



The Use of Picture Story Method in Character Building for Reading in 5-6 Years Old Children at PAUD Setia Pontianak

Received : 10 July, 2024

Revised : August 10, 2024

Accepted: September 20, 2024

Publish : September 27, 2024

Erika Susana*, Halida, Lukmanulhakim

Abstract:

This research aims to describe the use of the illustrated story method in forming characters who love reading in children aged 5-6 years at PAUD Setia Pontianak. The research method used is a descriptive method in the form of qualitative research. The subjects in the research were teachers and early childhood children on Jalan Parit Pangeran Gang Keto, Siantan Hulu, North Pontianak District, Pontianak City. The data collection techniques used in this research were participant observation, interviews and documentation. The results of the research show that: 1. Preparation for using the picture story method in forming characters who like to read in children aged 5-6 years at PAUD Setia Pontianak. Preparation is carried out by preparing the RPPH first and then determining the theme of the picture story book. 2. Implementation of the use of the picture story method in forming characters who like to read in children aged 5-6 years at PAUD Setia Pontianak, the teacher tells stories in front of the class while carrying a picture story book. 3. Evaluation of the use of the picture story method in forming the character of reading in children aged 5-6 years at PAUD Setia Pontianak to determine the level of achievement of children's development in the form of notes used to measure the level of children's success, namely written reports, checklists and portfolios in the form of notes regarding children's behavior when listening to stories written factually and truthfully. The researcher suggests that teachers preparing story books should be prepared more carefully and the selection should be more precise. The implementation of using the picture story book method should not be like lecturing. The atmosphere when telling stories can be brought into the story so that it is more enjoyable. Evaluations should be more varied to make it easier for teachers to assess. child. The implications of using the picture story method using books in forming characters who like to read in 5-6 year olds at PAUD Setia Pontianak. Teachers can apply the picture story method using books which is more exciting so that children will be happier when they hear the stories being told.

Keywords: Characters Building, PAUD, Picture Story Method, Reading

1. INTRODUCTION

Education is a human effort to grow and develop innate potentials both physically and spiritually in accordance with the values that exist in society and culture. Therefore, education needs to be supported by a good educational environment. Because the educational environment is everything that surrounds humans in interacting in the form of inanimate objects, living things, and things that occur and as a place to channel abilities to shape the development of each individual who has a strong influence on individuals (La Delfa et al., 2024).

The importance of education given to early childhood

AUD is contained in the National Education System Law Number 20 of 2003 (2003) Government Regulation on Early Childhood Education Article 1 paragraph 1, which states that "Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through the provision of illustrated storybooks useful as a means of learning as well as a learning resource that is easy to find (Eadie et al., 2024).

The use of picture storybooks is the right choice for children. Picture books are the first books owned by children in developing and exploring their world (Vaandering & Rosenzweig, 2024). The storytelling method is a way of conveying learning material through stories or stories that can attract the attention of students (Rifiyanti & Hidayat, 2024). The storytelling method is one of providing learning experiences by presenting stories to children orally. Theoretically, picture storybooks are books that contain pictures and words, but the pictures and words do not stand alone, but depend on each other to become a unified story (Jaffe, 2024). Picture storybooks are useful as a learning tool as well as a learning resource that is easy to find.

According to Hakemulder & Mangan (2024) there are two ways to check a person's passion in reading, first

Publisher Note:

CV Media Inti Teknologi stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright

©2024 by the author(s).

Licensee CV Media Inti Teknologi, Bengkulu, Indonesia. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

a person is interested in activities such as reading, so that when faced with books, individuals who have a greater desire, recognition and remembering them are directed to reading activities. Second, another approach is based on the content or object of interest, Children who have a character who love to read, have the following characteristics: 1. high curiosity 2. creative 3. independent 4. communicative 5. good and large vocabulary mastery.

The background of researchers conducting research on the use of picture story methods in the formation of characters who like to read in children aged 5-6 years at PAUD Setia Pontianak, from the results of interviews with group B homeroom teachers and observations. He said that the use of children's picture storybook methods in class B PAUD Setia Pontianak, there are still obstacles and problems that occur, namely that the teacher has used picture storybooks, but the teacher rarely applies them, the teacher also tells stories using the lecture method so that the story does not attract children's attention.

With the problems that occur in PAUD Setia, the teacher seeks to improve the character of fond of reading in children aged 5-6 years using theme books, illustrated storybooks, and illustrated posters to tell stories. Storybooks that make children at PAUD Setia love to read are illustrated storybooks that contain stories of animals or animals in the wild such as stories about Forest friend, Two inhabitants of the water guava tree, I'm not sleepy, etc. The setting of the story is in a world close to the world.

