The Design Of The Picture Story Book "Aku Anak Mandiri" As A Motivational Media For Special Need Children At Sumber Dharma Elementary School, Malang City

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Abstract

SLB Sumber Dharma Malang City is an educational institution for mild mentally retarded, physically handicapped, and autistic children. SDLB Sumber Dharma Malang city does not yet have teaching media with visuals regarding daily activities that are clear and appropriate for SDLB students. Through the development of the SDLB book media entitled "Aku Anak Mandiri" with the aim of learning visual narrative media as an effort to develop children's character. Using data collection qualitative methods of observation, interviews, and literature. The instrument in the development of this book is 5W+1H Analysis, while the design method used is Design Thinking. The implementation of the mentally retarded learning module competence A contains 3 chapters; Covering Hygiene, Eating and Drinking; and Dress, as standard SDLB material. The illustration is designed using the concept of an illustrated story with 3 main characters, namely Kevin, Putri, and Maruna as a representation of children with various ethnic, religious and racial backgrounds of the Indonesian people. The teaching material contains questions in the form of formative and multiple-choice tests as student assessments. The trial was carried out on two validators, namely DKV lecturers and SDLB Sumber Dharma teachers with an assessment of each aspect of the media and teaching materials. The results of the trial were considered appropriate with the suitability of picture story books as learning media for SDLB Sumber Dharma students.

1. Introduction

The government's efforts in educating to achieve the national goal of education for their citizens, therefore the government is should provide the right to education for it's citizens. This is stated in Law Number 20 of 2003 concerning the National Education System Article 5 Paragraph (1) that said "Every citizen has the same right to obtain quality education". Education is aimed at all citizens, including those that unfortunate in disability, not just certain groups. Education can create a learning environment and learning process so that students can

actively develop their potential in adapting in social. Education in general is not only aimed at ordinary children, but children with special needs also have the right to education. Children with special needs usually attend special schools (SLB), (Taruri Deti Aniska, 2016) hereby providing the opportunity to provide the same character development as other children. Like in social activities.

Teaching and learning activities require habits and routines that are carried out very often so that the ability to carry out habits is embedded in children who are learning and building character. The ability to perform repetitive activities that are considered easy is a habitual routine that is carried out every day in one's life, with education from an early age that routine is a person's obligation to be able to survive and provide value to their life, in this problem that arise in SLB Sumber Dharma, Kota Malang that doesn't have this specific topics in repetitive daily activity, thus in solving this problem with visual communication approach. using design thinking method to apply in creating illustration books with Depdikbud standards materials.

1.1 Literature Review

The previous literature research that had relevance in this research to give new perspective in arising topics, the tryout is used as a medium feasibility test in solving the problems raised in the research. Previous research is used as a support for the latest research and has content and discussion as well as research that is in line with the latest research as a differentiator with previous research that has been done for assist in designing this research.

Relevance theories

Design Principles

"the truth which is the basis for thinking, acting, and so on; basic (KBBI, 2016) the principles of fine art are the formula for the arrangement of elements that appear in works of art and designs to make them look nicer and neater. These elements consist of: Unity, Balance, Harmony, Emphasis, Rhythm, Proportion, Contrast, Simplicity, Clarity,

Color Theory

Color theory includes many definitions, concepts and design applications that are enough to fill some of the knowledge that is often discussed in graphic-based journals. Color is not only for aesthetic beauty, color can represent mood or atmosphere. For example, red describes a psychological state related to enthusiasm and has an influence on productivity, competition and courage (Meilani, 2013).

At its heart are three basic categories of color theory that are logical and useful: the color wheel, color harmony, and context of color use. Color theory creates a logical structure for colors. For example, if we have a variety of fruits and vegetables, we can organize them by color and place them on circles indicating the colors in relation to each other.

Typography

Typography is the art of organizing messages into readable and interesting compositions. It is an integral element of the design. This process requires the designer to go through a number of decisions such as choosing the correct typeface, choosing the point size, adjusting the kerning and leading, and creating a layout that makes sense.

