

Developing Picture Story Books to Increase Reading Interest in Fourth Grade Students

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ABSTRACT

Learning is an interaction between educators and students in carrying out the learning process. This study aims to develop a picture story book as a learning medium to increase the reading interest of fourth grade students of SD Negeri 74 Lubukinggau that is valid, practical and effective. This study uses the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) with data collection techniques through questionnaires, tests and documentation. The trial subjects consisted of 21 students and class teachers. The results of the development and research show that: 1) The resulting picture story book can be declared valid for use in increasing students' reading interest with a language validation score of 0.90 (high category), media validation of 0.85 (high category), and material validation of 0.95 (high category). 2) the level of practicality of the media, both from teacher and student assessments, meets the criteria of "very practical" with an average score of 90.95%. In detail, the results of the teacher's practicality trial reached 96% (very practical), the small group trial 88% (very practical), and the field test trial 88.48% (very practical). 3) The level of media effectiveness based on student assessments showed an N-Gain of 0.71 (high category). Thus, the resulting picture storybook is suitable for use as a learning medium to increase students' interest in reading.

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1. INTRODUCTION

Learning is an interaction between educators and students in the learning process. This activity leads to positive changes in students. In this process, students will gain new skills, knowledge, and understanding. Learning can also be understood as a process that not only transfers knowledge but also encourages students to think critically and creatively, and be able to solve real-life problems. Learning can be interpreted as assistance provided by educators to enable the process of acquiring

knowledge and skills, mastering skills and habits, and forming attitudes and beliefs in students. This means that learning is the process of forming attitudes, skills, understanding, and learning skills in students. One type of learning that leads to the process of forming attitudes, skills, understanding, and learning skills in students is learning Indonesian.

Indonesian language learning is a form of learning that focuses on improving students' language skills. Indonesian itself encompasses four skills: writing, reading, listening, and speaking. This learning is aimed at fostering awareness among students, educators, and the school community about the importance of Indonesian as a means of communication in everyday life. Therefore, Indonesian language learning...

Indonesian language not only aims to hone language skills, but also to develop a positive attitude towards good and correct language use in various contexts. This is in line with the main objective of the Indonesian language subject, namely for students to be able to use the language effectively in everyday life. As stated by Atmazaki (Ali, 2020:41), the Indonesian language subject aims to provide students with the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, respect and be proud to use Indonesian as the language of unity and the national language, understand Indonesian and use it appropriately and creatively for various purposes. This means that learning Indonesian is learning that aims to improve students' good and correct language skills as a means of everyday communication. One of the skills that guides this process is reading skills.

Reading skills are conceptualized as the process of understanding words, sentences, paragraphs, and the content of a reading. Reading skills can be developed through disciplined reading habits. The more frequently a person reads, the richer their knowledge and experience. Reading is a means of learning something, thereby broadening their knowledge and exploring the written messages contained in reading materials, which can ultimately be expressed in written form. Dewi (Mahlim, 2024:1) argues that a person's reading ability is not an inherited ability, but rather the result of a diligent and practiced teaching and learning process. Children develop an interest in reading when they find interesting books containing important knowledge. This allows children to become skilled and diligent readers. This means that reading skills involve understanding words, sentences, paragraphs, and the content of reading, acquired through disciplined reading habits. One factor that drives the process of reading skills is the student's own interest in reading.

Reading interest is a person's interest in reading, influenced by the appeal of reading materials and an awareness of their benefits. This interest can grow through engaging and informative books, thus encouraging children to read diligently and making it a habit. Low reading interest will impact mastery of other sciences and will affect a person's interest in mastering science. Reading interest is not something that is simply born in a person. However, reading interest must be cultivated and fostered from an early age. Reading interest contains elements of attention, willingness, encouragement, and a sense of enjoyment in reading (Artana, 2016:8). Likewise, Wiryodiojo (Aini, 2018:59) argues that increasing reading interest can be achieved through collaboration between teachers and parents. This means that reading interest is a person's desire to read, influenced by internal factors, such as awareness of the benefits of reading, as well as external factors, such as the appeal of reading materials. This interest needs to be nurtured from an early age because it influences the mastery of science. Therefore, it is important to integrate interesting and interactive learning media as a means to effectively cultivate reading interest in children.