The setting of the story is in a world close to nature, children learn about the types of animals, habitats, the text is not too long, there are many illustrations of animals, the storybook is not too thick, the size of the book is adjusted to the comfort of the reader with a rectangular shape, not sharp and for the color of the storybook using bright and striking colors to attract children's attention in reading storybooks.

The importance of reading for early childhood so that children have skills in distinguishing sounds, letter symbols, colors, images, the goal is to build the

character of children who like to read picture storybooks so that with activities like this it can form the interest and character of children who like to read. And children will also recognize more new vocabulary because by reading storybooks alone children can already learn a lot and get a lot of fun reading impressions. Researchers' suggestions in shaping the character of children's love of reading are to foster children's love for reading books, provide interesting things in each reading, introduce picture storybooks to children and provide fun experiences for children. as well as to examine more deeply the use of picture storybooks, Based on this, the authors are interested in researching further about "The Use of Picture Story Methods in the Formation of Reading Characters in Children 5-6 Years of Age at PAUD Setia Pontianak".

2. MATERIAL AND METHOD

The type of research used is qualitative research. According to [Lim \(2024\)](#), "qualitative research is a research approach that reveals certain social situations by describing reality correctly, formed by words based on relevant data collection and analysis techniques obtained from natural situations". [Rahimi & khatooni \(2024\)](#) also suggests the purpose of qualitative research, namely, "Finding answers to a phenomenon or question through the application of scientific procedures systematically using a qualitative approach".

The subject of research at PAUD Setia Pontianak, group B teachers totaling 2 class teachers and children aged 5-6 years in group B PAUD Setia, totaling 23 children. The location of this research was conducted at PAUD Setia Pontianak which is located at Jalan Parit Pangeran Gang Keto, Siantan Hulu, North Pontianak District, Pontianak City. research time on January 15-26, 2024.

The implementation of this research uses the data analysis model stated above, shown in the following figure:

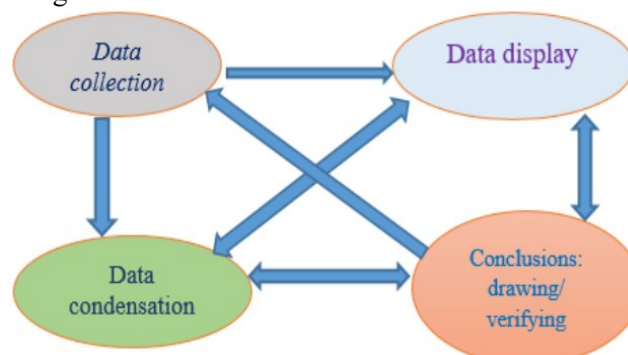


Figure 1. Components of Data Analysis

The explanation of each activity in data analysis is as follows

a. Data Reduction (Data Reduction)

Data reduction is carried out continuously until the data is completely collected, [Fernandes et al. \(2024\)](#) states that, “data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming ‘rough’ data that emerges from written notes in the field”. As we know, data reduction takes place continuously as long as data is actually collected. Thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection, and search for it when needed. The data reduced in this study relates to the use of picture story methods using books in the formation of characters who like to read at PAUD Setia Pontianak.

b. Data Presentation (Data Display)

Presentation of data is the preparation of research reports to make it easier to understand, [Turjeman & Feinberg \(2024\)](#) “after the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like “. Most often used to present data in qualitative research is narrative text”.

c. Conclusion Drawing (Verification)

Drawing conclusions is to conclude the final results of the previously described description ([Li et al., 2024](#)). The initial conclusions put forward are still temporary, and will change if no supporting evidence is found at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible conclusions.

Conclusions in qualitative research are new findings that have not previously existed ([Masrufa & Ramandani, 2024](#)). Findings can be in the form of a description or description of an object that was previously dim or dark, so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory. The conclusions made contain the use of picture story methods using books in the formation of characters who like to read at PAUD Setia Pontianak.

