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Developing a Culturally Responsive Picture Storybook to Enhance Reading Literacy in Indonesian Primary Schools

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Abstract
In the current era of globalization and the development of information technology, literacy skills have become critical skills that every student must master to face the challenges of the times. Literacy skills are related to reading, writing, and thinking activities that focus on increasing the ability to critically, creatively, and innovatively understand information. By reading, students will apply speaking and writing skills. Based on the results of interviews at one school, teachers have not made maximum use of interesting learning media. Therefore, it is necessary to create exciting learning media for reading skills. One of them is picture storybook media. Picture storybook media are suitable learning media to develop because engaging learning media can be used as teaching aids to illustrate material explained in related subject books. This research aims to produce picture storybooks based on the CRT approach to improve students' reading literacy in lower grades. This research method uses the ADDIE model. Data collection uses scales, interviews, observations, and questionnaires. Data analysis techniques use descriptive analysis t-tests. In validating media, material, language, learning, and evaluation, the v-aiken results were 0.88, 0.85, 0.88, 88.3, and 65, respectively, with decent classification. Then the t-test obtained a significance result 0.000, which means 0.000 < 0.05. In short, developing picture storybooks based on the CRT approach has increased students' reading literacy in lower grades.
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Keywords: picture storybook, culturally responsive teaching, literacy improvement

INTRODUCTION

Education is important in creating quality and creative human resources and ensuring the nation's development. In the era of globalization and information technology, reading ability is very important to access information (Kamardana et al., 2021). Literacy, which includes listening, speaking, reading, and writing, is a crucial skill in facing the challenges of the 21st century (Rohim & Rahmawati, 2020). Reading is a basic skill that supports speaking and writing abilities. Students who cannot read will have difficulty writing and understanding problems (Salsabila et al., 2020). Improving reading literacy in elementary schools is very important. Research from the Program for International Student Assessment (PISA) shows that Indonesia's literacy culture 2012 was the second worst out of 65 countries (Hermawan et al., 2020). Reading helps students gain knowledge beneficial for their cognitive, social, and emotional development.

Awareness of the benefits of reading literacy is still low among students at school and at home. Forming a reading culture requires a process and cannot be instant. Parental involvement in monitoring and supporting literacy programs at home is very important. In addition, the use of books in schools, which is limited to textbooks, hinders literacy development. Teachers must utilize interesting learning media to overcome this problem (Rusniasa et al., 2021). One of the literacy activities is reading literacy, which has an important role for the advancement of the world of education because reading will get a variety of new information from a text that has been read and can add new insights from reading material. Through reading literacy, students can acquire a lot of new knowledge (Safitri & Sukartono, 2023).

Picture book media is one of the concrete learning media used to facilitate learning on various learning materials that will be taught (Permana & Indihadi, 2018). Using interesting learning media, such as picture storybooks, is very effective in overcoming problems in the classroom (Aprilia, 2021). Picture storybooks can help students use their imagination when reading and understand the meaning of the text. This book can also increase students' literacy in learning Indonesian. Using picture storybooks can also stimulate children's love of reading. They can translate abstract ideas into a more concrete form. This media is also easy to use because it does not require a lot of equipment (Ayumi, 2021). A picture storybook is also a story written in a light language style, tends to use a conversational language style, and is equipped with pictures to convey certain ideas (Suryaningsih & Fatmawati, 2017).

Picture storybooks carry the meaning of books that convey messages in two ways, namely by using pictures and writing (Nurgiantoro, 2018). At Al Kautsar Elementary School, class II students have difficulty understanding learning material because the textbooks are irrelevant to their environment, which causes low reading literacy. The family environment also influences students' low reading literacy. Families play an important role in improving children's literacy. Existing picture storybooks are not interesting enough to motivate students actively in the learning process. Teachers at SD Al Kautsar also experience limitations in developing their teaching materials and only use books from publishers, making the learning process less enjoyable (Aprilia, 2021).