Layouts

The use of Layout in visual communication can make identification in conveying information very influential for readers. In the most optimal reading order, it has a coherent hierarchy so that the information digested can be understood optimally. The pattern most often found by readers is the F and Z or zig-zag pattern proposed by Edmund Arnold in 1950. And it is reviewed again on the use of layouts in the journal Optimizing Visual Layout for Training and Learning Technologies (Hillard, 2016). Discussion of reading patterns that are most effective in training and learning with sequential media with a culture of reading the Roman alphabet where reading starts from the upper left of the horizontal reading line then decreases

Illustration

Illustration is where design and art meet, the use of art that is applied to design needs makes illustration in the gray area of art and design because of the difference in definition between art and design which makes illustration not included in both but has two aspects of art and design. The definition of illustration is the expectation of the impossible, not much different from fantasy or imaginary fantasy Fariz (2009:14). Illustrations make works of art applicable to designs with visual language created by humans by applying brief narrative texts into pictorial stories to describe illustrations remain one of the most linear forms of visual communication. However, as one element in the vast field of modern visual communication, illustration has never been more diverse or disjointed, it constantly crosses boundaries between disciplines and breaks with tradition.

Character Design

With many advances in art and design technology, there are many new opportunities to create works of art in unique ways and interesting results with styles taken and developed from ancient times, marked by the appearance of various works. Use illustration as a visual communication tool for films. , animation, electronic games, etc. Working on a Guidebook with different characters In general, there are many illustrators and designers.

Psychology of Children with Special Needs

Children with special needs are children who have mental or physical limitations due to developmental disorders or abnormalities experienced by children in the womb or babies who are abnormal and make them have limitations. Children with special needs can also be called persons with disabilities, but this explanation is only a general description of limitations. that are owned by ABK (children with special needs) depending on the limitations that ABK has many types, if these limitations are mental then ABK can be called autistic, but if these limitations physically have several types, say for example Blind and unable to see are Blind In general, children with special needs (Heward, 2002) are children who have special characteristics that are different from average children without necessarily showing intellectual, emotional, or physical disabilities. Another term for children with special needs is extraordinary children and children with disabilities. A child with special needs can easily be defined as a late or tardy child who, like a normal child, finds it very difficult to do well in school. Children with special needs are children who need special education services that are different from the average child.

Special Need Kid Self-Development Learning Module

This module is a curriculum created by the Ministry of Education and Culture (DEPDIKBUD) which has now changed its name to the Ministry of Education and Culture. This module is material for the development of children with special needs that is suitable for toddlers to children, because the focus on character development discussed is mental activities which are considered simple but have their own difficulties for children with disabilities. Filled with daily activities with ADL (activity of daily living) concept material referring to activities that are personal with a positive impact on oneself and others. This learning method is called 'self-development' in order to improve and grow the abilities of children with special needs in personal management.

The Role of Color on Children

It is important to create a classroom environment that supports successful learning so that the child's brain is always comfortable. Emphasizes the importance of creating dynamic relationships in the classroom interaction environment They can inspire children's creativity and work, furniture, so that it becomes the foundation and framework for learning Designed and painted with clean lines and colors, simple, comfortable, harmonious Bright colors and "beautiful" and inspiring". for their childhood Child development and growth benefit in this design. Stimulating children with color psychology The available programs encourage growth and intellectual development

Learning and teaching systems in general

The effectiveness of learning is an important point before implementing teaching and learning activities, with this the knowledge taught can be considered in the case of student categories related to the learning process at school. one of the designations in this categorization is in the form of a taxonomy by providing levels and categories that are considered appropriate both in terms of material, students, teachers in teaching and learning activities. There are 4 sub categories of knowledge based on Bloom's and Mayer's (2002) taxonomy, namely factual knowledge, conceptual knowledge, procedural knowledge, metacognitive knowledge. where this subcategory can make it easier for teachers and students to achieve learning goals in cognitive abilities: remembering, understanding, applying, analyzing, evaluating, creating.

Learning language style

in learning with books has an order and layout that is adapted to the teaching subject, with this each student who has a difference in understanding, age, environment, material, and teacher needs media that is adapted to these considerations as an effectiveness factor in conveying knowledge and learning objectives. With this, children's media has a significant difference from adult textbooks, with grammar that is more directed to direct experience with illustrations from the first person perspective, as is often found in children's story books that explain learning and are packed with stories. this was mentioned by (Nur Tanfidiyah, Ferdian Utama, 2019) that the language used for children uses characteristics that tell stories with flexible or not rigid grammar but with good language literacy makes a separate way to develop children's intelligence.

