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## **Developing Electronic-Based Picture Storybooks to Enhance Student Learning Motivation**

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**Abstract.** The purpose of this development research is to (1) determine the design of the development of illustrated storybook media for Pancasila and Citizenship Education subjects to maximize learning motivation for students of class II MI Roudlatul Huda (2) determine the appropriateness of the media for illustrated storybooks for Pancasila and Citizenship Education subjects. in order to maximize learning motivation for students of class II MI Roudlatul Huda (3) to determine the effectiveness of picture storybook media for Pancasila and Citizenship Education subjects in order to maximize learning motivation for students of class II MI Roudlatul Huda. The development and research of this method use the type of researching your research development (RnD). The development procedure uses the ADDIE model with five stages, namely (1) the analysis phase, (2) the design phase, (3) the development phase, (4) the implementation phase, (5) the improvement phase. This research was conducted at MI Roudlatul Huda Bibrik, Jiwan District, Madiun Regency. This data collection technique uses interviews and questionnaires. Data analysis using quantitative and qualitative data. The results of the development were carried out by researchers in the form of printed media learning media, namely the Picture Story Book media for Pancasila and Citizenship Education lessons, my daily task material. The results of research and development meet the criteria of validity, material experts get 73% and media experts get 85%. The results of the trial on MI Roudlatul Huda class II students to assess the attractiveness of the Picture Story Book by 97%. The results of students' learning motivation obtained an average score of 81 for the control class and 87 for the experimental class. Therefore, the development of picture storybook media is appropriate for students.

**Keywords.** picture storybooks; motivation to learn; the covid-19 pandemic

**Abstrak.** Tujuan penelitian pengembangan ini adalah untuk (1) mengetahui desain pengembangan media buku cerita bergambar mata pelajaran Pendidikan Pancasila dan Kewarganegaraan untuk memaksimalkan motivasi belajar siswa kelas II MI Roudlatul Huda (2) menentukan kelayakan media untuk bergambar buku cerita mata pelajaran Pendidikan Pancasila dan Kewarganegaraan, guna memaksimalkan motivasi belajar siswa kelas II MI Roudlatul Huda (3) untuk mengetahui keefektifan media buku cerita bergambar mata pelajaran Pendidikan Pancasila dan Kewarganegaraan guna memaksimalkan motivasi belajar siswa kelas II MI Roudlatul Huda. Pengembangan dan penelitian metode ini menggunakan jenis penelitian pengembangan penelitian (RnD). Prosedur pengembangan menggunakan model ADDIE dengan lima tahapan yaitu (1) tahap analisis, (2) tahap perancangan, (3) tahap pengembangan, (4) tahap implementasi,

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(5) tahap perbaikan. Penelitian ini dilakukan di MI Roudlatul Huda Bibrik Kecamatan Jiwan Kabupaten Madiun. Teknik pengumpulan data ini menggunakan wawancara dan kuesioner. Analisis data menggunakan data kuantitatif dan kualitatif. Hasil pengembangan yang dilakukan peneliti berupa media pembelajaran media cetak yaitu media Buku Cerita Bergambar pelajaran Pendidikan Pancasila dan Kewarganegaraan, materi tugas harian saya. Hasil penelitian dan pengembangan memenuhi kriteria validitas, ahli materi mendapatkan 73% dan ahli media mendapatkan 85%. Hasil uji coba pada siswa kelas II MI Roudlatul Huda menilai daya tarik buku cerita bergambar sebesar 97%. Hasil motivasi belajar siswa diperoleh skor rata-rata 81 untuk kelas kontrol dan 87 untuk kelas eksperimen. Oleh karena itu, pengembangan media buku cerita bergambar tepat untuk siswa.