3. RESULT AND DISCUSSION

3.1 Result

Research on the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak. The results of research on the use of picture story methods in the formation of characters who like to read to children that researchers have done include:

1. Results of Data Reduction Regarding Preparation for the use of picture story methods in the formation of characters who like to read to children aged 5-6 years at PAUD Setia Pontianak

From the data of the results of observations made by researchers at PAUD Setia Pontianak, which is located at Jalan Parit Pangeran Gang Keto, Siantan Hulu, North Pontianak District, Pontianak City on January 15-26, 2024, the preparation of the use of the illustrated story method in the formation of characters who like to read in children was obtained, namely:

- a. Preparation for the use of picture story methods in the formation of characters who like to read to children aged 5-6 years at PAUD Setia Pontianak includes: (1) preparations made by teachers such as making lesson plans in advance before entering the theme that will be implemented for 2 weeks, (2) Teachers compile teaching materials that will later be used, some of which will be teaching materials, one of which is the use of the illustrated story method in the formation of a character fond of reading in children aged 5-6 years at PAUD Setia Pontianak. This preparation is done so that the teacher can carry out the planned activities, (3) some other media that are also used by teachers when telling stories are recreational theme picture storybooks, recreational picture cards and also posters and printed pictures.
- b. Preparation for the use of the picture story method is to (1) determine the theme of the picture storybook which of course will be used when the teacher tells the story later, the theme of the story is adjusted to the theme of learning on that day as well as in 2 weeks this is the theme of recreation so the teacher uses picture storybooks with recreational themes such as 1. Two inhabitants of the water guava tree, 2. Pak Ogi's horse, 3. Forest friend, 4. Thomas and the crow, 5. Rescue mission.



Figure 2. On Monday, January 15, the teacher prepared a picture storybook with the theme of the two inhabitants of the water guava tree



Figure 3. On Tuesday, January 16, the teacher prepared a picture storybook with the theme of Pak Ogi's hors



Figure 4. On Monday, January 22, the teacher prepared a picture storybook with the theme Forest friend

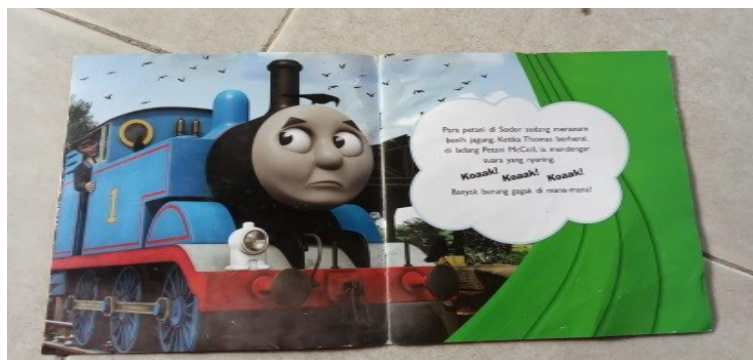


Figure 5. On Tuesday, January 23, the teacher prepared a picture storybook with the theme of Thomas and the crow

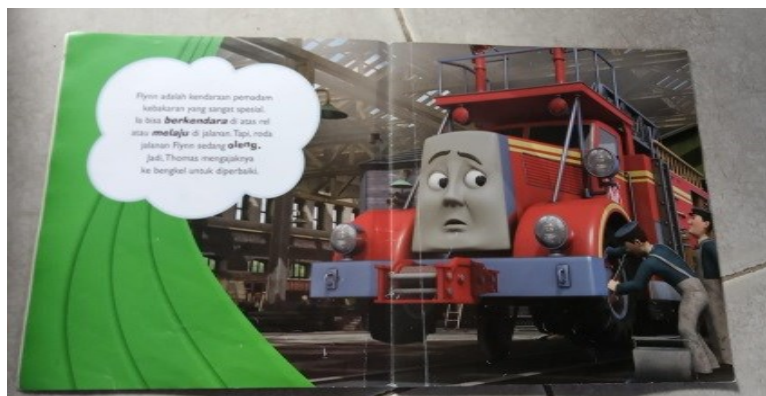


Figure 6. On Wednesday, January 24, the teacher prepared picture storybooks with a rescue mission theme

- c. Preparation for the use of the illustrated story method in the formation of a character fond of reading in children aged 5-6 years at PAUD Setia Pontianak after determining the theme of the storybook that will be used later, namely the teacher arranges the bench with a U formation. Of course, to make it easier for children to see and hear clearly.