2. Research Methods

The illustration design and design process uses the design thinking method by Plattner, Hasso. (2016) by designing and developing contexts that are appropriate to the issues raised with the aim of understanding human behavior, this design thinking process consists of:

The research in the design of the book I'm an Independent Child uses a qualitative method with a design using design thinking and triangulation of sources using design thinking procedures:
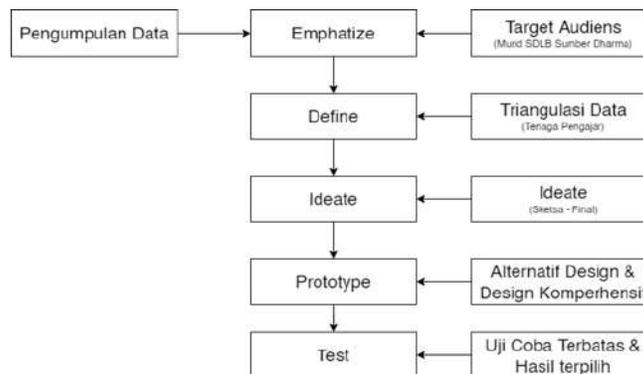
1. Observasi

Fig.1 Example of SLB Sumber Dharma's book

With the observation method, it was carried out to see the situation directly in special schools in the Malang area to be precise based on the research subject at SLB Sumber Dharma

2. Resource

Persons Interviews were conducted by the author to the teaching staff and/or to the makers of the education curriculum for SLB students as a content aid in the illustrative book. With 4 teaching staff sources including the principal, homeroom teacher, and class teacher at SLB Sumber Dharma Malang City. With the questions given based on the 5W + 1H method. in validating the issues raised.

3. Libraries

material and references to the general description used in books and strengthen data on illustration book design through internet media with material that has been distributed by the government with standards according to KBM SLB, namely Self-Development by DEPDIKBUD, from self-development and assessment learning as well as evaluation trials in the development of mild mentally retarded children's learning

4. Source Data Triangulation

Based on data taken directly from 4 informants at SLB Sumber Dharma, the validation of the design is in accordance with the background of the problems raised in the introduction, the design can be carried out from the problem solving stage to implementation and testing for feasibility and suitability of problem solving.

3. Result and Discussion
A. Empathize :

At the beginning of the research, data collection based on the problems raised was carried out which was located at SDLB Sumber Dharma Malang City, where in doing empathy for some of the problems experienced by the teaching staff, one of them was teachers and guardians of students in elementary schools by providing questions with problems faced by teacher there. find obstacles when children in teaching and learning activities experience difficulties in repetitive activities, with repetitive activities and often the assistance of accompanying teachers is a temporary solution when children's attention and motivation at school are problematic, and the second problem that is currently found is the absence of learning media regarding the problem repetitive activities, which are very it is important when learning children at a young age in adapting to a social environment in the future teenagers and adults, the solution carried out by the teaching staff is to make teaching materials that are arranged independently from the teacher, and book learning media that are in accordance with SLB children's standards also do not yet have.

B. Define

With the stages of empathy, data collection and validation of the issues raised within the scope of SDLB Sumber Dharma Malang city, there are 2 lists of problems experienced by teaching staff, namely the first is problems with children in motivation and learning that can develop children's character at school, then those that the second is learning media regarding repetitive activities and still correlates with the problem of children's motivation at school which explains repetitive activities that do not yet exist and are still in the form of modules made by the teacher with this data collection in triangulation of data sources in observation, informants, and literature.

