



## ANALYSIS OF EFFECTIVE SELF-RELIANCE TEACHING MODEL USING VISUAL STORYTELLING FOR ELEMENTARY STUDENTS

Endin Mujahidin<sup>✉1</sup>, Ruhenda<sup>1</sup>, Syamsuddin Ali Nasution<sup>2</sup>

<sup>1</sup>Departement of Community Education, Faculty of Teaching and Education, Universitas Ibn Khaldun Bogor

KH. Sholeh Iskandar Street Km. 2. Kd. Badak Bogor 16162, Jawa Barat, Indonesia

<sup>2</sup>Departement of Islamic Education Management, Faculty of Teaching and Education, Universitas Djuanda Bogor

Ciawi Street No. 1 Bogor, 16720, Indonesia

<sup>3</sup>Professor, Institute of Education and Research, University of Dhaka, Bangladesh

<sup>3</sup>Researcher, EIA-DU-OU (UK), Institute of Education and Research, University of Dhaka, Bangladesh

### Article Info

Received April 2018

Accepted May 2018

Published July 2018

#### Keywords:

*elementary student, self-reliance, teaching model, visual storytelling.*

### Abstract

The aim of this study was to design the visual storytelling teaching model addressed to self-reliance and implement it for increasing self-reliance of elementary students. This self-reliance study was focused on three main parameters which were self-command in daily activities, self-confidence and self-decision. This study was performed by survey, teaching materials designing and teaching delivery method implementation. The developed teaching materials were serial stories in animated pictures. Self-reliance was classified in three categories which were very good, good and enough. The result showed that average score of self-reliance of 1,805 students (from 6 schools) for three parameters above was in enough categories. After coaching by storytelling teaching model that involved 287 students and 12 teachers, the score of self-reliance were come up into good categories. The score increased 1.00 and 0.79 point for younger and older class respectively. This visual storytelling strategy was effective for self-reliance development in Indonesia and teachers should be involved intensively more than delivering only. Materials developed in this study are recommended to be applied as co-curricular activities or introduce in regular curriculum. The beneficial of this study is information on the importance of interesting teaching method and role of teacher in building self-reliance.

© 2018 Universitas Negeri Semarang  
p-ISSN 2252-6617  
e-ISSN 252-6232

✉Corresponding author:

**Endin Mujahidin**

Departement of Community Education,  
Faculty of Teaching and Education,  
Universitas Ibn Khaldun Bogor

E-mail: [endin.mujahidin@uika-bogor.ac.id](mailto:endin.mujahidin@uika-bogor.ac.id)

## INTRODUCTION

Indonesian people are recommend to attend twelve-years learning in formal school. They must go to school as much as six (or five, depending on the institution) days a week from 7 a.m. until afternoon (usually 2 or 3 p.m.). Children aged 6–11 attend elementary school, called Sekolah Dasar (SD). Most elementary schools are government-operated public schools (approximately 93% of all elementary schools in Indonesia) and some of that managed by private foundation. Students spend six years in primary school, though some schools offer an accelerated learning program in which students who perform well can complete the level in five years. Then, three years of junior high school (Sekolah Menengah Pertama, or SMP), which follows elementary school.

The goals of the education from Indonesian government are to provide and develop knowledge, skills and technology to Indonesian people since childhood. Not only for science development, but national education also should improve the life of the nation and develop the Indonesian people completely (i.e. intellectually, morally, spiritually, physically and socially). The Learning Process of Elementary Education should be done on the basis of activities providing enough space for the initiative, creativity, and independence of the students (Saefudin and Saputri, 2018). Therefore, character carried education is very important to introduce in the school curriculum (Mujahidin, *et al.* 2016).

Character education is an education which is essential for humans. Through character education, human beings as noble living creatures have significant differences with other creatures. Awareness of character education began to rise again in line with increasing the crime incidents (Prestwich, 2004). In other words, the person that has done a crime basically was not reflecting the character as a human being. Therefore, if there is increasing the incidence of crime, it indicates decreasing existence of human character was occurred.

One of the important human characters is self-reliance. Self-reliance is the character of independence that is considered “not just need in social life but require for community survival” (Fonchingong and Lotsmart, 2003). Without having self-reliance, person cannot develop their ability and always depend on another people. In fact, according

to Emerson who said that democratic society is characterized by self-reliance of member of the society itself (Read, 2009). Emerson suggests that self-reliance is a philosophy of independent action, a reliance on one’s own resources as opposed to dependence on others.