The results of direct interview observations with Mrs. Septa Irianti, the fourth grade homeroom teacher at SD Negeri 74 Lubuklinggau and supported by the distribution of reading interest questionnaires in fourth grade at SD Negeri 74 Lubuklinggau, found several phenomena including the lack of literacy-based learning activities, the lack of reading books that suit the needs and not optimizing the school literacy movement which is one of the main factors of low interest in reading, especially fourth grade students at SD Negeri 74 Lubuklinggau. The interview results also showed that when learning, teachers do not use other learning media besides using textbooks available in the class

so that students have difficulty reading, this causes students to tend to be uninterested and bored in participating in reading learning.

Based on the needs analysis conducted, one of the main factors contributing to students' low reading interest is the lack of utilization of available learning media. Rosyid et al. (2021:11) stated that learning media is used to enhance the presentation of material to make it more engaging, thereby improving students' focus on what they are learning and increasing their motivation and interest in learning. Therefore, one alternative solution that can be used is teaching media in the form of picture storybooks, which are expected to increase students' interest and reading skills more effectively.

Learning media must be able to foster student learning motivation. One learning medium that can motivate student learning is through picture storybooks. Picture storybooks are usually aimed at elementary school children to motivate and interest them in learning to read. According to Stewing (Ngura, 2022:11), a picture storybook is a book that juxtaposes a story with pictures. Likewise, Astuti (2023:391) in her research explains that through picture storybooks, children will gain experience and knowledge that will be conveyed through visual stories, pictures and written words arranged in sentences. Meanwhile, Ngura (2022:11) explains that picture storybooks are storybooks presented using text and illustrations or pictures. This means that picture storybooks are storybooks equipped with attractive pictures with the aim of facilitating children's understanding and making them more interested in learning to read.

Previous studies on developing picture storybooks to increase students' reading interest are found in research conducted by Trisanti (2021). The developed picture storybooks received an excellent response. The trial results obtained a total approval percentage of 91.6% from media experts and 90% from material experts, thus meeting the eligibility criteria. Picture storybooks effectively foster students' reading interest due to their clear stories and images, which encourage students to read.

The picture book developed by the researchers will feature a story about the use of three magic words in everyday life. This story is not only entertaining but also teaches the application of respect and empathy in everyday life. Furthermore, the picture book was chosen because it facilitates students' understanding of the story through a combination of visuals and text, thereby increasing their interest in reading. Therefore, it is hoped that students will be able to habituate the use of three magic words in their social interactions in a natural and enjoyable way.

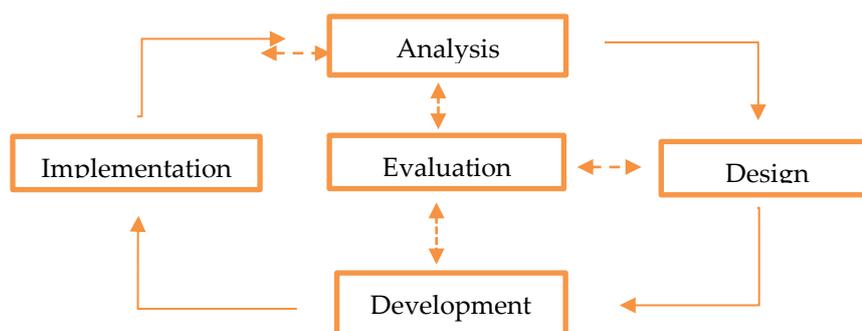
Based on the formulation of the problem, the development objective that can be achieved in this study is to describe the level of validity of picture story books to increase reading interest in Grade IV students of SD Negeri 74 Lubuklinggau. This study is expected to provide benefits regarding the importance of literacy in the world of education. Student reading interest can be increased by providing interesting reading materials that are appropriate to the needs of children's development. Therefore, this study can contribute to developing effective learning media to improve student literacy.

2. METHODS

The development model used by researchers for the picture storybook they will create is the ADDIE development model. ADDIE is an approach that emphasizes an analysis of how each component interacts with each other by coordinating according to the existing phases (Sezer in Yudi et al., 2020:29). The selection of the ADDIE model in development research provides an opportunity to conduct evaluations at each activity or stage. Thus, this can minimize deficiencies or weaknesses in the product being developed. The ADDIE model can be used to improve students' cognitive, affective, and psychomotor domains (Siwardani in Santi et al., 2021:35). The ADDIE model is widely used because its stages reflect a systematic approach to instructional development. According to Branch (in Santi et al., 2021:38), the ADDIE model consists of five systematic stages: analysis, design, development, implementation, and evaluation.

