

# Improving Responsibility Value of Children Through *Si Umbuik Mudo* Story in Pertiwi 1 Kindergarten Kota Padang

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## ABSTRACT

This study aims to find out more information about the responsibility value of children through the story of *Si Umbuik Mudo* at Pertiwi 1 kindergarten Padang. This research is a classroom action research carried out in two cycles. The results of the research in each circle shows that the responsibility value of the children is improved from cycle 1 to cycle II. Thus, the *Si Umbuik Mudo* story helps the children at Pertiwi 1 kindergarten Padang in improving their responsibility value.

**Keywords:** *Si Umbuik Mudo* Story, responsibility value improvement

## I. INTRODUCTION

Kindergarten is one of early childhood education levels that has an important role in developing children's character values. Character means a habit to do good things. The values of character are attitudes and behaviors based on norms and values that believed and applied in society, such as spiritual, personal/personality, social, and environmental aspects. Character education is an educational process aimed to develop values, attitudes, and behaviors that emit noble characters (Siti and Evi: 2015: 96).

Eliza (2017: 176) said that Minangkabau traditional stories for kindergarten children are ways to introduce children to its culture and values. Reading stories repeatedly affects children in telling stories. It is a tool to teach children social and moral values. Adisusilo (2014: 54) mentioned that moral is a value system on how a person should live well as a human being and it is related to good and bad values. One of the moral values that must be improved in kindergarten is the responsibility character. Responsibility character is needed so that the child is aware of their duties as kids that must be done after making an action.

Further, the roles of the teacher as a facilitator and mediator for teaching the character values of the child. In facilitating these roles, the teacher must use instructional media so that learning is more attractive for them and messages in learning are delivered well when they teach the children. Based on observations conducted by the researchers at Pertiwi 1 Kindergarten in Padang, many children were lacking to be responsible for themselves. This fact is seen when they play in the field in which some

of them throw garbage in random places, are not responsible to their sit arrangement, waiting for the command from the teacher to set their chairs after studying, wasting food after lunch, and they must be forced to clean the toys. Even, they have promised to make the toys tidy up after they finish playing.

The teacher only provided images of media in teaching the values in this school. Then, the activities carried out by the teacher was only telling the contents of the image to develop the responsibility value for the child and remind children who are not responsible for their own selves. The school did not provide a role model or idol for the children. However, it would be better if a role model given to the children is taken from the stories of Minangkabau figures that existed. This story should include the value of being responsible so that the children could imitate and apply the character to real life. The story such as *Si Umbuik Mudo* can be used in this case since it contains responsibility values so that children can reflect *Umbuik Mudo* as a role model or idol figure that they can imitate.

Therefore, *Umbuik Mudo* is an old *Kaba* story. *Kaba* means a traditional story. Jamaris (2002: 79) stated that *Kaba* is divided into two; old *Kaba* and new *Kaba*. The old *Kaba* is usually distributed in the form of manuscripts or oral traditions. One of the old *Kabas* is *Si Umbuik Mudo*. The original story of *Si Umbuik Mudo* written by Sjamsudin St. Rajo Endah. However, since the story of *Si Umbuik Mudo* is an old *Kaba*, the author paraphrases the story.

Paraphrase could be meant as a description written by the author himself. He uses his own words in deliberating the ideas. Paraphrasing is important for reading

comprehension. Ahmad, et al (2006: 166) explained that paraphrasing is a way of re-expressing a speech from a level or type of language to another without changing its idea. The characteristics of paraphrase are different speech forms, the same meaning of speech, the idea does not change, yet the language to convey the idea is different.

Paraphrasing is a linguistic term which means re-expressing a concept in another way in the same language without changing its meaning. It allows the author to give a different emphasis to the original author. For this reason, the author emphasizes the story of the *Si Umbuik Mudo* by teaching responsibility values. Thus, the children understand the values of being responsible for the role models in the story in which the values can be applied in daily life.

## II. RESEARCH METHOD

This research was a classroom action research (CAR) that studied about instructional process carried out by the teacher to solve learning problems in the classroom in order to improve the quality of learning and try new things in the form of the latest innovations and discoveries in the field of learning for quality improvement and achieving learning outcomes. Suharsimi (2006: 61) mentioned that the main purpose of CAR is to improve the quality of learning processes and outcomes, overcome learning problems, improve professionalism, and foster academic culture.

This classroom action research is useful to make learning practices better and to improve the implementation carried out by the teachers in learning to achieve learning objectives. Thus, the teachers will be able to carry out the results of this research after conducting their own research in their class. The implementation of the research involved the students through planning, implementing, and evaluating. The teachers will get useful feedback for improvement.

The subjects of this study were students of Pertiwi 1 Kindergarten Padang in the academic year 2018-2019. They were group B6 in 1<sup>st</sup> semester that included 7 men and 7 female students. The total sampling was 14 students. The reason for the subject selection was because the researcher taught in the class.