To develop of self-reliance character is not easy or very difficult job. That is because the character of self-reliance is basically building by oneself, and further become a force for doing something well (O’Dwyer, 2012). The process of developing the character of self-reliance should be conducted from childhood. (Eccles, 1999). Eccles (1999) said that 6-14 year ages are important year for development the child’s character advances that establish children’s sense of identity. This is a good period for developing self-reliance of children by adult surrounding them (parents and teachers) to become a strong person in the future.

Based on research conducting by Eccles (1999) that was found that activities in school, family and organization are helped the development of children’s character. Learning can be described as any experience that contributes to the child’s development. It is a process that begins before birth and reflects the child’s experience of and interaction with his or her environment. Its rate of progress is most rapid during the early years, and by the time the child comes to school he or she has already acquired a complex range of knowledge, concepts, skills and values (Réamhra, 1999).

Therefore, in developing the character of individual self-reliance, the school has important role and strategic function. However, in some cases the implementation of the curriculum and the ability of teachers are relatively low and should be increased (Hamid & Mohammad, 2012). That’s because the students come to the class bring different initial understanding of science (Julianto, 2018). A positive parenting and nurturing democratic models can increase the child’s self-reliance, and there is a positive and significant relationship between the model of care and the child’s self-reliance (Sunarty & Gufran, 2015). If the activities carried out in schools, the teachers have to occupy the key positions in character educational achievement.

Nowadays, visual teaching strategy becomes popular in line with developing of visual technique. One method for visual is

delivered by illustrative story. Story brings magic into classroom, and become effective because there is eye-eye contact between teacher and student, story deliver emotion, culture, information and language. Information wrapped in story enters the mind of student and stick. Serial picture organized as story will make student interest to listen and easy to understand. Students act the learning process like a playing. From children's own perspective, play and learning are not always separate in practices during early years (Samuelsson & Maj, 2008).

Several publications said that storytelling strategy was very effective to be implemented in English class to attract the student interest (Mart, 2012; Martinez 2007). In line with that, storytelling strategy also has been implemented in junior high school in Indonesia and have been reported this method was effective (Novita, 2014).

Questions to be answered in this research are:

1. How is the design of self-reliance teaching model by visual storytelling strategy?
2. How is it implement in elementary schools?

Self-reliance in this study was determined by three parameters, which were responsibility on doing daily activities by self-command, self-confidence and self-decision.

Usually, self-reliance is determined qualitatively using descriptive analysis. In this study, self-reliance was measured semi-quantitatively using direct assessment to get the student's opinion by self-declare. The data was calculated, scored and categorized in 5 categories (very good, good, enough, less and poor). Therefore, the profile can be compared among the treatment and can be used for evaluating the effectiveness of teaching model. This effective teaching model can implement in elementary school in Indonesia. The average score of self-reliance students has carried out as snapshot of existing condition.

## METHODS

### Design

The study was designed by doing survey and experiment method. Survey was conducted for collection self-reliance data of elementary students and analysis its data to figure out general profile of student's self-reliance in Bogor. Experimental method was consisted of developing teaching materials; practical teaching material developed to elementary students; and also assessing the effect of teaching materials, teaching method and teacher

involved on building student's self-reliance. This experimental method uses a quasi experimental method as performed by Amini (2017).

### Respondents

For survey activity, there were involved 1,805 students come from 6 elementary schools in Bogor district, West Java, Indonesia as respondents. The students were classified based on level of class, that were younger level (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class) and older level (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> class). While for experiment activity, there were used 287 students and 12 teachers.

### Survey

Self-reliance was measured semi-quantitatively based on direct assessment using questioner above that filled by self-declare and observation. The data obtained from questioner were confirmed through the teacher based on their observation. Score is calculated from the scale declared or filled by each student, then averaged and categorized. Categorizing of self-reliance based on the average as follow: very good (5.0-4.6); good (3.6-4.5); enough (3.5-2.6); less (2.6-1.5) and poor (<1.5). This data was used as basis on formulating the self-reliance character education model that practiced in this study.