**Kata kunci.** buku cerita bergambar; motivasi belajar; pandemi covid-19

## INTRODUCTION

The most threatening situation right now is the Corona Virus Pandemic that is spreading all over the world. All aspects of life are affected, including education. In Indonesia, the teaching and learning process has been severely disrupted by the pandemic. In order to prevent the spread of this virus outbreak, the government requires the government to issue a policy of implementing limited online learning (Bahn, 2020; Lubis & Dasopang, 2021; Marwanto, 2021; Taylor et al., 2020). This rapid change then raises problems in schools.

Several studies have been carried out, one of which describes the condition of education in Indonesia facing the COVID-19 pandemic (Aliyah & Katiah, 2021; Georgia, 2020; Lubis & Dasopang, 2021; Marwanto, 2021; Nandya & Sari, 2020; Syah, 2020; Taylor et al., 2020). The results of the study show that during the online learning process pandemic, there are obstacles, including 1) the limited competence of teachers in mastering technology; 2) supporting capacity of the infrastructure that is less supportive; 3) limited internet network access in each area; 4) lack of budget to support; 5) teachers' skills in using technology in online learning are low; 6) the readiness of parents in accompanying children when studying at home is lacking; 7) the number of assignments given to students. On the other hand, the learning process in the classroom is still dominated by the use of WhatsApp, google classroom, meet, zoom and others (Aliyah & Katiah, 2021; Marwanto, 2021; Napitupulu, 2020). The impact certainly interferes with mental health and also students' learning motivation (Lubis & Dasopang, 2021; Marwanto, 2021; Mustafa, 2020; Nandya & Sari, 2020; Purwanto et al., 2017). Therefore, innovation is needed in dealing with obstacles during a pandemic like this.

This pandemic has been going on for almost half a year, students need motivation, namely overcoming obstacles in online learning. Especially at the elementary school or Madrasah Ibtidaiyah level. This looks at the characteristics of students at the elementary level, facing greater challenges when compared to the levels above. One of them is because, at the basic level, students' ability to use technology when online learning is dominant is mostly limited to using WA groups (Aliyah & Katiah, 2021; Marwanto, 2021; Nandya & Sari, 2020; Purwanto et al., 2017). Although several innovations were made by the teacher by developing media, one of which was learning videos.

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However, not many can develop the making of learning videos. This cannot be separated from the ability of teachers and limited facilities (Kemendikbud, 2020; Nandya & Sari, 2020). However, in the online learning process during the covid-19 pandemic. There are opportunities that become the advantages of online learning, including (1) increasing ability in information technology management; (2) the implementation of learning is not limited by space and time, can be accessed anywhere and anytime; (3) with the internet, there are more and more learning resources that are easily accessible for learning activities (Lubis & Dasopang, 2021). With these various advantages, it will certainly help students in the varied online learning process and make students' learning motivation in online learning become a spirit of learning.

Motivation in students requires active and creative learning, namely by making learning instruments/materials by developing varied learning media not only based on picture storybook learning videos (Harjanti et al., 2019). The advantage of picture storybooks is that they are packaged in easy-to-understand language and are accompanied by pictures with attractive colors for students, so this makes students' reading interest even better (Suryani et al., 2021). This is in line with Rina's opinion that illustrated storybooks foster positive stimulation for every student who reads them. These stimuli will foster a good stimulus for students in terms of the relationship between neurons (Purwani, 2021). Meanwhile, according to Yulita, the learning process that can foster students' imagination power is through stories in reading books. Stories can always attract students because in the story there is a storyline that is easy for students to understand and understand because it is based on the mindset of students at their age and is accompanied by pictures that can increase students' imagination of the storyline (Suryani et al., 2021). This illustration shows that picture storybooks can be one of the innovations that teachers can develop in online learning in elementary schools.