C. Ideate

With the data collected, the design in this study was made by making stages in problem solving design, namely with visual-based approach solutions and design communication based on data obtained with standardized learning media for children with special needs at SDLB Sumber Dharma Malang city. Namely a learning book with self-development material made by DEPDIKBUD (Activity of Daily Living) as a standard for learning special schools in Indonesia in general. Designing a book with the concept of a landscape layout book because of the focus on visual and story-based material.
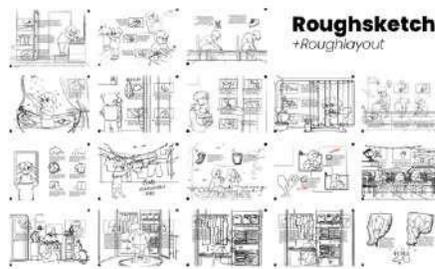
Design visualization

1) Concept

Fig.2 Roughsketch

2) Book Covers

Fig.3 Book cover sketch

covered by children's characters who relate to children in Indonesia, totaling 3 characters with the name Kevin as the main character, Putri as a cheerful and extrovert child, Maruna who has a personality that is opposite Putri, namely a calm character, quiet, likes to read . The concept of the character of children who have a diversity of ethnicities, races, religions as an illustration of the Indonesian motto 'Unity in Diversity' which means that although they are different, they are still one as a form of tolerance and representation of the diversity of the Indonesian people.

Evaluation and assessment is carried out by providing a series of questions and answers as a trial to the research subject, by providing test questions at the end of each chapter in paragraph format as a child's exercise in remembering the lessons in that chapter. Then an assessment at the end of the book with multiple choice tests as well as paragraphs. Of course, this trial is not fully given to children with special needs because the assessment is still given to teachers or parents in assessing children's success in books.
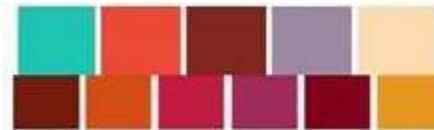
3) Character Design

Fig.4 Character design

A textbook that is heavy on the visual aspect in terms of content and material teaching materials that are made with the type of self learning require characters that match the target audience, in the book "I am an Independent Child" it is made with the representation of 3 small children characters named Maruna, Kevin, and Putri who were judged according to description the Indonesian motto Bhinneka Tunggal Ika, which translates to "Different Ones", which means that even though they are different, in essence the Indonesian nation is still one unity.

4) Color Scheme

Fig.5 Color Scheme
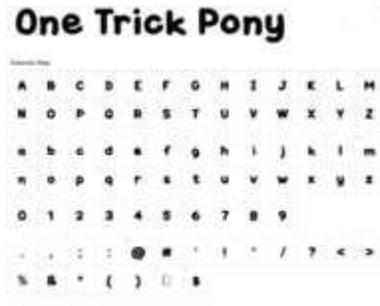
5) Typograph

One Trick Pony

Fig.6 One Trick Pony typeface

The use of typography in the form of fonts and typefaces with informal and custom characteristics, with the existing characteristic category, the Bakso Sapi font is considered very suitable for playful and not rigid narrative writing characters. However, in some aspects it still requires neatly arranged fonts for information other than research subjects, such as bibliography and other legal information.

Poppins

The use of this poppin font is to write standard information and sentences in book content so that words and sentences in writing information can be distinguished from self-development picture stories, with Sans Serif type for information on questions, assessments, and information on book regulations.
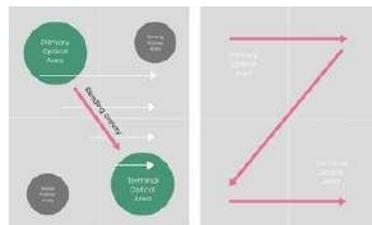
6) Design and Layout

Fig.9 Readibilty layout Gutenberg Diagram

Layout design refers to the arrangement of visual elements in content to convey a specific message. If the layout is not well read by the reader, it can be called an ineffective design. And in this design problem the layout used in children's picture books focuses more on 2 parts, namely text and images only, the application of designs that are in accordance with the mainstream is considered inappropriate in children's books.

D. Prototype

The prototyping stage applies book design starting from the rough sketch, cleanup, coloring, to rendering of illustrations, which is carried out by finalizing the layout of teaching materials, teaching certificate texts, and the grammar used according to the initial design. Then a test was carried out on the implementation of a B5 sized book with a landscape layout. The cover was made by adjusting the book material with the title I Am an Independent Child" as a representation of the book. Then carried out the creation of supporting media as a campaign and coverage additional from the main media, with the theme of a back to school campaign so that children who see this book product can be attracted by a package of goods that match the theme and purpose of the book's design.