The procedures for this classroom action research were carried out in 2 cycles that conducted 3 times for each and 4 stages for the learning process. The results of the first cycle determined the results of the second cycle. There were 4 stages in conducting this research; planning, action, observation, and reflection. The researchers conducted a storytelling activity using the *Si Umbuik Mudo* storybook which was paraphrased. This story contained responsibility character values in the first cycle. The researchers would do the second cycle that replaced the story-telling activities to role play in which the children played the role of the characters in the storybook *Si Umbuik Mudo* if there is no significant increase. The results of cycle II were based on the results of the previous cycle. The cycle would continue until the problem was solved. In this study, the researchers immediately became

researchers who were authorized to improve the learning process by providing opportunities for children to participate one by one as part of this research.

## III. RESULT

The implementation of activities in improving the value of being responsible for children through *Si Umbuik Mudo* in group B6 a Pertiwi 1 Kindergarten, Padang in the second cycle was aligned with the planning and the results met the predetermined success criteria. Based on the results of the observations that have been carried out, there has been an improvement of the responsibility character of children through the story of *Si Umbuik Mudo* in the very well-developed category.

Based on the description of the above data, the data analysis would be described as follows:

Table 1. The comparison of the students' responsibility improvement through *Si Umbuik mudo* story at Pertiwi 1 kindergarten in Padang. (children with very good developing category)

No	Aspect	Cycle I	Cycle II	Category
1	Children mentioned the characters who are being responsible in the story of <i>Umbuik Mudo</i>	42,8 %	85 %	Improved
2	The children retold the story of <i>Umbuik Mudo</i> that had the values of responsibility	42,8 %	85 %	Improved
3	The children carried out responsive activities through <i>Umbuik Mudo</i>	50 %	85 %	Improved
	<b>Total Number</b>	135,6	225	Improved
	<b>Average Score</b>	45,2	85	Improved

Explanation:

	The category of children's character values		
Criteria	Very well-developed	Well-developed	Developing
Score	3	2	1

Based on table 1 above, it was known that to be responsive for children through *Si Umbuik Mudo* developed very well. The first indicator before action reached 7.1%. Then, it was increased to 42.8% in the first cycle and 85% in the second cycle. The second, indicators increasing and making 7.1% to 42.8% in the first cycle. However, it is to 85% in the second cycle. In the third, indicator before the action 7.1% in the first cycle rose to 50%. Then, it increased to 80% in the second cycle.

Table 2. The comparison of the students' responsibility improvement through *si umbuik mudo* story at pertiwi 1 kindergarten in padang.(children with good developing category)

No	Aspect	Cycle I	Cycle II	Category
1	The children can name the characters responsible in the story of <i>Umbuik Mudo</i>	28,5	14,2	Low
2	Children can retell the story of <i>Umbuik Mudo</i> who has values of responsibility	28,5	14,2	Low
3	The children can carry out responsive activities through the story of <i>Umbuik Mudo</i>	28,5	14,2	Low
	<b>Total Number</b>	85,5	42,6	-
	<b>Average Score</b>	28,5	14,2	-

Table 2 showed that there was responsibility value of children through the story of *Si Umbuik Mudo* with the category of well-develop. The first, the indicator before the 7.1% action increased to 28.5% in the first cycle and decreased to 14.2%. In the second cycle, it is decreased to 14.2%. 14.2% increased to 28.5% in the first cycle and decreased to 14.2% in the second cycle. In the third indicator before the action 14.2% in the first cycle rose to 28.5%. Then, it decreased to 14.2% in the second cycle.

Table 3. The comparison of the students' responsibility improvement through *si umbuik mudo* story at pertiwi 1 kindergarten in padang.(children with developing category)

No	Aspect	Cycle	Cycle II	Category
1	Children named the characters who are responsible in the story of <i>Umbuik Mudo</i>	7,1 %	0 %	Decreased
2	Children retell the story of <i>Umbuik Mudo</i> who has values of responsibility	14,2 %	0 %	Decreased
3	Children carry out activities that responsible through the story of <i>Umbuik Mudo</i>	7,1 %	0 %	Decreased
	<b>Total Number</b>	28,4	0	Decreased
	<b>Average Score</b>	9,4	0	Decreased

Table 3 above narrated that the students' responsiveness through the story of *Si Umbuik Mudo* with categories of children with developing category. The first indicator before the action was 14.2% and 7.1% in the first cycle and in the second cycle. It was then decreased to 0%. In the second indicator before the action 7.1% and increased to 14.2% in the first cycle and total decreased to 0% in the second cycle. In the third indicator before the action 7.1% and still 7.1 in the first cycle. Then, it decreased to 0% in the second cycle.

