ATLANTIS PRESS

A Picture Story Book Based on Minangkabau Culture for Religion and Moral Early Childhood

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Abstract— **This research was conducted to determine the effectiveness of the Minangkabau culture-based picture book on the religious and moral knowledge of early childhood. The data in this study were collected using the pre-experimental one group pre-test post-test method. The number of samples in this study were 45 children aged 5-6 years. Based on data analysis found an increase in children's religious and moral knowledge increased significantly.**

Keywords: early childhood, picture books, learning media, religion and morals

I. INTRODUCTION

Indonesia is famous for its various ethnicities and cultures. The many traditions and cultural values need to be preserved. Cultural values are past products that must be held continuously [11]. The legacy of maintaining a local culture for children has begun to disappear, marked by multicultural involvement [12]. The importance of introducing cultural awareness to children is for them to learn the values of life, religious values and moral values [13]. Cultural values are related to religious and moral values that contain the norms of life [4].

Religious and moral values are aspects of development that must be stimulated from an early age. Early age is known as the golden age. Currently the process of growth and development of children is very rapid, an important initial period and fundamental throughout the next life span. Religious and moral values given from an early age can make children accustomed to behaving well and doing good [24]. Religion has a positive influence on children's lives [23]. Religious values are a solid foundation, important and a good start for children to undergo further education [17]. Religious values are inseparable from the moral values, experience and religious education felt by children since childhood will determine the attitude of children after adulthood [10].

The expected moral value of every child is to be able to behave well and do good to others and obey the rules or norms that apply in the surrounding environment. Moral development in children is influenced by potential and environment [6]. This shows that moral development is continuously carried out through interactions between children and the environment. Therefore, a child's moral orientation needs help from adults to develop through social interaction. Based on the results of interviews conducted at several kindergarten schools in Kec. Batang Anai, West Sumatra found several problems that children have not been able to pray with a good attitude, loud voice when praying, not holding both hands, looking left and right, unable to sit quietly when eating and praying, do not want to share food with friends, and have not been able to appreciate friends.

Problems with religious and moral aspects of children occur because of the lack of variety of learning media used. Teachers need interesting learning media, and are able to increase children's knowledge about religion and morals. One of them is the picture book media. Presentation of images that are appropriate to the characteristics of the child will increase the enthusiasm and enthusiasm of children to listen to the story. Images as visual media with attractive designs and colors will support a pleasant learning process [15].

II. LITERATURE REVIEW

A. Media Picture Book Based on Minangkabau Culture

The media is a tool that serves as a conduit of messages or delivery of information such as humans, materials, textbooks, the school environment that is able to obtain knowledge, skills, and attitudes to achieve learning goals [2,3,7]. Learning media that are interesting, interactive, and fun can make the quality of learning better [9]. There are three types of learning media, namely: audio media, visual media, and audiovisual media [7]. Picture book is one type of visual media, which is media that relies on the sense of sight, displays images and takes the form of prints.

A picture book is a story reading book in conveying messages in two ways, namely through picture and writing illustrations [16]. The picture illustrations and writing represent each other's contents in a picture story book. That cultural settings can be a source of inspiration for writing illustrated stories for young children [1]. Stories, legends, tales that contain cultural values can shape the character of children [8]. Through storytelling activities using Sasak folklore can instill the values of characters in early childhood [18]. This shows that culture, religious and moral values are interrelated which can be used as a source of material in writing picture stories for children.

B. Religious and Moral Development

Theories and research of Piaget, Elkind, Goldman, and Fowler emphasize the development of children's religion in line with the cognitive stage [14]. The basic principle of the work of these researchers is that cognitive development and religious development are interrelated. Elkind assumes children understand religion in the same way as they understand concepts in other fields [14]. Elkind's study of religious development found that an understanding of religious beliefs and practices developed in childhood. Elkind revealed that there are three stages of religious development in childhood and adolescence that are parallel to the pre-operational, concrete operational, and formal operational stages of cognitive development described by Piaget. Goldman uses Piaget's terminology: intuitive

religious thought (ages 2 to 6), concrete logic (ages 8 to 12), and abstract thought (ages 14 and older) [14].

Fowler identified three stages of belief (faith) in childhood, namely: primal beliefs, intuitive projective beliefs, and mystical literal beliefs. (1) primal belief is a belief during infancy until the age of 2 years. At this stage, the disposition of trust is formed in the mutuality of the child's relationship with parents and caregivers. (2) beliefs for ages 3 to 4 years. At this stage children's trust is formed intuitively by imitating (3) literal beliefs occurring between the ages of 6 and 12 years. This stage starts the initial reflection on the feelings and ideas of belief. Children at this stage are not only able to remember facts and sequences of events but also find meaning in them. However, the meaning is concrete and literal. At this stage children can sort out the delusion from the real [14].