Fig 10. Book Contents

No.		Buku 1 (B1)		
1.		**Story 01. Go to school**		**Page : 1**
\	**1**		**Act 1**	**Page : 1**
			The story begins with Kevin waking up in the morning with a greeting by his friends outside the house, Kevin greets them	
			Time Setting: Morning	Material Setting: Wake up
			Place Setting : Residential	Characters : Kevin, Putri, Maruna
	2		**Act 2**	**Page : 2**
			After waking up he then carries out daily activities starting from here self-development lessons are used in repetitive activities, in this chapter the lesson provided is personal hygiene by bathing, illustrated by Kevin's character washing the body with water and soap, with the sequence and stages of the movements given own close up with explanation.	
			Time Setting: Morning	Material Setting: Self Care
			Place Setting : Bathroom	Characters : Kevin
	3		**Act 3**	**Page : 3**
			On the next page with personal hygiene activities other than using soap for body skin, this page explains the knowledge of oral hygiene, using a toothbrush and paste then explains the movements recommended and practiced by doctors with circular motions to clean the gaps and gums tooth.	
			Time Setting: Morning	Material Setting: Self Care
			Place Setting : Bathroom	Characters : Kevin
	4		**Act 4**	**Page : 4**
			After the personal hygiene activities are carried out, then the learning stage is carried out on how to wear clothes from inside to outside, this shows education for children to carry out personal hygiene and dress neatly before carrying out activities outside the home in addition to giving hygienic habits.	
			Time Setting: Morning	Material Setting: Self Care
			Place Setting : Bathroom	Characters : Kevin
	5		**Act 5**	**Page : 5**
			This page shows a picture with learning about how to wear underwear with the stages of inserting it in the head and both hands holes.	
			Time Setting: Morning	Material Setting: dress up
			Place Setting : Kevin's Room	Characters : Kevin
	6		**Act 6**	**Page : 6**

		Place Setting : Home	Characters : Kevin
No.			
1.	**Story 02. Kegiatan Belajar Mengajar**		**Page : 11**
	11	**Act 11**	**Page : 11**
		On this page students are also given the opportunity to try out assessments on the previous material, namely cleanliness.	
		Time Setting: Assessments	Material Setting: Dress Up
		Place Setting : Assessment	Characters : Kevin
	12	**Act 12**	**Page : 12**
		This page also provides stories about the characters used, namely Kevin, Putri, and Maruna showing their excitement and creativity in school activities.	
		Time Setting: Midday	Material Setting: Story Insert
		Place Setting : School yard	Characters : Kevin, Putri, Maruna.
	13	**Act 13**	**Page : 13**
		The start page of the eating chapter for the divider with an illustration of Kevin holding a spoon and fork at the table, this chapter will explain the movements and ethics of using cutlery,	
		Time Setting: Lunch Break	Material Setting: Story Insert
		Place Setting : Class Room	Characters : Kevin
	14	**Act 14**	**Page : 14**
		On this page a character named Putri shows how to use a spoon and fork when eating, and the etiquette when chewing food so it doesn't interfere and looks good and neat, and how to differentiate between the use of spoon and fork cutlery.	
		Time Setting: Lunch Break	Material Setting: Eating and Dringking
		Place Setting : Class Room	Characters : Putri
	15	**Act 15**	**Page : 15**

		This learning page describes when to do personal hygiene because the body parts are dirty and the hands needed to hold it need to be cleaned first, by using water and liquid/bar soap, then drying it with a cloth.	
		Time Setting: Afternoon	Material Setting: Cleaning Up
		Place Setting : Bathroom	Characters :Kevin
20		Act 20	Page : 20
		On personal hygiene using the toilet is also needed, here is added learning where Kevin is doing urination and defecation, where it is necessary to learn how to use the toilet, and procedures for doing urination and defecation. When defecating, you also need to pay attention if cleanliness is also a major factor in activities, both before, when activities are carried out, and after they are carried out by washing hands as in the previous procedure	
		Time Setting: Afternoon	Material Setting: Cleaning Up
		Place Setting : Bathroom	Characters :Kevin
21		Act 21	Page : 21
		The same as on the previous page, the tools used are still toilets, where here the procedures for using the toilet for BAK are not much different from defecation, use and cleanliness are prioritized during BAK activities	
		Time Setting: Afternoon	Material Setting: Cleaning Up
		Place Setting : Bathroom	Characters :Kevin
22		Act 22	Page : 22
		When washing hands, the needs and procedures are different from the water used that does not flow, where still water such as bucket water needs to be replaced when using and rinsing, then when using soap with the same treatment to dry hands with a cloth.	
		Time Setting: Afternoon	Material Setting: Cleaning Up
		Place Setting : Bathroom	Characters :Kevin
23		Act 23	Page : 23

