique talents of each student.

Ki Hadjar Dewantara, a prominent figure in Indonesian education, emphasized that the role of educators is to explore and facilitate each child's potential through a humanistic approach. According to his philosophy, every child is born with unique characteristics, and education should

aim to cultivate happiness and emotional well-being alongside intellectual growth. This philosophy is highly relevant to the concept of child-friendly schools, where the unique needs of each student are addressed through inclusive educational practices.

In primary education, particularly for first-grade students, visual-based approaches offer significant potential for supporting information retention. At this developmental stage, students are transitioning from early childhood education to formal primary schooling—a process that often presents challenges, especially for students with limited text comprehension skills. Non-text materials, such as picture books, diagrams, and other visual media, provide an effective solution to these challenges. Visual aids enable students to better grasp and remember the information presented without solely relying on textual reading skills.

Information retention refers to the ability to store, recall, and utilize information that has been received. This capability is critical to the learning process, especially in supporting sustained academic achievement. Non-textual picture books help students absorb information intuitively and

enjoyably. Previous research has shown that visual-based learning is more effective for younger learners, as they process visual information more easily than complex textual content (Juannita & Mahyuddin, 2022).

In addition to enhancing information retention, the use of picture storybooks also contributes significantly to the development of social-emotional skills (SES) in students. SES encompasses the ability to recognize and regulate emotions, build positive interpersonal relationships, and make responsible decisions. These skills play an essential role in students' daily lives, particularly within educational settings. Research indicates that children with strong SES often demonstrate better academic performance and healthier social relationships (Husnaini et al, 2024).

Visual-based learning methods, such as those provided by picture books, are inherently linked to social-emotional development. For instance, the characters and narratives in storybooks often depict various emotional and social situations, offering students opportunities to explore these concepts in an engaging manner. By understanding these stories, children learn to identify their own emotions and develop empathy for others—an essential component of social interaction. This empathy, in turn, contributes to the creation of an inclusive and supportive learning environment.

Accessibility in education is another critical consideration in building child-friendly schools. Accessibility involves ensuring that students from diverse backgrounds and with varying abilities have equitable learning opportunities. Picture storybooks excel in this regard by bridging common barriers, such as reading difficulties or language constraints. Visual media cater to various learning styles, including visual, kinesthetic, and auditory, creating a more holistic and inclusive learning experience.

Moreover, fostering reading interest and early literacy skills is a key focus in primary education. However, increasing reading motivation does not always have to rely on textual content alone. Picture storybooks offer a unique reading experience, sparking students' curiosity and encouraging them to delve deeper into the material. Through these books, students can explore stories visually, ultimately improving their ability to understand context, storylines, and underlying messages (Anisa & Wathon, 2022).

This research aims to identify how information retention through non-textual picture storybooks can be integrated into primary school curricula to enhance social-emotional skills and academic achievement. This approach goes beyond focusing solely on students' cognitive abilities, emphasizing the importance of affective and social development. By utilizing picture storybooks, educators can create learning experiences that are not only more engaging but also relevant and meaningful for students.

Child-friendly schools emphasize the importance of creating learning environments that cater to students' physical, emotional, and social needs. Within this context, integrating picture storybooks into the curriculum supports these efforts in a creative and innovative manner. These books can serve as tools for illustrating positive values such as tolerance, cooperation, and diversity, which are foundational for community life. Teaching these values through accessible and inclusive media helps ensure that all students are engaged and that no one is left behind.

Through this research, it is hoped that effective strategies will be identified for enhancing information retention and social-emotional skills through the use of picture storybooks. This approach is expected to contribute significantly to the development of child-friendly schools that prioritize not only academic excellence but also the emotional and social well-being of students.

METHODS

This study uses a quantitative approach with a survey design that aims to obtain an overview, relationship, or influence between variables based on data collected through questionnaires.

The sample consisted of 100 students of SDN Sumurwuni who were randomly selected from phase A. The research population was 100 students of SDN Sumurwuni phase A students. The research sample was determined using a simple random sampling technique with a total of 50 respondents. The data was analyzed using descriptive statistics to determine the distribution of respondents' answers and a simple linear regression test to determine the effect of variable X on variable Y. The questionnaire used consisted of two parts: the KSE scale and the reading interest and learning achievement scale. Data were analyzed using descriptive statistics and Pearson correlation to test the relationship between variables.

RESULTS AND DISCUSSION

In order to realize the formation of child-friendly schools, several efforts are needed, including: Efforts to address students' social character.

To teach children to become individuals with character through the application of discipline in life both at home and at school, cooperation is needed from parents, schools, and teachers who must devote time, effort, and joint commitment to forming a student's character.

Students need character to create a good environment for children, parents and teachers need to work hard, spend time with them, and show love and care for them and provide everything they need especially in character development. If done correctly, children will not only benefit, but will also learn important traits such as patience, understanding and honesty (Faizah, 2019) (Khoir et al., 2023).