Children's storybooks equipped with pictures that match the topic of the story can be used as a learning medium (Kartika et al., 2023). Picture storybooks are an effective communication medium for presenting information and knowledge through text and images. These books help students better understand the story's content and make

learning more interesting. Students at elementary school age are at the concrete operational stage, where they like concrete objects and have high fantasy power. Picture storybooks based on Culturally Responsive Teaching (CRT) can channel creative imagination and motivate children to learn to read (Ratnasari & Zubaidah, 2019).

Picture storybooks as a learning medium have the advantages of providing language and visual input and stimulating children's visual and verbal fluency. These books can also promote children's love of reading and make abstract ideas more real (Nugraheni et al., 2019). The Culturally Responsive Teaching approach recognizes and accommodates cultural diversity in the classroom. This approach empowers students by using meaningful cultural connections to instill knowledge, social skills, and attitudes (Maryono et al., 2021).

As was the case of the interview at one of the elementary schools, namely SD Al Kautsar Bandar Lampung, learning media was available but had not been utilized optimally. The picture story books used also do not motivate students to be actively motivated in the learning process and help facilitate the students' learning process so that the learning process becomes less enjoyable. This happens because students do not understand the content of the teaching materials used while at school and there are no learning resources that can provide meaningful learning experiences for students. Therefore, the use of interesting learning media for the beginning of reading skills must be made. If there is pictorial media, students will fantasize when reading and understand the meaning of the text. Picture storybooks can be used as a means of increasing students' literacy in learning Indonesian. Through the stories presented, students can learn concrete things they have experienced. So far, the books presented do not contain many values that students can learn. Please note that children's story books can be based on many angles and backgrounds. However, the stories that are considered good to be featured in picture story book prototypes are stories that originate from local culture and encounters with everyday life. Local culture is an effective means of instilling values and knowledge in students.

The use of books or reading materials at school, teachers only use textbooks, causing literacy skills development activities for teachers and students not optimal. This reading literacy activity also requires effort. Reading literacy is critical because of students' success level and ability to think critically, analytically, and reflectively. Bearing in mind that several studies that have been carried out related to reading books to increase students' literacy are still lacking and not yet optimal because, so far, most teachers have only relied on book packages without utilizing a variety of exciting learning media, one of which is picture story books. Apart from that, research conducted by Nugraheni et al. (2019) showed that the availability of media used by teachers is still lacking, still limited to presentation in books teachers and student books, stories about the surrounding culture are not yet available. So, choosing and choosing and using the suitable media to improve students' literacy skills is essential.

Based on existing problems, the author developed a CRT-based picture storybook to motivate children to read and increase their interest. Hopefully, this book can help teachers convey story content in class and improve students' reading interest with interesting pictures. The use of picture storybooks must have a reference as a basis for implementation, the basics in making a children's storybook, namely intrinsic and

extrinsic elements; intrinsic elements include theme, characters, setting, language style, and storyline (Sarumpaet, 2017).

This research aims to produce picture storybooks that use the CRT approach to increase reading literacy among elementary school students, especially in lower grades. This research uses mixed methods with data collection through interviews, observation, scale questionnaires, descriptive data analysis, and t-tests. The research results show that CRT-based picture storybooks effectively increase students' reading literacy, as validated by media, content, language, and literacy experts. This book also increases the average score of students' scale questionnaires and observation sheets during the learning process, with significant differences in learning outcomes between the experimental and the control groups.

Through this research, it is hoped that CRT-based picture storybooks can assist teachers in conveying story content in class and increase students' reading interest with pictures that attract their attention. This research is entitled "Development of a Picture Story Book Based on the CRT (Culturally Responsive Teaching) Approach to Increase the Literacy of Low-Grade Students in Indonesian Language Learning in Elementary Schools." In particular, the development of CRT-based picture storybooks is designed to address several main problems in literacy education in elementary schools. First, this book aims to make the learning process more relevant and contextual to students' daily lives, which is expected to increase their understanding of the learning material. Second, by incorporating local cultural elements into the story, it is hoped that this book can help students understand and appreciate their culture, thereby strengthening their cultural identity.