		On the other hand, when personal hygiene is needed, foot hygiene is also required when carrying out other activities, because walking around with a shabby body can pollute the surrounding area and distance oneself from a hygienic space. By rinsing and cleaning the parts that are difficult for water to drain, namely between the legs and need to be dried, either using a mat or wiping with a cloth.	
		Time Setting: Afternoon	Material Setting: Cleaning Up
		Place Setting : Bathroom	Characters :Kevin
24		**Act 24**	**Page : 24**
		where the water is still like a bucket of water that needs to be replaced when using and rinsing, then when using soap with the same treatment to dry hands with a cloth.	
		Time Setting: Afternoon	Material Setting: Cleaning Up
		Place Setting : Bathroom	Characters :Kevin
25		**Act 25**	**Page : 25**
		The last chapter on cleanliness tells Kevin's story that he is independent and understands cleanliness to change his own clothes with clean clothes, so that the next activity can be carried out comfortably and not worry about germs and dirt.	
		Time Setting: Afternoon	Material Setting: Story Insert
		Place Setting : Yard	Characters :Kevin
26		**Act 26**	**Page : 26**
		After taking off his dirty clothes, the next lesson is to put on the clothes again as in the previous story, where the use of clothes already gives the type of inner and outer shirts, on this page the lesson is given by practicing wearing a shirt with buttons, where practice is in order to put both hands and attaching each shirt button to the hole.. Kevin, who before carrying out activities is still required to dress neatly and cleanly.	
		Time Setting: Night	Material Setting: Dressing Up
		Place Setting : Kevin's Room	Characters :Kevin
27		**Act 27**	**Page : 27**
		After Kevin's daily story which is full of stories and lessons, in the end the story continues with the closing of the day where Kevin is depicted getting ready to sleep on his bed, by learning about cleanliness and tidiness he gets activities to rest and sleep more comfortably. That way the story ends for Kevin's lessons and daily life in learning the repetitive activities he does so that in the future they can be useful and carried out smoothly	

		Time Setting: Kevin's Room	Material Setting: Insert Story
		Place Setting : Kevin's Room	Characters :Kevin
28		**Act 28**	**Page : 28**
		The end of this chapter provides a reassessment to remember and repeat narratively the previous material.	
		Time Setting: Assessment	Material Setting: Narative Test
		Place Setting : Assessment	Characters :Kevin
29		**Act 29**	**Page : 29**
		At the end of the learning book, questions and assessments are needed to test students in the lessons that have been obtained on the previous page, with illustrated questions and practice can be carried out. For the level of SLB children whose students on average have limitations such as mental retardation, the questions written are multiple choice with examples of pictures in the previous lesson	
		Time Setting: Assessment	Material Setting: Optional Test
		Place Setting : Assessment	Characters :Kevin
30		**Act 30**	**Page : 30**
		This page has the same objective as before, with a total of 12 multiple choice questions.	
		Time Setting: Assessment	Material Setting: Optional Test
		Place Setting : Assessment	Characters :Kevin
31		**Act 31**	**Page : 31**
		On this page it has the purpose of saying goodbye and giving a little description of the word 'back' which can mean that the material or the book has other learning with different content and stories.	
		Time Setting: Assessment	Material Setting: Ending Page
		Place Setting : Assessment	Characters :Kevin, Putri, dan Maruna

Implementation

The implementation is made with the final work in the form of a book with size B5

Fig 11. Book Mockup

Figure 12 Book Mockup

Supporting Media

Fig.13 Supporting media

Fig.14 Supporting media

Fig.15 Supporting media

In the supporting media from the book Aku Anak Mandiri carrying the theme of back to school as the main media extension, namely textbooks, a back to school kit campaign is given with media in the form of a set of school tools with this as motivation for children to return to school can be fun with uniform school equipment. This back to school kit campaign uses one of these items

The results section summarizes the data collected for the study in the form of descriptive statistics and also reports the results of relevant differential statistically analysis (e.g., hypothesis tests) conducted on the data. You need to report the results in sufficient detail so that the reader can see which statistical analyses were conducted and why, and to justify your conclusions. Mention all relevant results, including those that are at odds with the stated hypotheses (American Psychology Association 2001: 20).

