



## Students Experience on Reading Story Book About Medicinal Plants: A Survey Study

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**Abstract:** Children's storybooks can provide a variety of information in a series of fantasy stories. One example is health information which contains knowledge about medicinal plants which is packaged with a specific theme according to student interests. However, there are still few students who know about medicinal plants. The research objective was to find out students' experiences about the storybooks they had read, especially about medicinal plants. This research uses a quantitative approach and uses a survey method. A total of 86 students of grade IV SD were selected by random sampling. The results showed that 57% of respondents or as many as 49 students had never read a health-themed storybook containing information about medicinal plants, 34.9% of respondents or 30 students had read it, and 8.1% or seven people. students hesitate. So, from the research data, it can be concluded that there is a need to introduce storybooks about medicinal plants to students.

**Keywords:** Storybook, medicinal plants.

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### INTRODUCTION

A good nation is a nation that always implements its local wisdom in everyday life. Because local wisdom will provide a unique identity for a nation (Brata, 2016). In the era of globalization that is increasingly difficult to contain, local wisdom will become a filtering tool or filter for incoming foreign cultures. So that if a nation no longer implements local wisdom in its life, that nation will lose its own national identity and will have an impact on the extinction of their local wisdom. So, local wisdom will remain alive if a nation always implements it in real terms in everyday life so that it can respond well to every changing era (Fajarini, 2014).

Local wisdom is the result of human intelligence possessed by certain groups obtained through experience, the results of this intelligence are in the form of ideas or thoughts, social activities, and artifacts (Rahyono, 2009; Koentjaraningrat, 2009). Researchers position medicinal plants as a natural wealth of Indonesia as well as local wisdom which is included in the results of thoughts or ideas. Without thinking, the medicinal plant's medicinal properties will not be proven. As well as many medicinal

plants, not all of them exist in other countries, or other terms are native to Indonesia endemic plants (do not grow in certain areas). Therefore, medicinal plants need to be preserved and introduced early on. Including at elementary school age, the integration of local wisdom can be done in teaching materials, classroom settings, learning environments, learning methods, and learning approaches (Wahyu, 2017).

The advantages of using medicinal plants compared to modern medicine that students need to know are fewer side effects (Sari, 2006). Medicinal plants are safer because of their natural ingredients, so they will reduce the side effects that they can cause. Although medicinal plants are relatively safer, they still need to pay attention to proper procedures in their processing. Another advantage of using medicinal plants is their low price and easy-to-get ingredients (Fitriyah, N. et al, 2013).

Many researchers have developed teaching materials to introduce medicinal plants to students in the form of children's storybooks, interactive books, pop-up books, and integrated thematic books of the 2013 curriculum for teachers from the Ministry of



Education and Culture. An interactive book on the introduction of family medicinal plants for children by Adi (2015) contains education for children about medicinal plants for internal diseases such as fever, flu, and cough. Other examples include the illustration book by Adelia (2017) about herbs and poisonous plants for children aged 5-8 years. The illustration book educates students as readers so they can know the characteristics of herbal and poisonous plants so they don't make the wrong choice. Meanwhile, in the Integrated Thematic Book Curriculum 2013 for teachers, Theme 1 Sub-theme 3 Learning 6 in grade IV elementary schools, there is a reading text that discusses medicinal plants entitled "Wedang Jahe Made by Mother". The text is in the form of reading three paragraphs.

From the many sources of reading material about medicinal plants or herbal plants, the researcher found a gap statement that no research revealed students' experiences in reading storybooks about medicinal plants. And no research reveals students' knowledge of the types of medicinal plants. The gap statement is the basis for researchers to conduct research. The research was intended to reveal students' experiences in reading storybooks about medicinal plants and to find out students' knowledge about medicinal plants.

Based on the research problems discussed previously, researchers have conducted research using a quantitative approach to the survey method. This study aims to (1) find out students' experiences in reading storybooks on medicinal plants and (2) to find out the types of medicinal plants known by students through storybooks.

## METHOD

The research was conducted using a quantitative approach. Through this approach, primary data is collected using a survey method. The google form is included in one of the questionnaire guidelines that can be done and can be accessed via a smartphone (Sudaryo, 2019). Researchers

collected primary data aimed at answering research hypotheses about students' experiences in reading storybooks about medicinal plants. There are two variables studied, namely the independent variable and the dependent variable. The independent variable is children's storybooks and the dependent variable is the student's experience of medicinal plants.

The population of the research subject was grade IV elementary school students. The sample in the study was selected using a simple random sampling technique (Acharya et al. 2013), this technique allows the researcher to randomly select a sample and provides an opportunity for each population selected as the research sample. A total of 86 fourth-grade elementary school students were selected as the research sample.

