The Effect of ICT Digital Picture Storybook Learning on The Global Diversity Dimension of Fourth-Grade Elementary Students

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Article Info

Abstract

This study aims to measure the dimensions of global diversity among fourth-grade students through the use of ICT digital picture storybooks in learning. Through digital picture story books, students can get to know and learn about the diversity of Indonesian culture so that the character of the Profil Pelajar Pancasila emerges in the form of a global diversity dimension. The research employs a quantitative approach with a quasi-experimental design, specifically the Pretest Posttest Nonequivalent Control Group Design. The sample consists of 40 fourth-grade elementary school students in Cimahi. Data collection was conducted using essay tests. The validity of the data was tested through content validity by seeking validation from experts. Data analysis was performed using inferential statistical tests, including normality tests, homogeneity tests, and t-tests. Additionally, an N-gain test was conducted to calculate the effectiveness of the learning method. The results show that ICT digital picture storybook learning has an effect on the global diversity dimension of fourth-grade students. This is evidenced by the significance value, which was 0.01. Furthermore, the N-gain test showed a value of 0.35, indicating that ICT digital picture storybook learning has moderate effectiveness

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INTRODUCTION

The rapid development of the times has brought both positive and negative impacts on the world of education (Amini et al., 2020). These impacts affect the quality of education and thus require attention from those involved in education. One of the negative effects of this rapid development is the disruption in technology, socio-cultural, and environmental sectors, which has led to the fading of children's identities rooted in eastern traditions. The era of disruption occurs due to rapid and significant innovations, resulting in changes in behavior, thought processes, and even communication methods. On the other hand, this era of disruption offers both opportunities

and challenges for society, especially for the younger generation. Generation Z, which is experiencing this era, must be selective in using technology to preserve the existing culture. The world continues to change along with the shift in human thought about life (Ulfah et al., 2022). Human perspectives are not always the same, leading to new concepts and ideas. Novelty emerges from the thoughts or behaviors of individuals or groups, which in turn drives rapid progress. This disruption influences all aspects of human life, including culture. Intensive exposure to diverse information encourages Generation Z to develop their preferences as components of their identity. Previous generations must also improve their digital literacy to observe, engage, and even design appropriate learning methods to foster effective communication patterns. Character is considered part of the psychosocial element related to its context. Character can be understood as behavior and personality, which can be changed by altering one's personality. Nationalistic character can determine the strength of a nation, and this character should be instilled in the younger generation from an early age. The younger generation is the agent of change for a nation. Without efforts to instill the values of national character, the younger generation may lack the foundation to become agents of change for a nation (Putri et al., 2024).

The presence of the era of disruption has a major impact on the resilience of local culture in Indonesia. Global currents have caused the current generation to know and be influenced by foreign cultures such as Korean culture which is very popular with children. Not only that, children understand more about customs, ways of speaking, dancing, and prefer to consume foods that imitate foreign cultures. This causes local culture to be increasingly displaced and many children do not know their own culture. This statement is in accordance with the opinion of Supriatin & Istiana (2022) in line with the development of the era that follows the flow of globalization, many things have changed, such as socio-cultural values, cultural heritage from ancestors in the form of values and roots of tradition, and local wisdom, experiencing erosion and erosion.

Referring to the issues faced by today's generation, the Ministry of Education and Culture launched the "Pancasila Student Profile" program as an effort to address the disruptions and improve the quality of education. The Pancasila Student Profile is defined as "Indonesian students are lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila." This statement summarizes three key concepts: lifelong learning, competence, and character according to Pancasila values. Being a lifelong learner requires independence, as one must be able to identify one's learning needs, be motivated, and find sources and methods of learning that suit them. This independence is, in essence, the vision of education put forth by Ki Hadjar Dewantara. According to Ki Hadjar Dewantara, education is fundamentally about character development, as character is the union of thought, feeling, and will, which generates energy. With such character, every human being stands as a free individual capable of self-control, and this forms a civilized human, which is the main purpose of education. The competencies aimed for are not limited to literacy and numeracy but are also more holistic, including global competence (Irawati et al., 2022).

The OECD (2006) defines global competence as the capacity to understand and learn about local, global, and intercultural issues, appreciate different perspectives, engage in open, appropriate, and effective interactions with people from different cultures, and act for the common good and sustainable development. This definition highlights that part of global competence is the ability to think critically, communicate across cultures, and collaborate to promote the welfare of

all. Global competence does not ignore local issues; instead, it involves sensitivity to local issues and an understanding of the interconnections between local and global contexts. As such, individuals realize that their behavior impacts both their immediate surroundings and broader contexts.