There is no fixed recipe for presenting the findings of a study. We will, therefore, first consider general guidelines and then turn our attention to options for reporting descriptive statistics and the results of the hypothesis test.

4. Conclusions
After the final book is at the design stage, the tryout is used as a media feasibility test in solving the problems raised in the research. The try-out was carried out on 2 expert personnel who had their own try-out roles, namely media experts as examiners who understood the technical aspects of both illustration, design, layout, technical and material suitability and many things, then the second was the material aspect validator with testers from student guardians of SDLB Sumber Dharma Malang city itself, with an assessment of the questionnaire in the form of material aspects, introduction, and suitability, this is given so that the focus on design adjustments can be assessed for its feasibility to the students the teacher teaches at school. Trials were also carried out on the general public, by holding a 4.0 spatial exhibition at this café as a form of product introduction and designer.

The trial was carried out on the validator concerned with the design and research of the book Aku Anak Mandiri, namely the media validator as an expert in design, illustration, and visuals in assessing the suitability of the book for design purposes. And the material validator, namely the teacher as an individual who is directly related to the research subject so that the assessment is in the form of material suitability, learning, and learning objectives in accordance with students. Assessment is given by summing and average the results of a questionnaire of 20 questions

Media validator

With 20 question With 20 questions on 3 aspects. Media aspects, attractiveness, suitability And 9 questions have 5 points in each aspect, with a conclusion that the value is very suitable for 3 aspects. With the application of value to the question as follows

5. Very suitable   : 9

4. Appropriate   : 2

3. Enough   :-

2. Less   :-

1. Very less   :-

Suggestion :1. Against writing that is not in accordance with Indonesian language studies. 2. The illustration needs detail on the use of shoelaces because it is difficult to understand:- Assessment is given by summing and average the results of a questionnaire of 20 questions with non-specific and detailed images. What can be concluded is that the design of the book Aku Anak Mandiri is in accordance with the aspects technical covers design and illustration. Eligible with the terms of repair according to the suggestions

Material Validator

20 material questions, with aspects of assessment aspects of introduction, content, evaluation The majority have appropriate answers, and scores on the scope of material power and the coherence of story content and material are worth 5 or very appropriate. With the application of values to the questions as follows: 5. Very suitable 4. Appropriate 3. Enough 2. Less 1. Very less

5. Very suitable   : 2

4. Appropriate   : 18

3. Enough   :-

2. Less   :-

1. Very less   :-

With the test statement of the teaching staff validator material, it can be concluded that the implementation of material in book design with teaching standards and attractiveness as With research and design in an effort to solve the problems in the discussion above, namely by making self development textbooks as an effort to character education for ABK (Children with Special Needs) in adapting

Conclusion

to the social environment when they grow up. especially at SDLB Sumber Dharma by not having textbooks on repetitive activities with teachings according to school learning standards. With the existence of this book, this problem can be solved, although not completely with some necessary adjustments in the process, materials and other factors such as teaching staff and parental participation in teaching and learning activities for children with special needs, in this case those who have a mild mental retardation category according to with the design of this book in the implementation of SDLB Sumber Dharma learning. by going through the

design and testing stages through teaching staff and media experts as the final process in testing the feasibility of the book I Am an Independent Child as a lesson for mild mentally retarded ABK

Suggestion

This design is a material development made with the aim of answering problems that are in SDLB Sumber Dharma Malang city. With the final design and research carried out to the experts and research subjects concerned, with suggestions related to design and materials. changes in technical aspects to material that does not explain enough, and the use of language that is not in accordance with the rules. Then to material experts, namely SDLB Sumber Dharma teachers. With suggestions on the supervisor's instructions to make an explanation of each material being taught, as well as some aspects of evaluation with the addition of creative activities, namely drawing and imitating as training. That way the development for book design can be applied in the future.

5. References

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