Table 4. The comparison of the students' responsibility improvement through *si umbuik mudo* story at pertiwi 1 kindergarten in padang. (children with category underdeveloped)

No	Aspect	Cycle I	Cycle II	Note
1	Children named the characters who are responsible in the story of <i>Umbuik Mudo</i>	21,4	0%	Decreased
2	Children retell the story of <i>Umbuik Mudo</i> who has values of responsibility	14,2	0%	Decreased
3	Children carry out activities that responsible through the story of <i>Umbuik Mudo</i>	14,2	0 %	Decreased
	<b>Total Number</b>	49,8	0	Decreased
	<b>Average Score</b>	16,6	0	Decreased

Based on table 4 above, it was described that the responsibility value of children through *Si Umbuik Mudo* story was in the undeveloped category. The score in the first indicator decreased from 71.4% to 21.4% in the first cycle and it became 0% in the second cycle. However, the score in the second indicator decreased from 71.4% to 14.2% in the first cycle and became 0% in the second cycle. Finally, in the third indicator, it decreased from 71.4% to 14.2% in the first cycle then it became 0% in the second cycle.

In the explanation above, it showed that learning by using *Si Umbuik Mudo* story can improve the responsive character of the children. The average value obtained had reached the Minimum Passing Criteria which is 75%.

#### IV. DISCUSSION

There are some positive and negative notes can be taken into consideration based on the results in the first cycle as a consequence of this learning strategy. Some negative notes that have not been resolved in the first cycle have been corrected in the second cycle to get better results.

The efforts to improve the responsive character of the children through Minang story such as *Umbuik Mudo* is better and more tangible. This matter can be seen from the score improved on aspects of the learning development achieved by the children in the second cycle. This achievement does not only deal with the use of *Umbuik Mudo* story to improve the responsive character but also let the children do role-playing so that they directly know how to be responsible based on the character in the story.

The story of *Umbuik Mudo* is the story of the Kaba Minangkabau which paraphrased by the author. Jamaris (2002: 77-78) explained that the main and most popular literary work in Minangkabau literature is *Kaba*. It is a rhythmic prose story in the form of narrative and classified as a long story, the same as Sundanese rhymes. In terms of the content of the story, *Kaba* is the same as the saga in old Indonesian literature or novels in modern Indonesian literature.

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Paraphrasing is a linguistic term which means re-expressing a concept in another way in the same language without changing its meaning. It allows the author to give a different emphasis to the original author. For this reason, the author emphasizes the story of the *Si Umbuik Mudo* by teaching responsibility values. Thus, the children understand the values of being responsible from the role models in the story in which the values can be applied in daily life.

This explanation can be related to the opinion of Eliza (2017: 176) who said that Minangkabau traditional story for kindergarten children is a way to introduce children to its culture and the values. Reading a repetitive story will affect the mind and knowledge and attitudes of children because telling stories is a tool to teach children social and moral values. According to Adisusilo (2014: 54) moral is a value system of how a person should live well as a human being and moral values related to good and bad values, one of the moral values that must be improved in childhood is knowing how to be responsive.

Further, Goleman in Adisusilo (2014: 79) stated that character education is value in education which includes nine interrelated basic values; responsibility, respect, justice, courage, honesty, a sense of nationality, self-discipline, caring, and perseverance. Whereas Soejanto (2005: 267) stated that responsibly is when a person understand the difference between right and wrong, which one is permissible and prohibited, which one is recommended and which one is prevented, the good and the bad, and he is aware that he must stay away from everything negative and try to build himself to always use positive things.

This study discusses some points that can be seen from the increasing numbers in every aspect of child development, such as:

1. The children can mention the responsive characters in the story of *Si Umbuik Mudo* in cycle I and cycle II. The score increased from 42.8% to 85%.
2. The children can retell the story of *Umbuik Mudo* who has values of responsibility in the cycle I and cycle II. The score increased from 42.8% to 85%.
3. The children can carry out responsible activities through the story of *Si Umbuik Mudo* in cycle I and cycle II. The score increased from 50% to 85%.

In conclusion, the story of *Si Umbuik Mudo* that has been paraphrased gives a positive contribution to improve the responsive character of the children in Pertiwi 1 kindergarten Padang.

## V. CONCLUSION AND SUGGESTION

### Conclusions

Based on the results of the research and discussion described, conclusions can be drawn as follows:

1. The character value of responsibility for the children in the learning process can be improved by using *Si Umbuik Mudo* story in the B6 group of children at Pertiwi 1 kindergarten in Padang.
2. There are some ability and skill that can be achieved by the children such as; naming the responsive characters in the story, retelling the story, carrying out some responsible activities through the story.
3. *Si Umbuik Mudo* is suitable to be used for kindergarten students to increase the character value of being responsible for children. Through the story, this character value is increased in each cycle. There is an improvement of responsive character for children at each meeting at the first cycle. However, it has not yet achieved the minimum passing criteria. On the other hand, there is an improvement in the second cycle and the results meet the minimum passing criteria. Thus, this story is good to be used to increase the character value of being responsible for the children.

### Suggestions

Based on the conclusions above, there are a number of suggestions that the researchers want to describe as follows:

1. Teachers should be able to implement storytelling activities using the story of *Si Umbuik Mudo* because it can improve the responsive character of the children. They learn how to be responsible from the story.
2. In using instructional media, the teachers should be more creative in designing media that will be used in improving the responsibility character of children.

3. For other researchers, it is expected to be able to deal, do, and reveal more about responsibility character improvement for children through other media.

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