### Developing Teaching Materials

Materials developed for 10 packages of teaching materials, that describing and explaining 10 characters of self-reliance. The teaching materials was organized in the picture frame of storytelling consisting of (1) description of each character, (2) the importance of belonging those characters, (3) how to do and familiarize each character, and (4) supporting tools required for building each character. The materials were delivered by teacher in the first hour of class before regular learning begins.

Teaching materials and how this teaching will across to the curriculum of elementary school was designed in this study. Teaching materials consist of ten character, namely:

1. Prepare eating, drinking and bath;
2. Prepare own school things;
3. Do the task or homework;
4. Talk experiences to parents;
5. Been left by parents;
6. Perform in front of public/class;

- |   |   |
|---|---|
| 7. Choose the games;<br>8. Choose the activities;<br>9. Follow and obey the rules;<br>10. Make a decision | Contain of visual storytelling teaching materials was detailed in Table 1 and sample in Figure 1. |
|---|---|

**Table 1.** Teaching Materials Developed Contain of Pictured Storytelling

No.	Characters	Teaching Materials Contain
1.	Prepare eating, drinking and bath	1. The importance of eating, drinking and taking a bath for human 2. Good practices in eating, drinking and taking a bath 3. Encouragement to eat, drink and take a bath independently
2.	Prepare own school things	1. Utilities for school and how to take care it 2. Illustration about comparison between the good child and bad child in preparing things 3. The importance and of prepare own school things before
3.	Do the task or homework	1. Benefit of doing the task or homework independently 2. Motivation from mother for doing the task by yourself
4.	Talk experiences to parents	1. Benefit of talking experiences to parents 2. Guidance and good etiquette talking to parents or elder 3. Reducing anxiety and confusion to tell stories
5.	Been left by parents	1. Be familiar with activities and job of parents 2. The importance of parent's job for children 3. Readiness been left by parents
6.	Perform in front of public /class	1. Benefit of brave to perform in front of public /class 2. How to prepare to perform in front of public /class well 3. Encouragement to confidence to perform
7.	Choose the games	1. Introduce the types of playing tools for children in school area 2. Distinguishing safe and danger playing 3. The importance to choose the safe playing and avoid the danger playing
8.	Choose the activities	1. Introduce the types of good and bad activities for children 2. Benefit of good activities 3. Encouragement to always choose good activities

No.	Characters	Teaching Materials Contain
9.	Follow and obey the rules	<ol style="list-style-type: none"> <li>1. Introduce rules in home</li> <li>2. Introduce rules in school</li> <li>3. The importance to always follow and obey the rules</li> </ol>
10.	Make a decision	<ol style="list-style-type: none"> <li>1. Consideration in making decision</li> <li>2. Example of good decision and wrong decision</li> <li>3. The importance to choose good decision</li> </ol>



Figure 1. Sample of Material

### Practical Teaching Materials

Teaching materials developed were experienced to students in two different delivering method based on the intensity or frequency, that were (1) presenting method and (2) intensively teacher-involved method. For the first method, the teachers only deliver pictured storytelling materials to students once. The second method was combination between delivering materials, question-answer, observation or two-way response between teachers and students. The teachers not merely send the material to students, but they also watch and guide students one by one every day for ten activities above. The teacher asked to each student what student does in their own homes, the difficulty to do that and forced the students to do activities by themselves in the next day.

There were two parallel classes of students for each similar level that provided different treatment for one month. After one month, all of students filled once more the self-declare questioner. Numbers of students used for the “presenting method” and “intensive involving method” were 131 students and 156 students respectively come from similar elementary school.

### Questioners

Questioners contain ten questions as developed and validated with average score is 0.81. (Mujahidin and Syamsuddin, 2016). The student must give one answer by checking 1 out of 5 choise frequency of their activity based on their habit in one week, scored from less to more in five scale (1-5 scales). The five answers were never (1), rarely (2), sometimes (3), often (4), or always (5). The “always” answer is indicated as a very good self-reliance and vice versa. These characters were detailed in 10 (ten) questions were grouped into three parameters. First parameter correlated with self-command in daily activities (question 1,2,3), i.e:

1. How often do you prepare eating, drinking and bathing by your own?
2. How often do you always prepare your own school things?
3. How often do you do your task or homework by yourself?