Using CRT-based picture storybooks is also expected to increase students' learning motivation. By presenting relevant and interesting stories and equipped with attractive pictures, this book is hoped to make the learning process more fun and interesting for students. This is important to increase their interest in reading, which in turn can improve their overall literacy skills. CRT-based picture story books are also expected to increase parental involvement in the learning process. By using stories relevant to everyday life and local culture, it is hoped that parents can be more easily involved in supporting their children's learning process at home. This is important because parental involvement has been proven to impact student learning outcomes positively. Thus, developing CRT-based picture storybooks is expected to provide a comprehensive solution for increasing reading literacy among elementary school students. These books help students understand learning material better, improve their learning motivation, strengthen their cultural identity, and increase parental involvement in the learning process.

In conclusion, literacy education is an important foundation for students' cognitive, social, and emotional development. Developing interesting and relevant learning media, such as CRT-based picture storybooks, is important in increasing reading literacy in elementary schools. Hopefully, this research can significantly contribute to improving the quality of education in Indonesia and help create a smarter, creative, and highly competitive generation.

METHOD

This was a Research and Development (R & D) study. R&D is a process or steps to develop or perfect a product. The development research aims to create a product in the form of a picture storybook based on Culturally Responsive Teaching (Sugiyono, 2019). The development model in this research uses the ADDIE model. The ADDIE model comprises analysis, design, development, implementation, and evaluation. The flowchart of procedures for developing CRT (Culturally Responsive Teaching) based picture storybooks using the ADDIE development model consists of analysis, design, development, implementation, and evaluation, as shown in the Figure 1.

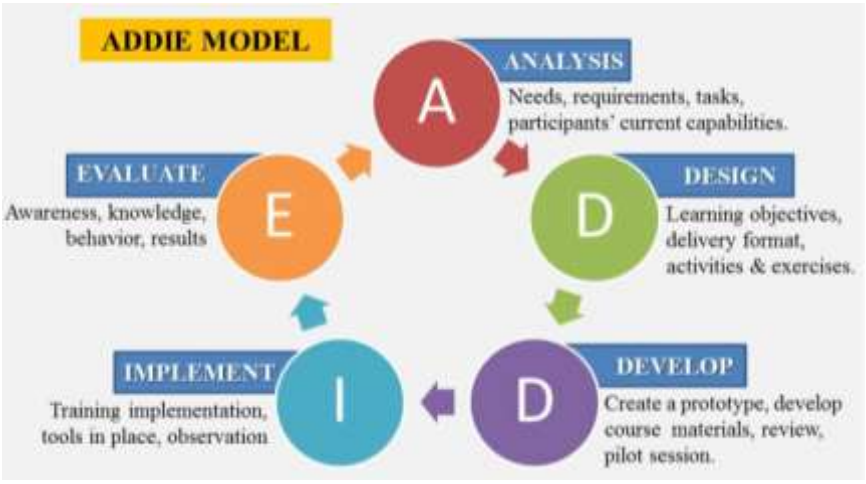

Figure 1. Five Stage of ADDIE Models

Figure 1 shows that the development of CRT (Culturally Responsive Teaching)-based picture storybooks uses more than one cycle, with stages referring to ADDIE in each cycle. Each cycle consists of analysis, design, development, implementation, and evaluation stages. (1) analysis, the analysis stage is the initial phase in the development process, where the researcher evaluates initial data related to the study. Observations and interviews are conducted to analyze the teaching materials used at SD Al Kautsar. The findings indicate the need to develop culturally responsive teaching-based picture storybooks to enhance students' literacy. (2) design, following the needs analysis, developing culturally responsive teaching-based picture storybooks begins by compiling reference books on unique family material related to Lampung's local wisdom. This design also includes formulating essential competencies, indicators, and story titles and preparing the Canva application for development. (3) development, this stage aims to produce culturally responsive teaching-based picture storybooks using the Canva application. The development process involves validation by media experts, subject matter experts, and student responses. (4) implementation, the implementation stage involves trial runs with teachers and second-grade students after validation. Trials are conducted in small groups, followed by large-scale field trials to evaluate literacy improvement and make revisions based on feedback. (5) evaluation, formative evaluation is conducted at each stage, while summative evaluation assesses the overall process. Evaluation results are used to provide feedback and make revisions as needed.