Figure 7. The teacher prepares the classroom in a U formation to make the class atmosphere more focused and fun

2. The implementation of the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak

From the data of the results of observations made by researchers at PAUD Setia Pontianak, which is located at Jalan Parit Pangeran Gang Keto, Siantan Hulu, North Pontianak District, Pontianak City on January 15-26, 2024, it was obtained that the implementation of the use of picture storybook methods in the formation of characters who like to read in children, namely:

- a. The implementation of the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak, the class is held in the morning at 07:00 after entering the class the children are invited to line up before starting

- b. learning when the marching line takes place the children are invited to clap their hands and line up neatly after finishing the children are invited to sit down and the teacher begins to invite the children to sing Spiritual songs again after finishing the children are invited to sit back and the teacher invites the children to pray.
- b. The implementation of the use of the illustrated story method in the formation of a character fond of reading in children aged 5-6 years at PAUD Setia Pontianak, the teacher has also arranged the bench according to letter u so that when listening to the story later the child is expected to be able to see clearly the pictures in the storybook, therefore the teacher forms a class with letter U of course to make it easier for children to see and hear clearly.



Figure 8. The teacher tells stories in front of the class using picture storybooks with the theme of rescue missions, the children are so enthusiastic when listening to the story

- c. The use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak, the teacher also began telling stories using picture storybooks on the first day the researchers conducted research on January 15 on Monday, the teacher told stories using picture storybooks with the title of two inhabitants of the water guava tree who told stories about caterpillars page numbers 1-32, rectangular shape, bright and attractive storybook colors, then on Tuesday 16, the teacher tells stories using a storybook with the title forest friend the contents of the story about the diversity of animals in nature page numbers 1-16, rectangular book shape and not sharp, bright book colors.
- d. Week 2 on Monday 22 the teacher tells stories using picture storybooks with the title Pak Ogi's horse, the content of the story about Pak Ogi's horses page numbers 1-32, rectangular storybook shape, bright colors, Tuesday 23 the teacher tells stories using picture storybooks with the title Thomas and the crow, the content of the story about the crow who wants to mess up the farmer's field but Thomas comes to help the farmers page number 1-12, rectangular book shape, bright book color, on Wednesday 24 the teacher tells a story about Thomas's rescue mission, the content of the story about Thomas helping to put out the fire page number 1-12, rectangular book shape, bright book color.
- e. The teacher uses a storytelling method that sometimes the teacher is still like a lecture that looks boring and sometimes the teacher tells stories with fun, namely imitating various animal sounds, movements, sounds, but the children still respond well to the teacher in class when the teacher asks, the child retells the contents of the story, mentions pictures, colors and places. Teachers realize and want to develop the character of children's love of reading through reading books. Although there are still children who sometimes disturb classmates, the teacher quickly guides the children to listen to the teacher again, after the teacher finishes telling the story then the teacher invites the children to take out their respective recreation theme books after that the teacher also gives directions to do the questions in the theme book while guiding the children. Arriving at the end of the lesson at 08:30 the children were allowed to rest and re-enter at 09:00 the bell rang the children were invited to enter and return to sit in their respective places while the teacher prepared the teaching materials where the children were invited to write and count and mention letters, when everything was finished and it was close to the time to go home the teacher invited the children to clean up the books and writing utensils if it was finished the teacher invited the children to sing after singing the children returned to sit and pray led by one of the friends and the teacher in front of the class the school return time was 10:00.



Figure 9. The teacher invites the children to pray at the end of class by lining up facing forward with their hands folded

- f. Character development that emerges in children, children's need for reading books, actions to look for reading, pleasure in reading activities, interest in reading, desire to always read.
3. The results of data reduction on Evaluation in the use of picture story methods in the formation of characters who like to read to children aged 5-6 years at PAUD Setia Pontianak

From the data of the results of observations made by researchers at PAUD Setia Pontianak, which is located at Jalan Parit Pangeran Gang Keto, Siantan Hulu, North Pontianak District, Pontianak City on January 15-26, 2024, an evaluation of the use of the illustrated story method in the formation of characters who like to read in children was obtained, namely:

- a. Evaluation of planning on the use of picture story methods in shaping the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak, (1) by determining the theme of picture storybooks which of course will be used when the teacher tells the story later. (2) Teachers also plan the use of picture story methods in the formation of characters who like to read such as using books that will be used when the teacher tells stories, namely 1. Two

inhabitants of the water guava tree, 2. Pak Ogi's horse, 3. Forest friend, 4. Thomas and the crow, 4. Rescue mission. The conclusion of the teacher's planning evaluation prepares illustrated storybooks and also uses book media as a storytelling tool.