Second parameter correlated with self-confidence (question 4,5,6), i.e:

4. How often do you talk experiences to your parents?
5. How often do you been left by your parents?
6. How often do you brave to perform in front of public / class?

and third parameter correlated with self-decision (question 7,8,9,10), i.e:

7. How often do you choose your own games?
8. How often do you choose your own activities?
9. How often do you follow and obey the rules?
10. How often do you make a decision by yourself?

### Data Analysis method

Data analysis is done by two stages, namely:

1. The profile of self-reliance of elementary students analysis is done by looking for an average score on each question, then grouped in each class;
2. Test results analyzed by comparing the pre-test and post-test score and group them in the younger level and the older levels.

## RESULTS AND DISCUSSION

### Profile of Self-reliance Elementary Students

Indonesian government regulates that continues education for children must arrange with a well-balance proportions for cognitive, motoric and emotional components (Permendikbud Nomor 137 Tahun 2014 Pasal 10 in Mujahidin, *et al.* 2016). Therefore, in this research, it was carried out observation for three components or three indicators. The responsibility on doing daily activities is indicator for motoric component; self-confidence is indicator for emotional component; while self-decision is indicator for cognitive component. One man or children is categorized as self-governing person if he can do daily activities independently, decide important thing by himself and have self-confidence (O'Dwyer, 2012).

Profile of self-reliance of student was described into 3 activities that were self-command on doing daily activities, self-confidence and self-decision was presented in Table 2. The results showed that self-reliance of elementary students in Indonesia is not as good in average (3.31 and 3.47 respectively). Responsibility on doing daily activity was come in good category for younger (3.68) and older (3.80). Self-confidence and self-decision is relatively low (enough category), not included in good category, neither younger nor older. In general, the total score of self-reliance of Bogor elementary students was categorized in "enough" self-reliance (between 2.6-3.5). Therefore, need additional treatment for increase more by developing new teaching materials and delivering method focused on self-reliance knowledge. The concept of model combined teaching and involving teacher in student's self-

reliance supervision. Teacher was extra assigned to control students in addition to teach.

Responsibility for doing daily activity was first indicator, because this character is fundamental character for children. It contain of (1) eating and drinking independently, (2) preparing their own school things independently, and (3) doing their own task independently. These activities take place every day or as routine activities. From data that listed in Table 2, score of responsibility on doing the daily activities was categorized in "good" self-reliance (between 3.6-4.5). This group of activity has the highest score than other group). Older level of student has score of responsibility in doing daily activities higher (average 3.80) than the younger (3.68), especially in preparing eating, drinking and bathing. There was no significant different between both levels in preparing own school thing and also preparing homework. It was causes by increasing the difficulty of homework on the older group, consequently some students still dependent to their parents to solve it.

Self-reliance related to self-confidence were (1) talking experience to their parents, (2), being left by parents and (3) brave to perform in public / class. Those characters are important character for children as the second indicator of self-reliance, because those characters as powerful substance to have good personality. The results showed that the score of self-confidence was categorized in "enough" self-reliance (between 2.6-3.5). From data, elder students has score of self-confidence higher (3.39) than the first group (3.03) (Table 2). The elder can be left by their parents and perform in front of public more frequently than younger students. However, elder less talk their experience to their parents than younger. It perhaps they feel ashamed. The confidence of primary school children is relatively low. This result in line with publication from Sari (2012) who reported the distribution of confidence level of student for very high, high, low and very low confidence as amount as 47.5 %, 5.0 %, 42.5 % and 7.5 % respectively.

**Table 2.** Profile of Self-reliance Score of Bogor Elementary Students

10 Activities	Score for level and Category from	
	5 scales	
	Younger level	Older Level
A. Responsibility/Self-command on doing daily activities		
1. Prepare eating, drinking and bath	3.60	3.92
2. prepare own school things	3.72	3.73
3. do the task or homework	3.72	3.75
<b>Score of A</b>	<b>3.68 (Good)</b>	<b>3.80 (Good)</b>
B. Self-confidence		
4. talk experience to parents	3.54	3.29
5. been left by parents	2.65	3.23
6. perform in front of public / class	2.90	3.65
<b>Score of B</b>	<b>3.03 (Enough)</b>	<b>3.39 (Enough)</b>
C. Self-decision		
7. choose the Games	3.24	3.25
8. choose the Activities	3.26	3.43
9. follow and obey the rules	3.26	3.33
10. make a decision	3.22	3.13
<b>Score of C</b>	<b>3.24 (Enough)</b>	<b>3.29 (Enough)</b>
<b>Total Score of Self-Reliance</b>	<b>3.31 (Enough)</b>	<b>3.47 (Enough)</b>
<b>Total students (n) =1,805</b>		

Self-decision as the third indicator of self-reliance. It contain of (1) choosing the game by independently, (2) choosing their own activities, and (3) following rules or regulations, and (4) making decision. These characters are necessary character for children, because these characters lead the child can decide something bravely for the future.