Schools, as educational units under the Ministry of Education and Culture, play a crucial role in the success of the Pancasila Student Profile program. This program aims to shape students who embody the values of Pancasila. There are six criteria in the Pancasila Student Profile: faith in God and noble character, independence, critical thinking, global diversity, collaboration, and creativity (Restra Kemendikbud, 2020). These dimensions must grow together, and educators should not focus on just one or two dimensions. Neglecting one dimension hinders the development of others. For example, patriotism arises from the development of the "faith in God and noble character" dimension, as one element is the moral character of citizenship. Patriotism is built not only from faith but also from the development of care for others and responsiveness to the environment, elements of the collaboration dimension. Furthermore, the global diversity dimension relates to identity development and the ability to reflect on oneself as part of both Indonesian cultural groups and the global community. Developing the global diversity dimension fosters proportional patriotism, as individuals can see themselves as part of the world community.

Indonesia is a diverse country in terms of ethnicity, language, religion, and other social identities, such as gender, occupation, and socioeconomic status. Indonesian students, as part of this diversity, recognize that diversity is an inevitable reality of life. Indonesian students develop an awareness of this diversity, leading them to respect and appreciate the perspectives of others. In this context, global diversity is a collection of knowledge and skills that Indonesian students possess regarding their own existence, groups, and cultures in both local and global diverse environments. In the context of the nation, global diversity fosters pride in and understanding of diversity and national identity, a sense of nationalism, unity, and patriotism as an expression of love for the homeland.

An Indonesian student with global diversity is culturally aware, has a mature self-identity, and can represent the noble culture of their nation while being open to the existence of diverse local, national, and global cultures. Recognizing the disparities between social groups, globally diverse Indonesian students are driven to play a role in building an inclusive and socially just society, upholding rights and equality with others, and balancing personal, social, and national interests. Indonesian students understand that global diversity is an essential asset for living peacefully with others in a connected world, both physically and virtually.

Global diversity encourages Indonesian students to remain nationalistic, preserving local culture and identity on the one hand while being open-minded and interacting with other cultures globally on the other. These interactions are carried out with respect and equality for the well-being of the world and the sustainability of future life. Their diverse experiences guide them away from prejudice, stereotypes, bullying, intolerance, and violence against different cultures and groups, fostering active participation in building a just, democratic, inclusive, and sustainable society. The key elements of global diversity include (a) understanding and appreciating cultures, (b) intercultural communication and interaction, (c) reflection and responsibility in diverse experiences, and (d) social justice.

This research focuses on the element of understanding and appreciating cultures among third-grade students. Introducing culture to elementary school students is crucial because many students are not yet familiar with the cultures around them. To introduce Indonesia's diverse cultures and local cultures, the researcher uses ICT digital picture storybook learning. Munthe & Halim (2019) explained that picture storybooks combine text and visual images. The combination of unique text and pictures can capture children's attention, making the information more enjoyable to convey (Amril & Pransiska, 2021). Using picture storybooks as a learning medium has advantages, such as providing language and visual input for children and stimulating their visual and verbal fluency (Nugraheni et al., 2019). Picture storybooks can also spark children's interest in reading, translating abstract ideas into more tangible forms. This medium is easy to use because it does not require many tools (Ayumi et al., 2021). To instill the character of diversity through picture storybooks, teachers can incorporate stories related to local cultural wisdom. Instilling the values of local cultural wisdom through cultural transformation in education is one way to achieve the Pancasila Student Profile (Hadi et al., 2022). A study by Santoso et al. (2023) showed that activities like singing the national anthem, regional songs, reading books in the library, and engaging in arts and crafts help foster global diversity in schools. Meanwhile, this study uses reading materials available on official ministry websites such as literacycloud and buku.kemdikbud.go.id. After reading the books, teachers will provide worksheets for students to discuss the cultures they have learned about through their analysis of the storybooks. Based on the background outlined, this study aims to measure the global diversity dimension of fourth-grade students through ICT digital picture storybook learning.

METHOD

The researcher employed a quantitative approach using a quasi-experimental method. According to Creswell (2015) a quasi-experiment is an experimental design that is conducted without randomization, but involves placing participants into groups. Meanwhile, this research design uses the Pretest Posttest Nonequivalent Control Group Design. At the beginning of the study, measurements were first made on the dependent variables that the participants had. After manipulation was given, measurements were made again on the dependent variables with the same measuring instrument. In this design, the experimental and control groups are not randomly selected (Suharsaputra, 2014). The population for this study consists of fourth-grade elementary school students in Cimahi. The research sample was selected using a random sampling technique. The sample size includes 40 fourth-grade students. The researcher will randomly select a class to be used as the research sample. Data collection for this study involves essay tests to measure the development of the global diversity dimension, specifically the element of "Understanding and Appreciating Culture." The following table presents the assessment indicators for the global diversity dimension, focusing on the element of "Understanding and Appreciating Culture."