The research instrument in this study was a six-question questionnaire using google forms. These questions consist of three multiple-choice questions, as well as three short-form questions. However, the answers to the survey results from the six questions of the researcher were reduced to two appropriate questions. Students can answer these questions via smartphones or personal computers. Students' answers in the form of experiences they know about medicinal plants through storybooks will be used as material to answer the research hypothesis.

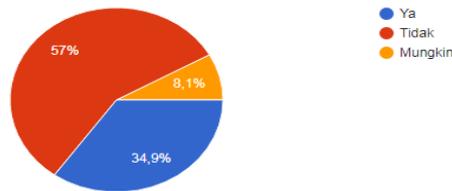
## RESULTS AND DISCUSSION

Picture children's storybooks are considered effective in instilling the value of Indonesian local wisdom (Bakti, et al. 2018; Munandar, et al. 2018; Santoso, et al. 2017; Ratnasari, et al. 2018). The value of local wisdom that is inserted into the children's storyline will be easier for students to absorb because it is packaged in something students like. Students will happily accept all the new knowledge they find in the story with pleasure because the new knowledge students get is obtained from the fun activity of reading. The selection of storybooks must also be relevant to the environment the

students are in so that it will leave a deep impression on students as readers.

The following data were generated from a survey of students on their experiences in reading storybooks about medicinal plants.

Pernah kah kamu membaca buku cerita yang berisi tentang tanaman obat?  
 86 tanggapan



**Figure 1.** Diagram of students' experiences about reading children's storybooks about medicinal plants

Figure 1 shows a figure of 34.9% or as many as 30 students who stated that they have read a storybook that contains medicinal plants. Then 57% or as many as 49 students stated that they had never read a storybook about medicinal plants. While the remaining 8.1% or as many as seven students said they may or are in doubt.

Students' experience in reading storybooks about medicinal plants is still low. Counted 57% of students have never read a storybook that contains medicinal plants in the storyline. The 34.9% of students who have reading experience know eight types of medicinal plants.

Medicinal plants as part of Indonesia's local wisdom that need to be preserved. The

planting of local wisdom in students is considered to strengthen the cultural character of the nation (Tawakal, et al. 2019). By knowing the local wisdom of medicinal plants that Indonesia has, students will appreciate the culture that their nation has more. So that it will form the character of students who are proud of the culture they have.

Focusing on data from 30 students who had read children's storybooks about medicinal plants shown in Figure 1, the next researcher analyzed the medicinal plants they had read. The results of the experience of reading stories about medicinal plants are detailed in table 1 below.

**Table 1.** Medicinal plants that students know through reading storybooks

No	Medicinal plants	The number of students
1	Ginger	9
2	Aloe vera	6
3	Turmeric	6
4	Cocor the duck	3
5	Antanan / gotu kola	2
6	Binahong	2
7	Lime	1
8	Galangal	1
<b>Amount</b>		<b>30</b>

In table 1 it can be seen that the types of medicinal plants known to students were as many as eight plants. Medicinal plants that many students know through storybooks are

ginger, and medicinal plants that students know little about are lime and kencur. The implication of this research suggests that the cultivation of students' knowledge about



medicinal plants needs to be improved. Either through learning media, teaching materials, or other learning support facilities.

The research conducted showed that the experience of students knowing medicinal plants through storybooks was still low. It was shown by a sample of 86 students who were taken randomly, there were 49 students or 57% said they had never read a storybook about medicinal plants. This is under the limited observations that the researchers conducted on four fourth grade elementary school teachers, the students' low knowledge of medicinal plants was due to the limited source of children's storybooks with the theme of relevant medicinal plants.

As many as 30 students or 34.9% of the sample stated that they had read stories about medicinal plants. Of the 30 students, nine students have read stories about ginger, six students have read stories about aloe vera, six students have read stories about turmeric, three students have read storybooks about cocor bebek, two students have read stories about antanan or gotu kola, two students have read stories about binahong leaves, one student has read stories about lime, and one student has read stories about kencur. Meanwhile, seven students, or 8.1% of the sample stated that they may or are in doubt about having read stories about medicinal plants.

From these data, it can be explained that reading children's storybooks can provide experiences about the content of stories in books that students read. Especially about medicinal plants which are the focus of the variables in this study. Medicinal plants in this case act as didactic content contained in storybooks, where didactic literature will provide knowledge for readers (Apriliya, 2016).

The results showed that the use of illustrated children's storybooks with medicinal plants was considered not optimal. This problem has an impact on students' low knowledge of medicinal plants. This can provide

opportunities for future researchers to maximize education for students about medicinal plants.

## CONCLUSION

From the research that has been done, it is known that students' knowledge of medicinal plants is still low. It is shown by the sample percentage of 34.9% or only 30 of the 86 students who know medicinal plants. This can be due to several factors, which other researchers can analyze.

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