According to several research results (Achmad et al., 2018; M. A. Lestari et al., 2017; Lubis & Dasopang, 2021; Marwati et al., 2020; Miranda, 2018; Nur Shawmi et al., 2021; Rosyana et al., 2021; Sari & Wardani, 2021; Suryaningsih & Fatmawati, 2018) the effectiveness of picture storybooks is very good in increasing the learning motivation of elementary school students. So it is necessary to develop in making picture storybooks. This is because when the learning process is carried out online. The development of picture storybooks must adapt in electronic/digital form. According to Ady et. all. This electronic storybook can be developed as a learning media that has benefits for overcoming learning problems and increasing the learning motivation of elementary school students (Achmad et al., 2018). Therefore, at the lower grade level, the elementary school requires learning media that are in accordance with the characteristics of students.

The occurrence of teaching and learning activities in one of the subjects is still a problem that often occurs during the COVID-19 pandemic. Based on the results of a preliminary study on second-grade teachers at MI Raudlatul Huda, Madiun Regency, there are problems in the implementation of online learning. The problem is that students have difficulty in distinguishing daily tasks at home, the problem of teaching and learning activities is not quickly resolved. This is added by the ability of grade II students in using technology that is still low when learning online with parental assistance. While the learning process during the COVID-19 pandemic, the government issued a policy of issuing an emergency curriculum by emphasizing everyday life (SE No 2 Tahun 2020

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tentang Pencegahan dan Penanganan Corona Virus Disease (COVID-19) DI Kementerian Pendidikan Dan Kebudayaan, 2020). The emergency curriculum emphasizes the steps in the student learning process from home that are closely related to everyday life. Meanwhile, in the daily process of the teacher delivering material by sending material through WAGs and daily assignments. Then the parents convey to the child the material and the task.

Based on these data, it appears that there are various problems in class II students of MI Roudlatul Huda, Madiun Regency, namely (1) learning outcomes are less than optimal for class II students when the learning process is from home; (2) teachers are still limited to using improvised teaching and learning media, and have not become an attraction for students, namely Curriculum 2013 books, educators' books and student books (3) there is no availability of illustrated storybooks/learning media that are suitable for students' needs, especially lessons PPkn my daily activities; (4) The role of parents in assisting children in learning is still lacking; (5) Students are getting bored with the monotonous routine of online learning from home every day. So it is necessary to develop a learning media that can increase students' learning motivation during online learning, one of which can use picture story books as media.

The use of picture storybook media can build students' learning motivation during the learning process during a pandemic. This is based on the results of research from Rohma in 2021 showing the results of filling out observation sheets student response questionnaires by observers on field trials showed that the media developed was interesting and could help students practice their German reading skills (Rohma, 2021). The results of the same research conducted by Suci et al, Annisa et al, show that the use of picture story book learning media can improve student learning outcomes at the elementary school level. (Nurul & Abbas, 2013; Satriyani & Yanto, 2020). Therefore, the use of picture story book learning media is very good if it is developed to increase students' learning motivation of class II students at MI Roudlatul Huda, Madiun Regency.

Based on the description of the background, the problem is regarding the development of picture storybook learning media to increase students' motivation to learn from home. It is necessary to develop learning media in the form of electronic books that can be studied using technology. The electronic/digital storybook has pictures and explanations to make it easier for students to learn by using their parents' mobile devices at home. The storyline is developed contextually and refers to daily activities and the characteristics of class II students at MI Raudlatul Huda, Madiun Regency, the theme of activities of daily life. Therefore, this study will develop an electronic/digital picture storybook learning media to increase the learning motivation of class II students at MI Roudlatul Huda, Madiun Regency.

## **RESEARCH METHODS**

This study has the aim of developing a media picture storybook, the thematic subject of Pancasila Education and Citizenship, the theme of daily tasks, sub-theme of daily tasks at home. Therefore, this study uses a methodology utilizing research and development (RnD) procedures. Research on the development of learning media uses the ADDIE model. The research instrument uses questionnaires, interviews and

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observations. This model includes five overall design stages in the development of electronic/digital picture storybooks that can create a systematic product, including 1) Analysis stage; 2) Design stage; 3) Development stage; 4) Implementation stage; 5) Repair stage.