Table 1. Instrument for the Global Diversity Dimension

Element	Sub-element	Indicator
Understanding and Appreciating Culture	Delving into culture and cultural identity	1. Students are able to identify the culture presented in the storybook.

		2. Students are able to identify the unique characteristics of the culture presented in the storybook.
	Exploring and comparing cultural knowledge, beliefs, and practices	1. Students are able to distinguish between the different cultures in the storybook.
		2. Students are able to explain the uniqueness and background of a particular culture.
		3. Students are able to mention ways to preserve culture.

RESULTS AND DISCUSSION

Results

      This study utilizes ICT by using a digital picture storybook to enhance the global diversity dimension. The research encourages students to access digital storybooks available on several websites. The researcher has prepared three types of reading materials related to traditional dances in Indonesia. Below are the covers of the digital picture storybooks that serve as the reading sources for this study.

(source: https://literacycloud.org/stories/5657-little-monkey-warrior-dancer/)

      The next storybook presented is titled Topeng Dadak Merah, which tells the story of the Grebeg Suro tradition in Indonesia. This story explains many cultural elements involved in the making of the Topeng Dadak Merah mask, also known as Reog Ponorogo from East Java.

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(source: https://literacycloud.org/stories/691-the-duck-race/readStoryPage)

This storybook is titled Pacu Itiak, which tells the story of a duck racing competition from the Payakumbuh region in West Sumatra. Through this reading, students learn about activities carried out by the people of Payakumbuh and the efforts made by the characters in the story to participate in the Pacu Itiak race.

(source: https://literacycloud.org/stories/889-hari-istimewa-suwidak-loro/)

The storybook titled Hari Istimewa Suwidak Loro tells the story of traditional foods favored by a royal princess and explains the unique and lengthy process of making these traditional

dishes, resulting in a delicious taste. After the students read the available storybook, the teacher distributes student worksheets to assess the knowledge they have gained from the picture storybook. Below, the researcher presents the results of the study that has been conducted.

Table 2. Posttest Results of Experimental and Control Classes

Test Name	Significance Value	Description
Normality Test	0.178	Data is normally distributed
Homogeneity Test	0.460	Data is homogeneous
t-Test	0.015	H0 is accepted

Based on Table 2, the results of the normality test for the pretest of the experimental and control classes show that the data is normally distributed, allowing the researcher to proceed with the homogeneity test. Once the data was confirmed to be homogeneous, the researcher conducted a t-test to measure the students' initial ability regarding the global diversity dimension. The t-test results indicated that the experimental and control class students had the same level of global diversity dimension before the implementation of ICT digital picture storybook learning. Subsequently, the researcher performed a posttest on the experimental and control classes, with the results shown in Table 3.

Table 3. Posttest Results of Experimental and Control Classes

Test Name	Significance Value	Description
Normality Test	0.430	Data is normally distributed
Homogeneity Test	0.600	Data is homogeneous
t-Test	0.001	H0 is rejected

Based on Table 3, the results of the normality test for the posttest of the experimental and control classes show that the data is normally distributed, allowing the researcher to proceed with the homogeneity test. Once the data was confirmed to be homogeneous, the researcher conducted a t-test to measure the global diversity dimension of students after the implementation of ICT digital picture storybook learning. The t-test results indicate that the global diversity dimension of students in the experimental and control classes is at different levels. Thus, the implementation of ICT digital picture storybook learning had an impact on the global diversity dimension of fourth-grade students. Next, the researcher conducted an N-Gain test to measure the effectiveness of ICT digital picture storybook learning on the global diversity dimension of fourth-grade students. The N-Gain test results are presented in Table 4.

Table 4. N-Gain Test Results

Test Name	N-Gain Value	Description
N-Gain Test	0.35	Medium

The N-Gain test results show a value of 0.35, which falls into the medium category. Therefore, the researcher concludes that the implementation of ICT digital picture storybook learning on the global diversity dimension of fourth-grade students is moderately effective.

Discussion

Discussion

The Discussion should be an interpretation of the results rather than a repetition of the Result This study used a digital picture story book to measure the dimensions of global diversity of fourth grade students. The researcher prepared a picture story book on the literacy cloud site and then asked students to read the book. After students read the book, they identified the culture in the story and then explained the contents of the story. After students completed the worksheet, the teacher asked students to explain the results of their discussion in front of the class. Then, the teacher explained to students that Indonesia has cultural diversity, one of which is various dances. Each dance has its own meaning as explained in the book. Through this activity, students' knowledge of Indonesian culture increases so that it becomes capital for students to maintain the sustainability of their culture.