- b. Evaluation of the use of the illustrated story method in the formation of a character fond of reading in children aged 5-6 years at PAUD Setia Pontianak, (1) Evaluation of implementation is carried out when using illustrated storybooks in use, the teacher tells stories in front of the class while observing the children to see how the responses given have started to be quite good such as asking about the picture of the story, retelling the contents of the story, mentioning pictures, sounds and colors. (2) The teacher will evaluate the character building of children's love of reading when the storytelling activity is finished. the notes used to evaluate children are written reports, checklists, and portfolios in the form of notes on children's behavior when listening to stories written in fact and as they are. The results of the evaluation of children's ability to listen to stories can be seen in the table below:

Table 1. Evaluation of the Use of Picture Storybooks at Paud Setia Pontianak to Know the Level of Achievement of Child Development

No	Name	Evaluation
1	Jack Daniel	Mentioning pictures or story characters, children can repeat the content of the story, mention colors, ask for the content of the story again.
2	Adika	Less response, slow, less listening
3	Okta	Less response, slower, less listening
4	Aprilia	Mentioning pictures or characters of the story, the child can repeat the content of the story, mention the color, ask the content of the story again.
5	Lio	Mentioning pictures or story characters, the child can repeat the contents of the story, mention colors, ask back the contents of the story, but likes to disturb friends
6	Jerico	Less response, slow, less listening
7	Stivano	Mentioning pictures or characters of the story, the child can repeat the content of the story, mention the color, ask for the content of the story, like to disturb friends.
8	Tiara	Mentioning pictures or story characters, children can repeat the content of the story, mention colors, ask for the content of the story again.
9	Keisha	Less good response, less listening
10	Grace	Mentioning pictures or story characters, the child can repeat the content of the story, mention the color, ask back the content of the story, like to play
11	Ganeta	Mentioning pictures or story characters, the child can repeat the contents of the story, mention the colors, ask for the contents of the story again
12	Dean	Lack of listening response, busy playing with friends
13	Tiko	Less listening, less response
14	Zio	Less listening, less response
15	Andika	Less listening, less response
16	Josein	Mentioning the picture or character of the story, the child can repeat the content of the story, mentioning the color, asking about the content of the story.

No	Name	Evaluation
17	Enjelina	Mentioning pictures or story characters, the child can repeat the content of the story, mention the color, ask the content of the story again
18	Santi	Mentioning the picture or character of the story, the child can repeat the content of the story, mention the color, ask the content of the story again
19	Zilvania	Mentioning the picture or character of the story, the child can repeat the content of the story, mention the color, ask the content of the story again
20	Dea	Mentioning the picture or character of the story, the child can repeat the content of the story, mention the color, ask the content of the story again
21	Agelina	Mentioning the picture or character of the story, the child can repeat the content of the story, mention the color, ask the content of the story again
22	Dea	Mentioning the picture or character of the story, the child can repeat the content of the story, mention the color, ask the content of the story again
23	Fransisika	Mentioning the picture or character of the story, the child can repeat the content of the story, mention the color, ask about the content of the story

c. Evaluation of the use of illustrated story methods in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak, (1) As for the evaluation of the use of illustrated stories using books in the formation of the character of fond of reading in early childhood retelling the contents of the story, mentioning pictures, sounds and colors.

d. Character development that appears in children, (1) children's need for reading books, (2) actions to find reading, (3) a sense of pleasure in reading activities, (4) interest in reading, (5) the desire to always read. The conclusion about the evaluation of the use of the illustrated story method in the formation of a character fond of reading in children aged 5-6 years at PAUD Setia Pontianak is that the use of the storytelling method can increase interest and character fond of reading in early childhood so that children have a fondness for reading.

4. Results of Reduction of Teacher Interview Data About the Use of Picture Story Method in Character Building for Reading in 5-6 Years Old Children at Paud Setia Pontianak

From the data of the results of observations made by researchers at PAUD Setia Pontianak, which is located at Jalan Parit Pangeran Gang Keto, Siantan Hulu, North Pontianak District, Pontianak City on January 15-26, 2024, obtained Interviews on the use of picture story methods in the formation of characters who like to read in children, namely:

a. Preparation for the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) Before carrying out learning activities the teacher prepares lesson plans or teaching materials that will be used in

addition to those that have also been prepared by the teacher such as (b) picture story books that will be used, (c) then arranges the classroom layout in the form of a u formation so that when children listen to the teacher telling stories it is more careful and exciting, (d) the method used is a storytelling method that invites children to interact with each other, ask questions, children are able to retell the contents of the story.