The following is an explanation of the stages of the ADDIE model, including: 1) Analysis; At this stage, researchers analyze the needs for new product development. In addition, it is important for researchers to evaluate the feasibility and requirements needed in the product development process. Activities carried out in this analysis stage can include observation and interviews. 2) Planning (Design); At this stage, the activities carried out by researchers are analyzing the needs for new product development. In addition, researchers must also analyze the feasibility and requirements for product development. Activities carried out in the analysis stage can include observation and interviews. 3) Development; At this stage, the design from the previous stage is realized into a media form that is ready for implementation. 4) Implementation; At the implementation stage, the product that has been designed and selected from the previous stage is implemented. 5) Evaluation (Evaluation)

An evaluation of the product's implementation results is conducted. The product must then be revised based on the evaluation results or any unmet needs.



Picture1. ADDIE R&D model Source: Fitria, et al., 2021

Development Procedures

This research procedure was conducted in the fourth grade of SD Negeri 74 Lubuklinggau. The development procedure in this study was to develop a picture storybook using the ADDIE model through stages. According to Branch (Santi, et al., 2021:40), the ADDIE model consists of 5 systematic stages: analysis, design, development, implementation, and evaluation. The stages of the ADDIE model are as follows: Analysis Stage; This stage aims to identify needs in the development of picture storybooks. This analysis process was carried out through observations and interviews with a fourth-grade teacher at SD Negeri 74 Lubuklinggau. Development Stage; The design that has been prepared in the design stage is now developed into a real product, namely a picture story book that is ready to be implemented. However, before being implemented, the developed book must first be validated by the validator. There are three validators who will validate the book, namely the material expert validator, the language expert validator and the media expert validator. The implementation stage is carried out by testing the book directly. Testing the book that has been developed and declared valid by the validator. At this stage, the product implementation is carried out in a real situation in class IV of SD Negeri 74 Lubuklinggau, this stage leads to the reading interest and responses of students to the picture story book learning media. Evaluation Stage; This stage is the final stage carried out by the researcher, based on the evaluation, namely by looking at the research results from the validator based on the suggestions and input that have been given. After the researcher developed the picture story book learning media, it was then validated by experts. The data collection instruments used in the research on the development of picture story books to increase the reading interest of fourth grade students of SD Negeri 74 Lubuklinggau were questionnaires and documentation. The data analysis techniques were carried out using validity analysis, practicality test analysis and effectiveness analysis.

3. FINDINGS AND DISCUSSION

Initial Product Development Results

The product developed in this study is a picture story book developed using the ADDIE model. The researcher used this model because it is easy to apply with structured stages. This research was carried out in accordance with the stages of the ADDIE development model, which consists of Analyze, Design, Development, Implementation, and Evaluation with the aim of producing a valid and practical picture story book.

The feasibility assessment of the developed book focused on its validity and practicality. Validity was conducted by validators consisting of material experts, language experts, and media experts. Practicality was conducted by the class teacher and fourth-grade students of SD Negeri 74 Lubuklinggau. The following explains the stages the researchers took in developing the picture storybook.

The first stage in developing this picture storybook is the analysis stage. This stage includes several steps, including student needs analysis, student characteristics analysis, and product analysis. The student needs analysis was conducted through initial observations and interviews with fourth-grade teachers at SD Negeri 74 Lubuklinggau. The results identified three aspects: the curriculum used, the media, and the challenges faced at the school. The following is the author's analysis.

The student characteristics analysis stage aims to determine the initial outline of the product to be developed to meet student needs. Product analysis is conducted to identify the elements needed to design and produce a quality picture storybook, particularly those that meet the eligibility criteria in terms of material, media, language, and practicality. As stated by Sani (Adwiyah et al., 2022:567), a good picture storybook has the following criteria: an attractive visual appearance, the font used must be clear and easy to read, the material used must be clear, and the color display must be easy for children to understand.

Design Stage

Based on the results of the analysis stage which is used as a basis in designing a picture story book. At this stage, the product design is carried out in the form of a picture story book entitled "Three Magic Words" material on intrinsic elements in fictional texts. To achieve this goal, several steps are required, namely: determining materials that are appropriate to the needs in the process of book development and making picture story books; searching for relevant sources related to the material to be included in the story book; compiling a story script; creating illustration designs using the Ibis Paint application according to the story script; creating a story book layout using Canva and adding story content text; printing picture story books that have been made according to picture story book standards that are appropriate to the characteristics of fourth grade students; designing instruments to be used in the study. The instruments used are language, material, and media validation sheets, as well as practicality questionnaire sheets.