The implementation of ICT-based learning tools has shown to be effective in enhancing various educational outcomes, including cultural understanding and diversity. In this study, the use of digital picture storybooks as a medium for promoting global diversity among fourth-grade students demonstrated a significant impact on students' ability to recognize and appreciate different cultural identities. Previous research supports the idea that digital storytelling is an engaging method for integrating cultural knowledge into the curriculum, as it allows for both visual and textual interaction (Zhang & Noels, 2024; Emerson et al., 2024). The visual representation in digital stories helps learners to better understand cultural symbols, making abstract cultural concepts more tangible and relatable (Liao & Li, 2023). Moreover, ICT tools, such as digital picture storybooks, are known to enhance student engagement, motivation, and retention of information (Wang et al., 2024).

The effect of ICT Digital Picture Storybook learning on cultural dimensions has been explored in several educational contexts, highlighting its potential for fostering global competence. This aligns with the findings of this research, where students were able to delve into cultural identities and compare different cultural practices through the digital platform. Studies have shown that integrating digital tools into learning not only supports cognitive development but also promotes socio-emotional skills like empathy and open-mindedness toward other cultures (Cooper & Brna, 2002; Tsortanidou et al., 2022). When students are exposed to diverse cultural materials, they become more aware of the global world and their place within it (Baroso et al., 2022). The use of digital media in classrooms helps build these competencies by offering a platform where cultural diversity is visually represented and accessible (Boghian & Cojocariu, 2023).

The findings of this study are consistent with research showing the positive effects of digital learning on student engagement and intercultural understanding. For example, Tamimi (2024) and Meletiadou (2022) found that digital storytelling enhanced students' critical thinking and ability to reflect on their own cultural identity. Furthermore, the current study's approach of using a structured, interactive format with group discussions and worksheets aligns with best practices in collaborative learning (Gan et al., 2015). Collaborative tasks not only foster knowledge exchange among peers but also allow students to apply their learning in meaningful ways (Flaherty., 2022). This promotes deeper learning and long-term retention of cultural values, as demonstrated in this research.

Additionally, digital picture storybooks provide a flexible and accessible format for students, allowing them to explore materials at their own pace. Previous studies have emphasized

that personalized learning through digital platforms increases student autonomy and engagement (Alamri et al., 2020; Kong & Song, 2015). The interactive nature of these digital tools enables students to make connections between cultural narratives and their real-world experiences (Rahiem, 2020). As seen in the current study, students were able to identify cultural elements within the storybooks and reflect on ways to preserve their cultural heritage, which is crucial for fostering a sense of identity and global citizenship (Zhang et al., 2020).

The ICT Digital Picture Storybook method not only promotes cultural understanding but also encourages critical thinking by challenging students to analyze and compare various cultural practices. Recent studies have highlighted the role of digital tools in promoting critical thinking and cultural awareness in educational settings (Medina, 2021). These findings align with the current study, which shows that students in the experimental group exhibited higher levels of cultural appreciation compared to the control group. The research results, indicating moderate effectiveness, suggest that while ICT tools are beneficial, their impact can be enhanced through continuous interaction and contextual learning. This study supports the growing body of research that highlights the importance of integrating ICT into education to enhance cultural awareness and global diversity dimensions among students. Digital picture storybooks, as seen in this research, provide a promising approach for promoting cultural understanding, especially when paired with interactive and reflective activities.

CONCLUSION

This study implemented ICT Digital Picture Storybook learning to enhance the global diversity dimension of fourth-grade students. The elements used as benchmarks in this study include the element of understanding and appreciating culture, with the sub-elements of (a) delving into culture and cultural identity, and (b) exploring and comparing cultural knowledge, beliefs, and practices. The results of this study show that the implementation of ICT Digital Picture Storybook learning had an impact on the global diversity dimension of fourth-grade students. The steps used in this research are as follows: (a) the teacher prepares the digital picture storybook; (b) students read the digital picture storybook; (c) the teacher engages in a Q&A session with students about the content; (d) students work in groups to complete worksheets containing questions about the cultural information they have explored in the reading; (e) a representative from each group presents the results of the group discussion; (f) the teacher and students together summarize the lesson. The digital picture storybook is a picture storybook available in digital format, meaning that students can freely access it. This study aims to provide students with time to explore digital storybooks, hoping to foster student interest in exploring Indonesia's diverse cultures through engaging readings.

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