The product trial aims to obtain and collect data as a basis for determining the validity and attractiveness of the product that has been created by the researcher. The trial steps carried out include 1) Trial design; 2) test subjects; 3) Trial data; and 4) Expert test. Collecting data in this study is the researcher using instruments, among others, in the form of interviews and questionnaires. The subject of this research is class II MI Roudlatul Huda, Madiun Regency. The selection of research locations based on the results of the pre-research conducted found obstacles in the learning process in class II at MI Roudlatul Huda Madiun Regency.

Data analysis in this study was carried out using qualitative and quantitative analysis techniques. The analysis of the results of the tests carried out to measure the level of understanding of students in a limited trial in the field was carried out using experiments by comparing the results before and after using a one-group experimental design with Pre-Test and Post-Test (one group Pre-test-post-test design) because this design provides an initial test before treatment.

## **RESULTS AND DISCUSSION**

Research and development of media products were carried out at MI Roudlatul Huda Bibrik Jiwan Madiun and MI Mambaul Ulum with 20 grade 2 students as subjects. This product media produces picture storybooks, namely printed book media or reading books containing pictures according to attractive illustrations of figures, explanations according to pictures, mandates, and also evaluation questions. In accordance with Pancasila and Citizenship Education lessons with the theme of my daily tasks at home. This book can be used by grade 2 students with direct learning individually or in groups. The research and development of this picture storybook media use the research and development (RnD) method. With the ADDIE model (Analyze, Design, Development, Evaluation, Implementation) the development of electronic/digital picture storybooks with the theme of PPKn maple daily tasks.

The first step is to analyze the needs related to the storyline, characters, student characteristics, and basic competencies used. The next step is to develop the design of the picture storybook after conducting a related needs analysis. The initial design starts on the cover. The front cover consists of the title of the material that has been developed, designed in such a way that the reader knows about Siti's daily activities at home with her father, mother, and sister, with attractive colors and elegant images that are suitable for the lower class especially grade 2 Madrasah Ibtidaiyah.

In the next section, the description and objectives of developing an electronic picture storybook are included. The goal is for readers to know the contents of the picture storybook by writing interesting descriptions and pictures. The contents section contains the first page Siti is in the village with her father, mother, and also her biological sister, Siti is a diligent and devoted child to both parents. He is in the 2nd grade of Elementary School. Page two Siti every morning goes to school with her friends. She is very diligent, obedient to the teacher, and always obeys the school rules, every time there is homework,

she always does it.

In the schoolyard there is a celebration on August 17th, and Siti's friends are required to wear traditional clothes and they like to wear various traditional clothes and they are tolerant of each other. Page four when Siti comes home from school, Siti helps her father in gardening, starting from planting flowers, giving fertilizer, and also watering flowers. Page five in the afternoon Siti carried out activities ranging from reciting the Koran with Ustadz and also praying Asr in congregation with other friends. Page six, Siti's night activities always help her sister study and play together. Siti is a sister who loves and cares for her sister.

Page seven, on holidays Siti and Mother go to the supermarket to shop for their daily needs. Siti helped carry my mother's groceries. Page eight, after coming home from the supermarket, mother and siti rushed to the kitchen to cook food for my father and sister. On page nine, Siti and Mother are preparing food for the family, and they really enjoy the food that has been provided. Page ten, the moral message is addressed to the lower class 2nd graders with the aim of being devoted to both parents.

From the design, then testing of the electronic picture storybook media was carried out to validators of media experts and design experts. The results from the material experts show that based on the results of the percentage of validity, the level of achievement of 73% of validity qualifications is quite interesting. According to the validator, the graphic aspect is quite interesting because it is full color. The data shows the material used as material for developing electronic picture storybook media in accordance with the Basic Competencies, indicators, and selected materials. The learning process here has a motivation, namely a series of storylines that are developed containing the value of a moral message in it. In addition, the storylines in picture storybooks are made according to children's characteristics and packaged in language that is easy for children to understand because it is suitable for children. This is one of the advantages of developing this media.