The result showed that the score of self-decision was categorized in “enough” self-reliance

(between 2.6-3.5). Data showed that older group of students has score of self-reliance in making a decision higher (3.29) than the younger (3.24) (Table 2). That mean elder can decide braver than younger. The low level of independence in decision-making because of the maturity of thinking of elementary students is quiet low.

For all characters that evaluated, the profile score as existing condition is in the range of 3-4 scale. That mean of the student do some thing

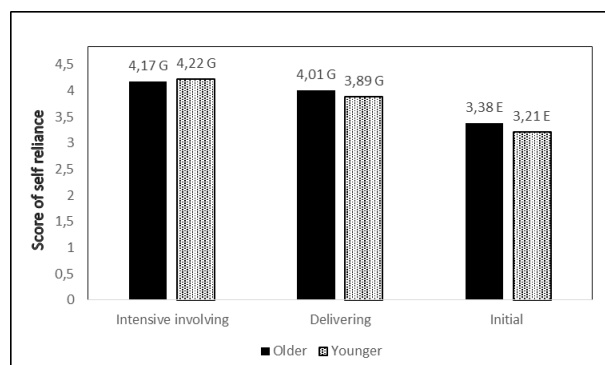


independently between "some times" and "often" for both of level. In order to increase the self-reliance of students for the future, it is required to modify teaching by delivering more knowledge about importance of self-reliance. Therefore this study was designed a suitable method for developing self-reliance for elementary school students in the classes using pictured storytelling.

Several publications showed that intensive teaching since early age provides significant effect on development self-reliance of children in Indonesia (Sunarty & Gufran, 2015). Based on that, in this study, teaching model developed was implemented in one elementary school and evaluated.

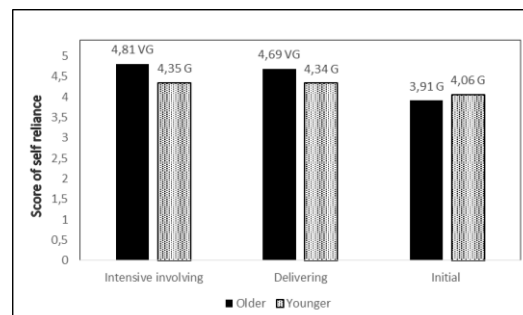
### Comparison of Two Delivering Methods on Increasing the Self-reliance Score

Two delivering methods used were presenting method and intensively teacher-involved method. For the first method, the teachers only send material to students using pictured storytelling to provide the knowledge about self-reliance without guiding everyday about that. The second method was combination between presenting materials and intense personal relationship between teachers and students. The teachers not merely send the material to students, but they also watch and guide students one by one every day for ten activities above. The teacher asked to each student what student does in their own homes, the difficulty to do that and forced the students to do activities by themselves in the next day. Both of treatments give an impact on increasing self-reliance of students for older and also younger level from the initial (before treatment) for whole parameters of self-reliance (Figure 2).



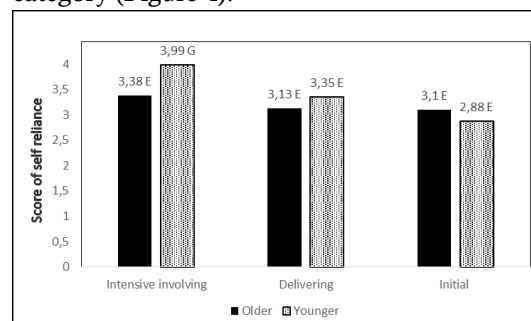
**Figure 2.** Increasing score by treatments on whole parameter of self-reliance. E (Enough); G (Good); VG (Very Good)

Score of self-reliance in responsibility to do daily activities of younger from the initial was relatively high, the two treatments give slightly increase. For the elder level, the increase was very high from good category into very good category (Figure 3).