Student factors that are important components in the formation of character education are as educators in providing examples of good behavior to other students, such as (1) Good character, (2) Honest personality, (3) Tolerant personality, (4) Disciplined personality, (5) Hard-working personality, (6) Creative personality, (7) Independent personality, (8) Democratic personality (9) Curious personality, (10) National spirit personality, (11) Love of the homeland personality, (12) A personality that values achievement, (13) Friendly/communicative personality, (14) Peace-loving personality, (15) A personality that likes to read, (16) Care about the environment, (17) Social care personality, (18) Responsible personality (Kanji et al., 2020).

Information retention becomes a foundation for elementary school students in receiving continuous knowledge so that the stages in the student development process can grow well. Factors that influence information retention, namely:

- a) Learning Quality is the way information is presented and learned that can affect how well the information is remembered.
- b) Frequency of Repetition, Repeating information frequently helps strengthen memory.
- c) Context and Relevance, namely information that is considered relevant or related to personal experiences that are easier to remember.
- d) Memory Techniques are the use of techniques such as mnemonics, visualization, and association that can improve retention.

Information retention is very important in the process of learning, education, and skill development. It is said to be important because it helps in exploring the potential that has been carried by each student since birth. So that it becomes a place for each child to develop potential. Non-text book accessibility refers to the ability of all people, including individuals with various forms of disabilities, to access and understand book content that is not only in text form.

Child-Friendly Learning Model

Child-friendly learning model based on 3P (Provision, Protection, and Participation) and PAIKEM, affective, inventive, creative, effective, and entertaining teaching. Learning using social emotional learning that stabilizes children's emotions in achieving reading skills and reading hobbies that are expected to achieve learning goals but also lead to the formation of child-friendly schools.

Information retention for grade 1 elementary school children can be improved through accessibility of non-textbook picture books in several ways, including:

- a) Attractive Visuals: Non-text books such as picture books can attract children's attention. Colorful and attractive illustrations can help children understand concepts better.
- b) Interactive Experience, namely books that contain interactive elements, can increase children's involvement and make it easier for them to remember information.
- c) Stories and Narratives Using narrative-based story books helps children relate information to context, making it easier to remember. Simple and easy-to-understand stories are perfect for 1st graders.
- d) Repetition and Rhythm: Books with repeated words or phrases and a pleasant rhythm can help children remember information better.
- e) Relevant Themes : Choosing themes that are close to children's daily lives, such as family, friends, or pets, can increase interest and information retention.
- f) Tangible Materials Books with tactile materials, such as cloth books or books with 3D elements, can provide a fun learning experience and enhance memory.
- g) Discussion and Activities: Inviting children to discuss the books they read or do related activities can strengthen understanding and retention of information.

By applying these various approaches, accessibility of non-text books can help children to

remember and understand information better. In this discussion related to retention of non-text books regarding stories and narratives.

Likewise, there is the importance of accessibility to educational materials for elementary school students. Because it emphasizes that inaccessible materials can hinder learning and student participation, especially with special needs. In this case, of course, we must be able to identify the various challenges faced in providing accessible materials, as well as strategies to improve accessibility, such as the use of assistive technology and training for educators. So that providing accessible educational materials is a crucial step to ensure that all students, including those with special needs, can learn effectively (Duran and Duran, 2021).

The 3P Senowarsito-based learning model in this learning model is very suitable to be applied to education because it will be better known and used in the learning process. Children feel safe and protected from the dangers and punishments of their lives, so they grow healthier and braver because they are given the choice to participate (Fahmi, 2021).

With effective learning through the application of children's social emotional with the help of a 3P based learning model, it becomes a supporting force for the implementation of social emotional learning that increases children's reading motivation and by increasing the quality of reading, it will improve children's learning outcomes so that children are more focused on learning and can avoid acts of violence or bullying.

Data analysis showed that the average score of KSE and student learning outcomes was 75 out of 100, indicating a good level of KSE. Student learning outcomes were also high, with an average score of 70. The results of the correlation analysis showed that there was a significant positive relationship between KSE and learning outcomes ($r = 0.65$, $p < 0.01$) and between KSE and learning achievement ($r = 0.58$, $p < 0.01$). This indicates that information retention based on accessibility of non-textbook picture books increases KSE related to increased student academic achievement.

Accessibility Book Non- text story illustrated

Non - text Books story pictured there at each school Still limited amount his so that access For get non- text book Still become constraint in support success achievement results Study. SDN Sumurwuni creates non-text story books with pictures.



Figure 1. Non-text picture story book series 1



Figure 2. Non-Text Picture Story Book Series 2



Figure 3. Non-Text Picture Story Book series 3

CONCLUSION

Accessibility-based information retention of non-text picture story books improves Social emotional skills and learning achievement success in child-friendly schools in elementary school grade 1. Therefore, schools and parents need to pay attention to the development of KSE as part of the

education curriculum. Interventions that focus on improving KSE can be an effective strategy to encourage reading interest and improve students' academic achievement. Accessibility-based information retention of non-text picture story books improves Social emotional skills and learning achievement success in child-friendly schools in elementary school grade 1 is effective strategies will be identified for enhancing information retention and social-emotional skills through the use of picture storybooks. This approach is expected to contribute significantly to the development of child-friendly schools that prioritize not only academic excellence but also the emotional and social well-being of students.

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