The product of the development of expert validation of learning materials is in the form of picture storybooks, Pancasila Education lessons, and Citizenship materials for daily activities. The level of validity reaches 83% then the media is feasible and valid. According to the validator, the media developed by researchers is worthy of trial by potential users and is very useful for children. The advantage of using learning media is that it helps facilitate the delivery of messages to students. This then stimulates students to be interested in learning and fosters motivation in learning. The message conveyed by the teacher can be easily captured by students with their imagination following the storyline in the picture book. The validation results from the media expert showed that this picture storybook media was declared feasible for product trials in the experimental class to see the attractiveness of the product.

The results of the attractiveness of picture storybooks refer to the results of field tests which show students' responses to using a questionnaire to picture storybooks during the study. The results of the questionnaire from students showed the level of reaching 97% of the percentage of media attractiveness was attractive and feasible. According to the grade 2 student at MI Raudlatul Huda Bibrik, the following are: (1) a cover that fits the theme of my daily assignments and the characteristics of the lower class. (2) the contents of the book contain objectives and descriptions that aim to find out

the purpose of the contents of the book and also the materials are written are very clear and according to the theme. (3) there are interesting pictures that are in accordance with the knowledge about daily activities at home. (4) there is a very detailed explanation regarding my daily task material. (5) according to Siti and Zahroh the illustrated storybook contains evaluation questions that aim to make it easier for students to learn. (6) the format of the letters in accordance with the characteristics of the child so as to make it easier for the child to catch the message conveyed in the picture storybook. Student motivation itself is born from within students and someone who has made them rise to continue to be enthusiastic in learning and achieving their goals.

Other supporting data is the results of the control class students' motivation from the grade 2 pre-test and post-test scores totaling 20 MI Mambaul Ulum Ngetrep students, namely when the 2nd-grade students only used books from the government, the average score obtained from the pre-test was 50 and the post-test score was 81. The results of the experimental class motivation. The results of the pre-test and post-test scores of grade 2 students amounted to 20 MI Roudlatul Huda Bibrik when the researchers used picture books as media with the aim of increasing students' learning motivation. The average value of the pre-test is 53 and the post-test score is 87. Then the post-test results from the experimental class increase by 35%, so it is declared valid and can be used. It can be concluded that there are significant differences in students' learning motivation in Pancasila and Citizenship Education subjects between classes that do not use class products that use picture storybook media products.

Judging from the relatively high average results, namely the experimental class compared to the control class. The results of the two classes can be seen from the different treatments, namely the experimental class using picture storybooks and the control class using only student books. The results of the students' learning motivation of MI Roudlatul Huda Bibrik, namely Pancasila Education and Citizenship subjects, my daily task material greatly improved with the illustrated storybook because the book contained explanations, pictures that matched the material and there were also material evaluation questions about my daily tasks day.

### *1.1. The results of the design of the development of picture book media for PPKn subjects to increase learning motivation for grade II students of MI Roudlatul Huda*

The development of learning media during the COVID-19 pandemic must be creative and innovative. This is based on the facts of the results of studies of several studies that show obstacles in online learning (Basilaia & Kvavadze, 2020; Lubis & Dasopang, 2020; Marwanto, 2021; Nandya & Sari, 2020). Therefore, it takes the ability of teachers to develop learning media. One of them is through the development of electronic picture storybook learning media. This is important because, in the online learning process, many facts in the field use WhatsApp groups in its implementation.

The ability to develop media in this era is very much needed by teachers to reduce obstacles in the online learning process. Using learning media can make it easier for teachers in the online learning process during a pandemic that requires distance learning (Kemendikbud, 2020). Learning media is essentially a message conveying tool that is made to make it easier to capture the message conveyed (Nur Shawmi et al., 2021). So

that people who receive messages can be encouraged and involved in learning after capturing messages from the media. The design used in the media must really be adjusted to the content standards and also basic competencies, in making learning media it is necessary to design experts, media, and also facilitators as suggestions or input for the media they make.