Development Stage

The development phase is the next step in the design process, which involves developing a picture storybook. The goal of this development is to produce a picture storybook that has been validated and revised based on input and suggestions from validators.

The illustrated storybook "Three Magic Words" was created using Canva and Ibis Paint. The materials used to print the book were A5-sized paper, with 250g art carton for the cover and 150g art paper for the content. This development process resulted in an illustrated storybook that was then validated before being field-tested.

Product validation is conducted to provide criticism and suggestions by media, language, and material experts. Input and suggestions regarding product deficiencies and weaknesses provided by expert validators will be used as a reference for improving the media to ensure it is suitable for use. The completed development product is presented to the expert validator team. The instrument used is a questionnaire. The questionnaire includes criticism and a column for suggestions and input that will be used to revise the product before implementation.

Validation was conducted by media experts, material experts, and language experts using a questionnaire, which was then analyzed using Aikens's.V formula. After the validation stage was

completed, the picture storybook was revised based on input from the validators. The following is an explanation of the recommendations given by the expert validators regarding the product that has been developed.

Implementation Stage

After the product was revised according to the validator's suggestions, the product was deemed suitable for implementation. In the implementation phase, the product was tested on fourth-grade students of SD Negeri 74 Lubuklinggau. The small group test was conducted on May 19, 2025, in fourth-grade students of SD Negeri 74 Lubuklinggau with a total of 6 students selected from interviews with class teachers and the results of a student reading interest questionnaire. The selected students had low, medium, and high competencies. This trial was conducted to determine student responses and to obtain improvements and evaluations so that the developed picture storybook would be better.

Before being given the questionnaire, 6 students were given a picture storybook and were asked to read it first. After that, each student was given a questionnaire with 10 statements. This trial was conducted to determine students' responses or reactions to the developed product. Next, a practicality test was conducted by the fourth grade homeroom teacher of SD Negeri 74 Lubuklinggau, Mrs. Septa Irianti, S.Pd., with the aim of assessing the level of practicality of the developed product. After that, a teacher response questionnaire containing 10 statements was given.

On May 19, 2025, a pre-test was administered to fourth-grade students to determine the differences before and after using picture storybooks. Then, on May 20, 2025, a large-group field test was conducted. In this activity, students were given a 20-item post-test to determine the impact of using picture storybooks. In addition, all 21 fourth-grade students were asked to complete a student response questionnaire to assess the practicality of picture storybooks in increasing reading interest.

Evaluation Stage

Evaluation was conducted at each stage by the researcher with guidance from the supervising lecturer. At this stage, the evaluation focused on providing input and suggestions for improvements to the development process. After the implementation phase, the author evaluated the results of the trial of the picture storybook, which was intended to increase reading interest among fourth-grade students at SD Negeri 74 Lubuklinggau. This evaluation aimed to assess the validity and practicality of the developed product.

Validation and trials have been conducted on picture storybooks. The results of this data analysis include calculations of the data obtained to demonstrate that picture storybooks have valid and practical value.

Validation Test Analysis Results

The product developed by the author has been declared valid by expert validators and is suitable for use. Based on the analysis, the picture storybook is valid and suitable for testing in elementary schools, with improvements based on the suggestions and input provided by the validators.

Based on the overall assessment of the validity of the picture story book given to the three expert validators that have been compiled and obtained an assessment in accordance with Aiken's table. V, the picture story book is categorized as valid for use in literacy learning activities, the following is a recapitulation of the validity assessment.

Table 1. Recapitulation of Validator Analysis Results

Validator	Score obtained	<i>Aiken.s V</i>	Criteria
Linguist	46	0.90	Tall
Media Expert	44	0.85	Tall
Subject Matter Expert	48	0.95	Tall

Results of Practicality Trial Analysis

The practicality trial was conducted through a small group trial involving 6 students, a field test with 21 students, and practicality by a fourth-grade teacher. This practicality test aims to analyze

responses to the picture storybook developed during the trial. Students first read the picture storybook, then were asked to fill out an instrument to assess the book's practicality. Filling out the questionnaire was done by giving a checklist (√) on each statement presented on a Likert scale. The practicality assessment by the teacher was done by filling out 10 statements. The teacher gave a checklist (√) on each statement with a score of 5 to 1, which means Very Good (SB), Good (B), Sufficient (C), less (K) and very less (SK). In the practicality results, the teacher obtained a very practical criterion with a percentage of 96%. So it can be concluded that the picture storybook is suitable for use. To find out the total practicality value of the picture storybook, the author has summarized the data obtained from the student and teacher questionnaires as follows.