Table I explains Goldman's theory of religious thought and Fowler's theory of faith development parallel to Piaget's cognitive learning theory:

TABLE I. PIAGET, GOLDMAN, AND FOWLER

Theory	Stages and ages		
Piaget	Sensorimotor Stage (birth-2)	Preoperational Stage (ages 3-6)	Concrete operations stage (ages 6-11)
Goldman	Intuitive religious thinking (ages 2-6)	Concrete logic (ages 8 12)	abstract thought (ages 14 and older)
Fawler	Primal faith (birth-2)	Intuitive projective Faith (ages 3-6)	Mythic-literal faith (ages 6-12)

Piaget's moral development implies two basic moral attitudes namely moral heteronomy and moral autonomy [5]. Moral heteronomy is a rigid obedience to the rules imposed by adults. Children assume that there is a penalty that they must follow. Moral autonomy is the rules that are made for equality for the sake of a good agreement allows children to behave and behave according to self control. Piaget believes that moral heteronomy is bound to egocentrism. Children view rules from a single perspective, namely the perspective of an adult in power over him. As a form of egocentrism, moral heteronomy can only be conquered around the age of 10 years or more. Children need to be involved in good relationships by playing with their peers.

III. METHODS

This research uses quantitative research, pre experimental one group pre-test post-test design. The sample in this study were 45 children from three kindergartens in Batang Anai Sub-District, West Sumatra. Determination of the research sample using purposive sampling. Considerations in determining the study sample are; a) children aged 5-6 years, b) classes with a total of 15 children. Pre-test and post-test data were collected using the same instrument. Data collection techniques were carried out by tests using question sheets. Questions are read verbally to children. The answers given by children were assessed using the rubric of the achievements of the development of religious and moral knowledge. Rubrics are grouped into three categories, namely: 1, 2, and 3. The data analysis technique used in this study was paired sample t-test.

IV. RESULTS AND DISCUSSION

A. Result

The data obtained were analyzed using SPSS 21.0 with the order of analysis, namely: normality test, homogeneity test and paired sample t-test. Normality test was carried out on 12 question items based on pre-test and post-test scores as presented in Table II obtained.

TABLE II. NORMALITY TEST RESULTS

		pretest	posttest
N		45	45
Normal Parameter	Mean	47.64	85.60
	Std. Deviation	4.421	5.509
Most Extreme Differences	Absolute	.162	.195
	Positive	.162	.195
	Negative	-.101	-.133
Kolmogorov-Smirnov Z		1.087	1.308
Asymp. Sig. (2-tailed)		.188	.065

Based on Table II, it can be seen the significance value for the pre-test of 0.188 and for the post-test of 0.065. This value indicates that the pre-test and post-test data are normally distributed because the significance value is greater than 0.05.

Homogeneity test is presented in Table III below:

TABLE III. HOMOGENITY TEST RESULTS

Levene statistic	df1	df2	Sig.
3,499	1	88	0,065

Homogeneity test results of the pre-test and post-test results were obtained from the f value of 3.499 with a significance of 0.065. So, the pre-test and post-test data are homogeneous, because the significance value of 0.065 is greater than 0.05.

Paired sample t-test is used to compare the difference in the mean of two pairs of samples from the same subject. The basis for decision making is if the sig value <0.05, then there are significant differences in the group before and after using the picture book media. The results of the trial can be seen in Table IV below:

TABLE IV. PAIRED SAMPLE T-TEST RESULTS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	47.64	45	4.421	.659
	posttest	85.60	45	5.509	.821

The Paired sample sample table above shows the average obtained at the pre-test (47.64) and the average at the post-test (85.60). The trial results of the difference between the pre-test and post-test results obtained t count of 93.836 with a significance of 0,000. Significance results of 0,000 <0.05 can be concluded that there are differences in pre-test and post-test. The post-test results are better than the pre-test results. Based on the analysis of the data obtained it was concluded that using the Minangkabau

culture-based picture book textbooks effectively increased religious and moral knowledge of children aged 5-6 years.

B. Discussion

Researchers observed that children looked enthusiastic when the Minangkabau-based picture story book was read. Enthusiastic children are seen because of the size of a large picture book (A3), has attractive colors, and uses the Minang dialect. The child is focused and feels drawn to listen to stories that speak Minang.

Media learning illustrated story books can function as an intermediary in making it easier for children to get information, and knowledge on religious and moral aspects. The media is an intermediary in channeling messages that can stimulate the thoughts, feelings and attention of children, and facilitate the process of communication quickly [20]. The one of the functions of learning media, especially in visual media, namely cognitive functions, which can facilitate the achievement of goals for understanding and hearing information or messages contained in pictures or visual symbols [22].

Children learn through color illustration illustrations that can attract children's learning effectively [21]. Learning media that are interesting, interactive, and fun will make the quality of learning better [9]. That cultural settings can be a source of inspiration for writing illustrated stories for young children [1]. The process of learning activities in schools, through culture can provide good learning and produce about the values of character and the value of religiosity [19].

Researchers conducted six meetings for each school. The indicators used in the illustrated storybook media are adjusted to the 2013 curriculum (KD.31 and KD 3.2). KD 3.1 is to recognize daily worship activities, and KD 3.2 is to recognize good behavior as a reflection of noble morals.

V. CONCLUSION

The results of research conducted in group B (ages 5-6 years) in several kindergartens in Batang Anai District showed that the use of the Minangkabau culture-based picture book media was effective to be used in increasing children's religious and moral knowledge. This can be seen from the children's enthusiasm when the story book is read using the Minang language, so that the child feels interested and can focus on listening to the story to the end. Evidenced by the results of pre-test data (47.64) and post-test (85.60) which have increased.

ACKNOWLEDGMENT

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