Picture storybooks are media that contain pictures and writings, books including printed book media (Ramadhani & Setyaningtyas, 2021). Printed books are media that only have elements of verbal or written symbols, such as books, modules, bulletins, and so on. So the media is a source or immigrant in the learning process as well as a change in learning to increase motivation in learning. The results of this study indicate a variety of learning media that support the online learning process. It is very different as teachers are encouraged to be creative, innovative and also have to adjust the material to be delivered. This is in accordance with the results of previous research, related to increasing students' learning motivation (Kurniawati & Koeswanti, 2020; Lubis & Dasopang, 2020; Marwati et al., 2020).

An important role in designing instructional media products depends on the ability of the teacher as well as the results of this study, in determining the components that will become supporters in the development of picture storybook learning media (Sari & Wardani, 2021). These components are arranged and designed by adjusting the planning in learning. The series developed is in accordance with what Miranda did, starting from determining KD, material indicators to the characteristics of students who will use learning media in learning steps in developing storytelling picture book media in this study (Miranda, 2018). One of the most important is the component of the material that will be delivered through learning media to make this electronic picture storybook. Like a teacher, must master the material that will be developed into learning media. However, how to develop learning products that suit the characteristics of this child is a separate obstacle according to Sari's study (Sari & Wardani, 2021). Other factors such as determining the layout of the image, choosing the character, the color of the image, and the type of letter often become obstacles in itself. This is what causes the delivery of messages through learning media to be not maximally captured by students.

The category of various models is that there are various factors to be used as a framework in developing picture storybook media, referring to indicators, materials developed into media. Not only in the plot but in the pictures, colors, and also the writing must be in harmony with the storyline. So that includes the visual appearance, the description of the components in it, the benefits contained in the model, and also the scope of the material.

### *1.2. Proper results Development of picture book media for Civics subjects to increase learning motivation for class II students of MI Roudlatul Huda*

The development of learning media for electronic picture storybooks at MI Roudlatul Huda, Madiun district, shows that the data exposed in the research results are feasible and appropriate to be applied. The results of this study support the results of several other studies (Achmad et al., 2018; Kurniawati & Koeswanti, 2020; M. A. Lestari et al., 2017; Lubis & Dasopang, 2021; Nur Shawmi et al., 2021; Sari & Wardani, 2021; Suryaningsih & Fatmawati, 2018). This is based on studies related to media development

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which must include the feasibility of a learning media that is able to convey messages to students according to student characteristics.

The implementation of learning using learning media based on electronic picture storybooks at MI Roudlatul Huda, Madiun Regency supports the concept of developing learning media. There is a foundation in the implementation of the development of learning media, among others; (1) the material developed is in accordance with the lives of students so that the message in the story is easily captured by students. (2) the characterizations in the storyline and the pictures are made familiar with the students' imaginations. (3) Determination of color and type of writing affects students' interest in capturing messages in a picture storybook learning media (Sari & Wardani, 2021). Teachers can organize teaching components appropriately. When the media development can be right, of course, it really helps increase students' motivation to read the digital picture storybooks that were developed.

In addition to messages in the form of material contained in the curriculum. By using digital picture storybook learning media in class II MI Roudlatul Huda Kab. Madiun can insert character values in the storyline. This is in accordance with a study conducted by Dian (Miranda, 2018), showing the results of developing picture storybook learning media can insert the cultivation of religious characters, tolerance, friendship, social care, discipline, and love of peace to students. This is in accordance with several research results, including: (Kurniawati & Koeswanti, 2020; Nur Shawmi et al., 2021; Satriyani & Yanto, 2020) which can increase student learning motivation.