In this research, the experimental and control classes were not chosen randomly, so the design was a nonequivalent (pre-test and post-test) control group design.

(Nonequivalent (Pre-test and Post-test) Control Group Design is the most popular quasi-experiment approach; the experimental and control groups are not chosen randomly. Both classes were given a pre-test and post-test, and only the experimental group received treatment. The experimental group was given treatment using the development of a CRT-based picture storybooks.

The population in this study were class II students at SD Al-Kautsar Bandar Lampung, consisting of 168 students spread across classes II A to II G, each with 28 students. The sample in this study used a purposive sampling technique, namely students in classes II F and II G at SD Al-Kautsar, with 28 students. This was chosen because elementary school children aged 9-10 years are at the concrete operational stage according to developmental theory, which requires media that can concretize various abstract materials.

Data collection involved documentation, observation, and questionnaires. Documentation included secondary data such as student numbers and learning outcome scores. Observations monitored the learning process and teaching materials. Experts used questionnaires for product validation regarding material, language, and media. These results were used to improve picture storybooks. The research instrument included a needs questionnaire for students and teacher, and an expert validation sheet. The needs questionnaire identified the problems and requirements for CRT-based teaching materials. The results guided the development of picture storybooks. Expert validation ensured the storybooks' conformity with the curriculum and consistency between components, confirming the product's compliance with regulations.

The validity of research products is obtained from expert assessments through expert validation tests. Validity is obtained from the results of content and construct validation of the product being developed. Apart from that, at this analysis stage, revisions were also made to the specific suggestions given by the experts regarding the illustrated stories based on Culturally Responsive Teaching to improve students' reading literacy that has been prepared. Discriminating power aims to determine the quality of each question item. Test the differentiating power using the SPSS 26 program. The differentiating power can be determined after the reliability test in the corrected item column - total correlation. If the total correlation between the results of the corrected items is less than 0.3, then the questions cannot be used in research.

Analysis of the effectiveness of learning media is used to determine the effectiveness of the media. The effectiveness of this media can be determined by carrying out normality test analysis activities. The normality test was carried out by researchers to test whether the data distribution was normally distributed or not. In the research, the data normality test used the One-Sample Kolmogorov-Smirnov test. Data is said to be normally distributed if the significance value (p) obtained is greater than $\alpha = 0.05$ ($p > 0.05$). Researchers carry out the homogeneity test to determine whether the samples taken from the population are homogeneous or not. The research tested data homogeneity using the One Way ANOVA test. Data is said to be homogeneous if the significant value (p) obtained is greater than $\alpha = 0.05$ ($p > 0.05$), the t-test is used to compare the means of two groups that are not related to each other. The two groups that are samples from this research, namely the experimental group and the control group, will compare the average post-test scores.

FINDINGS AND DISCUSSION

The type of research carried out in this research is research and development (R&D). The development research aims to develop a product in the form of a picture storybook based on Culturally Responsive Teaching. The development model in this research uses the ADDIE model. The stages of the ADDIE model consist of (analysis, design, development, implementation, and evaluation). The aim is to produce and describe the feasibility of picture story books based on the CRT approach to improve students' reading literacy.

Analysis

This stage aims to identify problems in learning at SD Al Kautsar as a basis for designing picture storybooks based on Culturally Responsive Teaching (CRT). Needs analysis through empirical data collection and interviews shows that teachers need help implementing the independent learning curriculum and rely on government textbooks that are not suitable and do not emphasize local Lampung wisdom. Students are bored with fewer visuals could be modeling books and an irrelevant environment. In conclusion, learning media is needed to suit students' characteristics and needs and can increase their curiosity about the surrounding environment.