b. Teacher evaluation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) The evaluation carried out by the teacher when the teacher is telling stories in front of the class, of course the teacher observes the behavior and response of the children to the story being told, (b) the evaluation is carried out by directly recording the events that occur when the teacher tells the story as for the teacher's evaluation such as the child's response, the child is able to answer questions, ask questions, retell the contents of the story, recognize colors and sounds.

c. How many times do teachers use picture storybooks in shaping the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) 2-3 times a week on Monday, Tuesday, Thursday.

d. The implementation of the use of the illustrated story method in shaping the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) Implementation is carried out in the classroom when learning hours have started. (b) The teacher tells stories in front of the class using illustrated storybooks that are adapted to the learning theme of the day.

e. When teachers can use picture stories in shaping the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) Monday, Tuesday, Thursday.

- f. Why the use of picture story method can shape the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) Because reading can stimulate the character of fond of reading in aud through interesting stories such as shops or pictures in the story, color, content and place of the story.
 - g. Who has an important role to shape the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) Teachers certainly have an important role at school in shaping the character of reading in aud through readings or picture storybooks so that they can shape the character of reading in aud.
 - h. Where the activities of using the illustrated story method are used in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak can be carried out including: (a) In the PAUD classroom
 - i. Is there a role of teachers, and children with the use of picture story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) Of course there is because the role of the teacher and the child is very important in the formation of the character of fond of reading in aud, the teacher of course as a facilitator who prepares the storybook, while the child receives the reading from the teacher.
 - j. The use of illustrated story methods such as what can shape the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak includes: (a) The storybooks used when the teacher tells forest friend, rescue mission, Thomas and the crow, Pak Ogi's horse, two residents of the water guava tree.
1. Preparation for the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak

Preparation for the use of illustrated story methods in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak. Teachers prepare picture storybooks in the formation of characters who like to read in early childhood.

- a. Preparation for the use of illustrated stories in the formation of characters who like to read in aud is prepared before entering a new learning theme, namely the current theme/sub-theme of recreation carried out for 2 weeks. As for the content of the recreation story, the teacher tells stories about children who are on recreation, 16 the teacher introduces tourist attractions, 17 the teacher introduces objects in the surrounding environment, 18 the teacher tells about various animals, 19 the teacher tells about the word of God, 22 the teacher introduces recreational equipment such as tents, 23 the teacher introduces recreational equipment, 24 the teacher introduces recreational equipment, 25 the teacher introduces recreational equipment, 26 the teacher tells about the word of God.
- b. In preparation for the use of illustrated stories, of course, the teacher prepares teaching materials such as lesson plans that have been made before, in the lesson plans, of course, there are storytelling activities that have been written by the teacher and will later be implemented during learning hours.
- c. [Prayitno et al. \(2024\)](#) says that the Daily Activity Plan (RKH) describes the procedure and organization of learning activities that will be carried out to achieve a basic competency (KD) that has been determined in the content standards (SI) and described in the RKH. In preparing a daily activity plan, the following steps can be taken:
 - Filling in the identity column
 - Determining the time allocation required for the meeting that has been set
 - Determine the SK, KD, and Indicators to be used which are found in the syllabus that has been compiled.
 - Formulate learning objectives based on the SI, KD, and Indicators that have been determined (more detailed than KD and Indicators).
- d. Preparation of picture storybooks in the formation of characters who like to read in

3.2 Discussion

In this section, the results of observations, the results of interviews and the results of documentation that have been carried out by researchers regarding the preparation for the use of picture story methods in the formation of characters who like to read in early childhood, the implementation of the use of picture story methods in the formation of characters who like to read in early childhood, evaluation of the use of picture story methods in the formation of characters who like to read in early childhood.

Method in the formation of characters who like to read in early childhood at Jalan Parit Pangeran Gang Keto, Siantan Hulu, Pontianak Utara District, Pontianak City.

children, teachers prepare picture storybooks with the theme of forest friends, rescue missions, Thomas and crows, Pak Ogi's horse, two inhabitants of the water guava tree which will be used for 2 weeks, namely in the first week on Monday and Tuesday, in week 2 on Monday, Tuesday and Wednesday. On January 15 on Monday, the teacher tells stories using picture storybooks with the title two inhabitants of the water guava tree who tell stories about caterpillars, page numbers 1-32, rectangular shape, bright and attractive storybook colors, then on Tuesday 16, the teacher tells stories using storybooks with the title forest friend the contents of the story about the diversity of animals in nature, page numbers 1-16, rectangular book shape and not sharp, bright book colors.