**Figure 3.** Increasing Score by Treatments on Responsibility Daily Activities. E (Enough); G (Good); VG (Very Good)

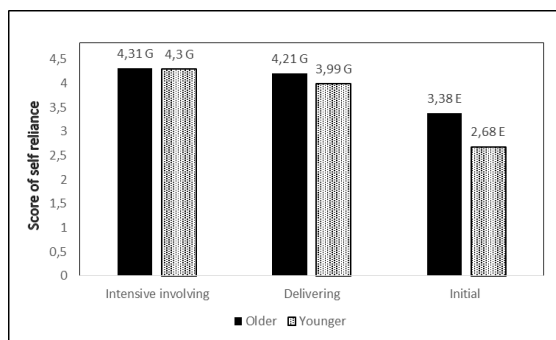
Score of self-reliance in self-confidence of younger from the initial was relatively low in enough category; the second treatment give significant increase into good category. However, for the elder level, there was no significant increase still was included in enough category (Figure 4).



**Figure 4.** Increasing Score by Treatments on Self-confidence. E (Enough); G (Good); VG (Very Good)

Profile score of self-reliance in self-decision have the similar increasing pattern for younger and elder level. Both of treatments give an impact on increasing self-decision from enough category into good category (Figure 5).





Fig

ure 5. Increasing Score by Treatments on Self-decision. E (Enough); G (Good); VG (Very Good)

Teaching materials are one of the key components of education. Teaching materials must be prepared according to educational objectives and planned learning outcomes. Teaching materials designed in this study were pictured storyboard or comic. These were designed based on their ancestral values in order to easy to understand and easy to do by children. The stories were created according to local culture, local wisdom, habit, good family rules, and good personality of familiar person surrounding student. Responsibility to do daily activity was pursued by good practices in eating, drinking and taking a bath based on our guidance of religion. In order to build the self-confidence by self-talking to parents was also needed guidance based on good local etiquettes. In order to build the self-decision by obey the rules was also required knowing the own rules in their family and school. Teaching materials can vary between different state depend on ethical values held by local community. Therefore, it is important to find positive local culture for creating effective teaching materials. Exploring local wisdom as materials for building character in Indonesia was published by Subali *et al.* (2016) and Agung (2015). Subali *et al.* (2016) said that local wisdom can built the character of honest, discipline, conscientious, diligent, careful, responsibility, and caring environment. Agung (2015) used various media for delivering local wisdom to build characters that were using power point, film and LCD media.

The result showed that the teacher involved personally during learning would success to build the self-reliance characters. From data, intensive involving method was very effective especially for building the self-confidence. Self-confidence must be built as early as possible, when the child young. The good classrooms for achieving it must in condition enriching, encouraging, and nurturing

environments. Several ways to build self-confidence for children that were:

1. Making the students aware of their strengths or what another person perceives as their strengths.
2. Keep in close contact with their parents.
3. Giving stories that address changes that kids encounter at this age and challenges they face, good and bad in class.
4. Providing a model appropriate behavior in your classroom.
5. Providing opportunities.
6. Fun activities.
7. Sharing inspirational quotes and stories with your students.

The result showed that self-reliance built well trough teacher involvement intensively. In Indonesian 2013 year's curriculum for elementary school, character building is inserted in Core Competency 1st, which is contain religious subject matter; and Core Competency 2<sup>nd</sup>, which is contain human social subject matter. Teaching method developed in this study is recommended to be applied as co-curricular activities related to Core Competency 1<sup>st</sup> and 2<sup>nd</sup> above. Time allocation is around 30-45 min before class begins to come to be the basis of the following learning activity. In order to maintain this learning activity, require to refresh the material periodically and using guest teacher once. For further implementation, this method can include into regular curriculum.

## CONCLUSION

Score of student's self-reliance was described into 3 parameters that were self-command on doing daily activities, self-confidence and self-decision. The self-reliance of 1,805 respondents for whole parameters was showed in the enough category, that were 3.31 for younger and 3.47 for older. Self-command on doing daily activity was good for younger and older. However, self-confidence and self-decision is relatively low (enough category) neither younger nor older. Focus on experiment; the score of self-reliance of younger and older students were come in enough categories before treatment (3.21 and 3.38 respectively). Through story delivering method, their score were

increased into good categories (3.89 and 4.01 respectively). Intensive involving method were increased their score into 4.21 and 4.17 respectively. The teaching materials used as visual storytelling strategy was effective for self-reliance development in Indonesia and teachers should be involved intensively more than delivering once.