Researchers continue initial research at the Needs Analysis stage to identify practitioner needs. At this stage, the researcher carries out a follow-up on the initial research to find out what the practitioners' needs are, including (1) Teachers need help to create learning media based on picture storybooks, CRT, or local wisdom appropriate to the environment. (2) The material in the student books is still national. (3) There are no government circulars that are genuinely environmentally based. (4) Students were very enthusiastic during this activity. (5) Teachers need books that include material that can improve students' reading literacy.

Design

At this stage, researchers design products based on the results of needs analysis and problem identification that have been carried out previously. The product development objectives include creating picture books based on the local wisdom of the Lampung people, increasing the reading literacy of second-grade elementary school students, and referring to the independent curriculum. The developed book will include a syllabus, lesson plans, a teacher's book, a student's book, and student worksheets.

The product designed is a fictional picture storybook highlighting local wisdom per the class II learning theme about the diversity of family structures and habits. The book cover was created using the Canva application, with the author's name below the title. The book's contents include story texts designed with story ideas, storylines, characters, settings, and viewpoints appropriate to students' daily activities. After developing the story text, researchers and illustrators created storyboards and illustrations using Canva.

Develop

At this stage, the product prototype is realized according to the design in the previous stage into a research product. Experts and class II teachers then validated the product as a further development step. Experts who become product validators are

material, media, language, evaluation, and learning experts. The following are the results of the product assessment by experts.

First, validation from media experts in developing picture storybooks based on culturally responsive teaching aims to obtain input about media in developing picture story books based on culturally responsive teaching. The feedback the three validators gave was the blue background, which was less attractive, so it was changed to yellow. Hence, it was more clearly visible, and the addition of Lampung traditional characteristics.

Color composition

Change the color to be more attractive

Less characteristic of Lampung customs

Addition of siger to teacher Dewi's head

Figure 2. Media Expert Revision

After receiving input and revised validation, media experts scored the media design aspect, obtaining a value of 0.88. Thus, it can be seen that in media design and graphics, a value of 0.88 is received with a highly valid classification. Second, validation from material experts aims to obtain input regarding the accuracy of the material in developing picture storybooks based on culturally responsive teaching. The material presented received input in writing letters and colors that blend into the background so that they are not visible and should be differentiated and given a brighter color.

Giving the same color to the writing makes reading difficult for students and less attractive.

The color of the writing becomes black, and the characters' names are differentiated.

Figure 3. Validity of Material Experts

Based on the material expert validator's assessment of the curriculum and feasibility aspects, the results obtained a v-Aiken value of 0.85 with a highly valid classification. Third, language experts' validation in developing picture storybooks based on culturally responsive teaching aims to obtain input regarding the suitability and correctness of good and correct Indonesian language writing in science-structured learning. Language experts' validation provides feedback on less effective sentences, punctuation, use of letters, and typos in picture storybook texts.

The sentences must be more effective, and capital letters must be corrected.

The sentences are effective, and the use of capital letters is correct.

Hint number 1: sentences anywhere could be more effective.

The sentence is effective.

The use of sentences is ineffective.

The sentence is effective.

The use of sentences is ineffective.

The sentence is effective.

The use of vocabulary is not appropriate.

After correcting the vocabulary.

Figure 4. Linguist Validation

Based on the results of the linguist validator assessment presented, the v aiken result was 0.88 with a very valid classification. Fourth, the validation of learning experts in developing picture storybooks based on culturally responsive teaching aims to obtain input. The input provided by experts validation, namely the RRP, is good and can be used in the learning process, and received a score of 88.3 with a decent classification. Fifth expert validation. Evaluation of the development of culturally responsive teaching-based picture storybooks aims to obtain input about learning. The feedback on the questions used in the learning process is excellent, receiving a score of 65 with a decent classification.