According to Lubis, picture storybooks can make it easier for students to understand learning material very easily with the storyline contained in the media (Lubis & Dasopang, 2021). This is in accordance with the content of the story and the results of product trials carried out on digital illustrated storybook media in class II MI Roudlatul Huda Kab. Madison. The supporting factor is loading stories that tell the daily routines of students' lives according to the theme of the material being developed. Characteristics of cognitive development of elementary school students according to Piaget (in Tika) (Marwati et al., 2020). in children aged 6-11 years, requires an explanation of real, concrete, and contextual material to understand abstract material/concepts. Especially in class II MI Roudlatul Huda Kab. Madison. The average age of children is 8-9 years who need real understanding as an example of abstract material on the concept of the theme of daily tasks.

### *1.3. The results of the effectiveness of the illustrated storybook media for Civics subjects to increase learning motivation for class II students of MI Roudlatul Huda*

Success in learning is the existence of media used in learning, whether the media that has been made is effective or not. In modern times like now, there are many things that encourage easy access in all fields, people have found it easy to access their various needs thanks to the rapid development of the internet (Kemendikbud, 2020). No exception in the field of education, in this modern era, images have become a popular means of communication. Images also have very diverse functions, by realizing this function, constructive elements are needed, drawing works will be more easily understood by others. Image is a human means to think concretely or abstractly (Achmad et al., 2018). The development of media for storybooks with pictures of Civics subjects to increase

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learning motivation for class II students of MI Roudlatul Huda in accordance with this description. By processing images, logic, a sense of imagination, creativity, and skills combined into the power of thinking to solve problems related to the fulfillment of life support, from here the function of the image as the delivery of information, works of art, various functions of other images.

The function of the picture in the development of picture storybook media for Civics subjects to increase learning motivation for class II students of MI Roudlatul Huda is reflected in the storyline of everyday life, namely (1) the picture reflects the description of imagination related to human behavior that is caught making it easier for students to imagine the storyline; (2) the reflected image shows the ideas of the message that will be conveyed to students in the form of the theme of the PPKn maple daily task; (3) communication in writing delivered in children's language style so that it is easy to receive and capture the message of the story in the picture book (4) the picture work raised is the originality of the research which contains a reflection of the children's picture in grade II students. The effectiveness of media in everyday life, especially for younger children, is a process for students to express images and art as an effort to increase empathy in life and foster creativity.

It is important in the development of picture book media for Civics subjects to increase learning motivation for class II students at MI Roudlatul Huda, referring to the growth and development of students according to their age. Because of the age difference, of course, the style is different in the delivery and making of the storyline and the images in the characters. In addition, the colors used are also different from the level of adult age. The use of colors is more bright and colorful. The results of this study are in accordance with the results of studies (Adnyanawati & Abadi, 2021; Pramanta et al., 2018). These results support several research results (E. B. Lestari, 2021; Miranda, 2018; Nur Shawmi et al., 2021; Rohma, 2021) which can improve student learning outcomes during the pandemic. Therefore, the use of learning media using picture story books can increase students' learning motivation in class II MI Roudlatul Huda Madiun.

## **CONCLUSION**

This study develops picture storybook media to increase the learning motivation of class II MI Roudlatul Huda Bibrik, namely Pancasila Education and Citizenship subjects, students who are experiencing obstacles during the pandemic. The results of the development were carried out by researchers in the form of printed media learning media, namely the Picture Story Book media for Pancasila and Citizenship Education lessons, my daily task material. The results of research and development meet the criteria of validity, material experts get 73% and media experts get 85%. The results of the trial on MI Roudlatul Huda class II students to assess the attractiveness of the Picture Story Book by 97%. The results of students' learning motivation obtained an average score of 81 for the control class and 87 for the experimental class. Therefore, the development of picture storybook media is appropriate for students. Judging from the relatively high average results, namely the experimental class compared to the control class. The results of the two classes can be seen from the different treatments, namely the experimental class using picture storybooks and the control class using only student books. The results of the students' learning motivation of MI Roudlatul Huda Bibrik, namely Pancasila

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Education and Citizenship subjects, my daily task material greatly improved with the illustrated storybook because the book contained explanations, pictures that matched the material and there were also material evaluation questions about my daily tasks.

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