Week 2 on Monday 22 the teacher tells stories using picture storybooks with the title Pak Ogi's horse, the content of the story about Pak Ogi's horses, page numbers 1-32, rectangular storybook shape, bright colors, Tuesday 23 the teacher tells stories using picture storybooks with the title Thomas and the crow, page number 1-12, rectangular book shape, bright book color, 24th Wednesday the teacher tells a story about Thomas's rescue mission, the content of the story about Thomas helping to put out the fire, page number 1-12, rectangular book shape, bright book color.

- e. Arranging the class arranges the bench according to letter u so that when listening to the story later the child is expected to be able to see clearly the pictures in the storybook, therefore the teacher forms the class with letter u of course to make it easier for children to see and hear clearly. According to [Three & Hanif \(2024\)](#) that classroom management is the ways that teachers take in creating a classroom environment to avoid chaos and provide opportunities for children to achieve academic and social goals. The use of Setting Class U formation is one of the teaching and learning strategies that has the level of application of PAIKEM, Active, Innovative, Creative, Effective, and Fun Learning is a teaching activity that provides principles on ways to deliver varied subject matter (not monotonous) and is able to develop a broad discussion so that students are happy not forced, and students are more excited, motivated to take part in learning activities and ultimately can easily accept and master the learning material delivered by the teacher.

2. The implementation of the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak

Implementation of the use of picture story method in the formation of character fond of reading in children aged 5-6 years at PAUD Setia Pontianak. Teachers tell stories using picture stories in the formation of characters who like to read in early childhood:

- a. The implementation of the use of picture story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak is carried out in the classroom.
- b. The teacher tells the story in front of the class while carrying a picture storybook that has been prepared beforehand then the teacher also uses the picture storybook which is faced in front of the children when the teacher has started telling stories many children are so happy and like they start to respond to the teacher by repeating the words the teacher says and also mentioning the characters, places, colors that are drawn after being in the middle of the story the children are increasingly curious about the contents of the story a lot of them when listening while retelling the contents of the story to come forward because they want to retell the contents of the story this certainly makes the teacher more excited in telling stories because children really like to listen to stories.
- c. Picture storybooks used specifically for early childhood 5-6 years according to the age level of children who are not too much text, and are dominated by pictures and bright colors.
- d. Character development that appears in children, according to [Griffin & Mindrila \(2024\)](#) regarding indicators of a person's love of reading, namely: children's need for reading books, actions to find reading, a sense of pleasure in reading activities, interest in reading, the desire to always read.
3. Evaluation of the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak

Evaluation of the use of the illustrated story method in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak, namely early childhood retelling the contents of the story, mentioning pictures, sounds and colors.

4. CONCLUSION

Based on the results of research and discussion that researchers conducted regarding the use of picture story methods in the formation of the character of fond of reading in children aged 5-6 years at PAUD Setia Pontianak, in general it can be concluded that the use of picture stories that can form the character of fond of reading in children, The specific conclusions that researchers have obtained from the results of this study include:

1. Preparation of picture story books

In preparation for the use of picture story methods in the formation of characters who like to read to children, the teacher prepares picture storybooks with the theme of forest friend, rescue mission, Thomas and crow, Pak Ogi's horse, two residents of the water guava tree which will be used for 2 weeks, namely in the first week on Monday and Tuesday, in week 2 on Monday, Tuesday and Wednesday.

2. Implementation of picture storybooks

Carried out in the classroom, the teacher tells stories in front of the class while carrying a picture storybook that has been prepared beforehand then the teacher also uses the picture storybook which is faced in front of the children when the teacher has started telling stories many children are so happy and like they start responding to the teacher by repeating the words the teacher says and also mentioning the characters, places, colors in the picture after being in the middle of the story the children are increasingly curious about the contents of the story a lot of them when listening while retelling the contents of the story to come forward because they want to retell the contents of the story this certainly makes the teacher more excited in telling stories because children really like to listen to stories.

3. Evaluation of characters who like to read

Evaluation is the level of achievement of children, the evaluation used to measure the character of fond of reading in PAUD Setia Pontianak children in the form of written reports, checklists, and portfolios in the form of notes on children's behavior when listening to stories written in fact and as it is.