Implementation

At this stage, the product that has been revised based on input from experts and class teachers will be tested on students to get students' responses to the product. This limited trial is also a formative evaluation stage at this implementation stage. Researchers used product trials in the form of evaluation, often called limited trials, because the

research subjects consisted of 15 second-grade students at SD Al Kautsar and 2 teacher. They read the product and then fill out a questionnaire the researcher has prepared. Researchers used two validation tests, namely practicality validation by teacher and practicality validation tests by students, with three assessment aspects: product attractiveness, ease of use, and product benefits.

Figure 5. Student Fill Validation Tests

The practicality test aims to determine the use of picture storybooks. Two teacher and 15 students were included in the trial. Students and teacher carried out initial field tests to assess responses regarding picture storybooks based on the CRT approach. All students participated in filling out the student response scale. Furthermore, the student response scale data results for class II students were used to provide quantitative data, converted into qualitative data, and input for developing picture storybooks based on the CRT approach. In the practicality validation test by teacher, the attractiveness aspect of the product received a score of 75, the ease of use of the product received a score of 76, and the benefits of the product obtained a score of 76. So it obtained an average score of 79 using practical criteria. In the practicality validation test for students, the results of the student practicality test aim to determine the use of media used by students in learning. The attractiveness aspect of the product received a score of 93, and the product's ease of use received a score of 90. So it obtained an average score of 91 with efficient criteria.

Based on the practicality test carried out by teacher and students, who respectively produced an average percentage of 79 and 91, it can be concluded that the development of CRT-based picture storybooks was categorized as very practical, so development can be carried out at the next stage.

Evaluation

During the evaluation phase, the researcher conducts both formative and summative evaluations. Formative evaluation is carried out at each stage of the ADDIE process. At this stage, the researcher processes and analyzes data from needs analysis, product validation by experts and practitioners, and trials. The analysis results indicate the quality of the developed picture storybook.

Meanwhile, a summative evaluation assesses the shortcomings and limitations during the research process. The researcher reviews the deficiencies encountered during the research and in the product up to its implementation with students. These findings provide suggestions and input for similar future research. (1) Large-scale trial, the

improvement in literacy is measured using questionnaires filled out by students and observations by the researcher. The large-scale trial is conducted with second-grade students at SD Al Kautsar, with one class as the experimental group and another as the control group. (2) Data analysis, literacy scale data is analyzed for the experimental class, Class G at SD A Kautsar, which consists of 28 students.

In the next stage, the results of the pre-test and post-test were obtained by giving essay questions to students with the aim of finding out the extent of the students' learning outcomes at SD Al Kautsar. Pre-test and post-test results for the experimental class using CRT-based picture story books and the control class using the conventional model. The results obtained are shown in table 1 below:

Table 1. Pre Test and Post Test Results

Test	Student	Minimum Criteria	Minimum Score	Maximum Score	Average
Pre Test Kelas Eksperimen	28	75	67	86	77
Post Test Kelas Eksperimen	28	75	75	98	89
Pre Test Kelas Kontrol	28	75	62	84	75
Post Test Kelas Kontrol	28	75	65	87	78

Source: Research Data Processing Results

Based on the table describing the comparison of pre-test and post-test results between the experimental class and the control class, there are significant differences before and after being given treatment using picture storybooks. In the pre-test, experimental class students obtained the lowest score of 67 with an average of 77.00, while in the post-test, the lowest score increased to 75 with an average of 89.00. In contrast, the control class in the pre-test got the lowest score of 62 with an average of 75.00, and in the post-test, the lowest score was 68 with an average of 78.00. This shows that the use of Culturally Responsive Teaching (CRT) based picture storybooks significantly improves student learning outcomes compared to conventional methods.

After data collection was obtained in the experimental class and control class, an independent sample t-test was then carried out to determine the difference between the experimental class using CRT-based picture storybooks and the control class using conventional methods. There is a hypothesis based on this test. Decision-making can be determined based on a significance value (p) > 0.05, then Ha is accepted, and then H1 is rejected. However, if the significance value (p) <0.05, then Ha is rejected, and then H1 is accepted. The results of the student t-test can be seen in Table 2.