## REFERENCES

- Amini, R. (2017). The Development of Integrated Learning Based Students' Book To Improve Elementary School Students' Competence. *Unnes Science Education Journal*, 6(2), 1586-1592.
- Agung, S.L. (2015). The Development of Local Wisdom-Based Social Science Learning Model with Bengawan Solo as the Learning Source. *American International Journal of Social Science*, 4(4), 51-58.
- Eccles, J.S. (1999). The Development of Children Ages 6 to 14. *The Future of Children When School Is Out*, 9(2), 30-42.
- Fonchingong, C.C, and Lotsmart, N.F. (2003). The Concept of Self-Reliance in Community Development Initiatives in the Cameroon Grassfields. *Nordic Journal Of African Studies*, 12(2), 196-219.
- Hamid, M. and Mohammad I. (2012). Personality Development Paradigm in Elementary School Curriculum. *Interdisciplinary Journal of Contemporary Research In Business*, 3(10), 271-276.
- Julianto,E. (2018). Analysis of Elementary School Students' Reasoning Process in Understanding the Phenomenon of Falling Fruit: Misconception or P-Prims?. *Unnes Science Education Journal*, 7(1), 98-104.
- Mart, C.T. (2012). Encouraging Young Learners to Learn English through Stories. *Canadian Center of Science and Education*, 5(5), 101-106.
- Martinez, B.I. (2007). A Story-based Approach to Teaching English -a Classroom experience. *Encuentro Journal*, 17(1), 52-56
- Mujahidin, E. and Syamsuddin, AN. (2016). Profiles of Self-reliance of Elementary School Students in Indonesia. *Advances in Economics, Business and Management Research*, 14: 404-405.
- Mujahidin, E., Nasution, S.A., Prasetyo, T., Amril, L., Retnadi, R.H.W., Siska, F., Hartati, Y., and Kurniawati, A. (2016). New Paradigm in Elementary Education (Paradigma Baru Pendidikan Dasar). Bogor: UIKA Press.
- Novita, V.T. (2014). The Effectiveness of Teaching Writing through Picture Series to Grade VIII Students of SMPN 3 Sleman 2013/2014. Thesis. State University of Yogyakarta.
- O'Dwyer, K. (2012). Emerson's Argument for Self-Reliance as a Significant Factor in a Flourishing Life. *Journal of Philosophy of Life*, 2(1), 102-110.
- Prestwich, D.L. (2004). Character Education in America's schools. *School Community Journal*, 14(1), 139-150.
- Réamhrá. (1999). Primary School Curriculum Introduction. Dublin: The Stationery Office.
- Read, J.H. (2009). The Limits of Self-reliance: Emerson, Slavery, and Abolition. The Annual Meeting of the American Political Science Association, Toronto, Ontario.
- Saefudin, A. and Saputri, A.E. (2018). Interpreting Scientific Approach in Natural Science Subject for Elementary School: an Integrative Study. *Unnes Science Education Journal*, 7(1), 91-97.
- Samuelsson, I.P, & Maj, A.C. (2008). The Playing Learning Child: Towards a Pedagogy of Early Childhood. *Scandinavian Journal of Educational Research*, 52(6), 623-641.
- Sari, H.P. (2012). Method for Increasing Confidence of Learners Through Outbound Activities at the International Islamic School Luqman Hakim Yogyakarta

(Upaya Peningkatan Rasa Percaya Diri Peserta Didik Melalui Aktivitas Outbound di Sekolah Dasar Islam Terpadu Internasional Luqman Hakim Yogyakarta). Thesis. State University of Yogyakarta.

Subali, B, Paidi, and Mariam, S. (2016). The Divergent Thinking of Basic Skills of Sciences Process Skills of Life Aspects on Natural Sciences Subject in Indonesian Elementary School Students. *Asia-Pacific Forum on Science Learning and Teaching*, 17 (1), 1-23.

Sunarty, K, & Gufran, D.D. (2015). Development Parenting Model to Increase the Independence of Children. *International Education Studies*, 8(10), 107-111.