AUTHOR INFORMATION

Corresponding Authors

Halida, Universitas Tanjungpura, Indonesia

 <https://orcid.org/0009-0004-5852-5798>

Email: halida@gmail.com

Lukmanulhakim, Universitas Tanjungpura, Indonesia

 <https://orcid.org/0009-0009-0591-9781>

Email: lukmanulhaq@gmail.com

Authors

Erika Susana, Universitas Tanjungpura, Indonesia

 <https://orcid.org/0009-0006-9372-6506>

Email: erikasusana284@gmail.com

REFERENCE

- Eadie, P., Page, J., Levickis, P., Elek, C., Murray, L., Wang, L., & Lloyd-Johnsen, C. (2024). Domains of quality in early childhood education and care: A scoping review of the extent and consistency of the literature. *Educational Review*, 76(4), 1057–1086.
<https://doi.org/10.1080/00131911.2022.2077704>
- Fernandes, V., Carvalho, G., Pereira, V., & Bernardino, J. (2024). Analyzing Data Reduction Techniques: An Experimental Perspective. *Applied Sciences*, 14(8), 3436.
<https://doi.org/10.3390/app14083436>
- Griffin, R. A., & Mindrila, D. (2024). Teacher Reading Motivation: Factors and Latent Profiles. *Literacy Research and Instruction*, 63(1), 42–78.
<https://doi.org/10.1080/19388071.2022.2153763>
- Hakemulder, F., & Mangen, A. (2024). Literary Reading on Paper and Screens: Associations Between Reading Habits and Preferences and Experiencing Meaningfulness. *Reading Research Quarterly*, 59(1), 57–78.
<https://doi.org/10.1002/rrq.527>
- Jaffe, Y. (2024). A Picture Is Worth 1,000 Words: A Reflection on Art-Based Assignments for the Study of Traditional Jewish Texts. *Journal of Jewish Education*, 90(2), 93–124.
<https://doi.org/10.1080/15244113.2024.2341472>
- La Delfa, J., Garrett, R., Lampinen, A., & Höök, K. (2024). How to Train Your Drone: Exploring the umwelt as a design metaphor for human-drone interaction. *Designing Interactive Systems Conference*, 2987–3001.
<https://doi.org/10.1145/3643834.3660737>
- Li, H., Hao, Y., Zhai, Y., & Qian, Z. (2024). Enhancing Static Analysis for Practical Bug Detection: An LLM-Integrated Approach. *Proceedings of the ACM on Programming Languages*, 8(OOPSLA1), 474–499.
<https://doi.org/10.1145/3649828>
- Lim, W. M. (2024). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*.
<https://doi.org/10.1177/14413582241264619>

- Masrufa, B., & Ramandani, A. D. (2024). Sinergi Kepemimpinan dan Literasi: Upaya Kepala Sekolah dalam Mengembangkan Perpustakaan Sekolah. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 4(1), 40–55.
<https://doi.org/10.54437/irsyaduna.v4i1.1550>
- Prayitno, H., Rahmad, I. N., Amalia Chusna, C., Saryanto, S., & Wiliyanti, V. (2024). Analysis of The Influence of Effective Teaching Methodology, Knowledge of Curriculum Design and Class Mastery on The Effectiveness of Teaching and Learning Activities. *Journal on Education*, 6(4), 20641–20646.
<https://doi.org/10.31004/joe.v6i4.6156>
- Rahimi, S., & khatooni, M. (2024). Saturation in qualitative research: An evolutionary concept analysis. *International Journal of Nursing Studies Advances*, 6, 100174.
<https://doi.org/10.1016/j.ijnsa.2024.100174>
- Rifiyanti, H., & Hidayat, S. (2024). Exploring the Significance of Storytelling and Retelling Activities in English Language Learning. *Tamaddun*, 23(1), 135–148.
<https://doi.org/10.33096/tamaddun.v23i1.647>
- Three, E., & Hanif, Muh. (2024). Manajemen Stress Guru Sekolah Luar Biasa Untuk Membimbing Anak Berkebutuhan Khusus di SLB Purba Adhi Suta Purbalingga. *Journal on Education*, 6(4), 20711–20721.
<https://doi.org/10.31004/joe.v6i4.6178>
- Turjeman, D., & Feinberg, F. M. (2024). When the Data Are Out: Measuring Behavioral Changes Following a Data Breach. *Marketing Science*, 43(2), 440–461.
<https://doi.org/10.1287/mksc.2019.0208>
- Vaandering, A. G., & Rosenzweig, J. W. (2024). Every color of the rainbow: a framework for analyzing LGBTQIA+ representation in children's picture books. *Journal of LGBT Youth*, 21(1), 150–179.
<https://doi.org/10.1080/19361653.2023.2182395>