Table 2. Recapitulation of Practicality Trial Results

Assessor	Percentage Gain	Criteria
Fourth grade teacher	96%	Very Practical
6 fourth grade students	88%	Very Practical
21 fourth grade students	88.48%	Very Practical
Total	90.95%	Very Practical

Table 2 summarizes the results, showing that teachers achieved a 96% score in the practicality test, 88% in the small group test, and 88.48% in the field test. All results fall into the excellent category. Overall, the picture storybooks achieved an average score of 90.95%, categorizing them as very practical to use.

Results of the Effectiveness Trial Analysis

The analysis of the student literacy test results was conducted with the aim of determining the effectiveness of the picture storybooks in increasing the reading interest of fourth-grade students at SD Negeri 74 Lubuklinggau. The following table shows the results of the analysis of the student literacy test data.

Table 3. Classical Potential Effect Value Results

No	Mark	Values obtained
1	The highest score	100
2	Lowest value	55
3	Number of students completed	18
4	Number of students not completed	3

The effectiveness test was conducted on May 20, 2025, involving 21 fourth-grade students of SD Negeri 74 Lubuklinggau as subjects. To assess the effectiveness of using picture storybooks in increasing students' reading interest, literacy learning was conducted using picture storybooks and continued with the provision of literacy post-test questions to determine the results of the learning process that had been carried out.

Final Product Revision

The initial revision was conducted based on suggestions and input from validator experts. The purpose of this revision was to produce a valid, practical, and effective picture storybook. Furthermore, a questionnaire was completed in a small group trial involving 6 students and a field test with 21 students and a fourth-grade teacher at SD Negeri 74 Lubuklinggau, Ms. Septa Irianti, S.Pd. This trial aimed to determine the value of the media's practicality level, which was measured through a student response questionnaire and a teacher practicality questionnaire.

Based on the first trial (small group) and the second trial (field test), it can be seen that students are very enthusiastic in reading picture story books directly. Teachers also gave a positive response to the use of the book in increasing students' interest in reading. The final test was conducted on May 20, 2025. The trial was conducted on all fourth-grade students of SD Negeri 74 Lubuklinggau consisting of

students with high, medium, and low literacy levels. The final test was used to measure students' ability to work on questions, which showed an increase in the results of fourth-grade students' reading literacy abilities. The effectiveness criteria in this study were seen from the data on students' reading literacy test results with a score of ≥ 70 or an N-Gain score of 0.7.

After going through various stages, the picture storybook "Three Magic Words" was declared valid, practical, and effective. The concept of this book was inspired by several previous studies that successfully developed picture storybooks. However, in this research and development, researchers created new components in the picture storybook. The stories in this book are taken from personal experiences relevant to students' daily lives, making them easier to understand and internalize. During the learning process, several students began to show behavioral changes. For example, after reading and discussing the story, students began to get used to saying words like "please," "sorry," and "thank you." These behavioral changes indicate that the moral values conveyed through the story have a positive effect on students' character. Thus, it can be concluded that Three Magic Words is not only effective as a literacy medium but also as a fun and easy-to-implement character-building tool. The colors in the images are made as attractive as possible and the size is made more practical.

4. CONCLUSION

Based on the presentation of the results of the development research that has been conducted, several conclusions can be drawn. The Three Magic Words picture story book can be said to be "valid" for use in increasing the reading interest of fourth-grade students of SD Negeri 74 Lubuklinggau. The results of the assessment analysis from three experts show that the media can be said to be valid, 0.90 for language validation, 0.85 for media validation, and 0.95 for material validation. The results of the practicality test, show that in the small group trial consisting of 6 students, the field test consisting of 21 students, and 1 teacher obtained an average score of 90.95% which is included in the very practical category. The results of the effectiveness test show that the Three Magic Words picture story book has a high level of effectiveness, with an N-Gain score of 0.71 which is included in the "high" category. So it can be concluded that the researcher has succeeded in developing a valid, practical and effective picture story book to increase the reading interest of fourth-grade students. Based on the results of the development research conducted, the researcher's results of this study can provide benefits in raising students' awareness of the importance of reading as part of the learning process and strengthening character.

The results of this study can provide an alternative in selecting engaging and developmentally appropriate learning media for elementary school students, particularly to foster reading interest. Practically, students can directly use these findings as examples and guidelines when creating or developing picture storybooks in the field.

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