Table 2. Independent Sample Test Result

Class	**Mean**	**Nilai signifikansi**	**Kategori**
II F	63.57	0.000	H1
II G	63.57		Diterima

Source: Research Data Processing Results

Based on the table's presentation of the independent sample t-test, the results of the independent sample t-test on learning outcomes in class A and class B received a value of 0.00, which means the value is smaller than 0.05. So, it can be concluded that Ha is accepted, and H0 is rejected because there is a significant increase in learning outcomes using CRT-based picture storybook media. After carrying out the t-test, an n-gain test was carried out to measure the effectiveness of using picture storybook learning media and those who were not treated with learning media. The effectiveness test was carried out by comparing groups that had not been treated and those that had been treated. The author will explain more clearly the results of the analysis of learning outcome indicators used in research for each student. After carrying out the n-gain test, the results showed that the average N-gain for the experimental class was 0.53, which was in the medium category, and the N-gain score for the control class was 0.14, which was in the low category. So, it can be concluded that the development of the book Picture Stories to increase the literacy of experimental class students is effectively used in elementary school learning compared to control classes. The final test carried out is the effect size test, which aims to determine the magnitude of a variable's influence on other variables. The effect size test showed that the average effect size for the experimental class was 0.86, which was included in the medium-high category and effectively influenced the learning development products applied in the experimental class compared to the control class.

The development of picture story books based on the Culturally Responsive Teaching (CRT) approach aims to increase the reading literacy of low-grade students in learning Indonesian in elementary schools. This book focuses on the theme of diversity in family structure and habits with interesting illustrations so that students are interested in reading and improving literacy. The process of making a book includes preparing an outline, creating stories and sketches, obtaining validation from experts, revising and improving based on feedback, and then applying it in learning. In the experimental class, students showed high enthusiasm, and the teacher was able to relate the story to learning. CRT implementation involves five stages: self-identification, cultural understanding, collaboration, critical reflections, and transformative construction, helping students relate new information to their knowledge. Research relevant to this study was conducted by Tarigan (2018) with the title "Development of Picture Storybooks to Increase Reading Interest of Grade IV Elementary School Students". Elements of picture storybooks can increase students' reading interest. This research has similarities with the research that will be studied by researchers, namely both analyzing picture storybooks to increase students' reading interest. The difference between the research conducted by Tarigan and the current research is that researchers do not use the CRT method. In addition, this research is the same as the research conducted by Aulyana (2023), which revealed that there are three benefits in this picture book story, other relevant research is research conducted by Krismayanti (2022) that showed that (1) Product validity obtained a score of 92 very valid categories, while material validation obtained a score of 89 very valid categories. The difference between research conducted by previous researchers and research research that will be studied by researchers is that the researcher does not use the CRT (Culturally Responsive Teaching) approach.

CONCLUSION

Based on the research results and discussion, the conclusions of this research are as follows: Picture storybook products based on the CRT approach were developed to

increase the reading literacy of low-grade students. This book contains material on family diversity, structure, and customs relevant to local culture in Lampung and is equipped with illustrations appropriate to students' lives. Learning with picture story books made class II G students more enthusiastic than the control class, who only used textbooks without pictures, so this book effectively increased reading literacy. CRT-based picture storybook products are suitable for use based on validation tests by three experts: language experts (score 0.88), material experts (score 0.85), and media experts (score 0.88), with an average score of 0.87 in the excellent category. The usability test by two educators obtained a 79 (practical) score, and 15 students received a 91 (efficient). This product is effective in increasing the reading literacy of low-grade students, with test results showing a significant increase in learning outcomes using CRT-based picture story books (Sig. 0.00 < 0.05) and an effect size of 0.86 (high effect category), so there is a difference in improvement literacy between students who use picture story books and those who do not in class II at SDN Al Kautsar.

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