

The Development of *Kato Nan Ampek* Picture Storybook Models Through Literacy of Minangkabau Culture to Develop the Character During Early Childhood

Syamsuarni¹ and Delfi Eliza²

¹*Student of Early Childhood Education Department, Padang State University, Padang, Indonesia,*

syamsuarniani@gmail.com

²*Lecturer of Early Childhood Education Department, Padang State University, Padang, Indonesia,*

delizazarni@gmail.com

ABSTRACT

This study aims to develop a model of picture books through literacy ampek kato nan Minangkabau culture to develop character early childhood. This story book development through literacy Minangkabau culture to develop the character of children aged 5-6 years. This type of research is the research and development (Research and Development), with model Brog and Gall. The result of the development of kato nan ampek story book contains local cultural values Minangkabau subjects related charge based on the rules of manners/ethics in communication which is known as Kato nan ampek. Judging from the results of this study by the validation test was obtained on average 92.96%. 77.79% teachers' questionnaire responses, the value of characters that appear in 90% of children. Based on the results of the research it can be concluded that the development of models of kato nan ampek storybook characters to develop early childhood is very valid

Keywords— picture books, kato nan ampek, character, early childhood

I. INTRODUCTION

Minangkabau as one part of the Malay culture, is a region rich in cultural tradition. One of the Minangkabau culture are intimately known as "Kato nan ampek" or "kato nan ampek" means that people are guided by the four words that *manurun, Mandaki, Malereang, and Mandhata* in everyday behave. These four words are very influential for the Minangkabau, but the times and technology make some people especially the younger generation lacks courtesy, this is caused by lack of knowledge of children about their own culture. Therefore, this study is very important for the younger generation continue to be able to preserve the Minangkabau culture.

Building character through Children's Literature by Eliza (2017), was an attempt to create reading material of children can develop early childhood character. In this study will be developed kato nan ampek storybook for children aimed at how storybook *kato nan ampek* can develop a child's character. In this story book children will learn many concepts, consciously or unconsciously, the child will learn and are influenced by each pages of a book that was read or they read.

Research and development being done is to produce a model in the form of picture books through literacy Kato Nan Ampek Minangkabau culture to develop the character of children aged 5-6 years.

II. LITERATURE REVIEW

Characteristics include early childhood narrative thinking, and have a high curiosity. One of the activities that they enjoy is listening to a story or a fairy tale. Child's world is the world that should be filled with activities to play, listen to stories, and singing. Telling stories or fairy tales are very attractive to children which impact directly on yourself, (Guna, 2014)

Character is the policy of (goodnes), in the sense of thinking well (thinking), gentle (feeling good), and behave well (behaving good), so the character will appear on the thoughts, feelings, actions of humans (Budiansyah in Hidayati, 2016: 55). If we look at today's children are less familiar with how indigenous Minangkabau culture. How is customary in speaking or saying polite to parents, to teachers at the school, to the brother, to the new people in the know.

Character is the policy of (goodness), in the sense of thinking well (thinking), gentle (feeling good), and behave well (behaving well), so the character will appear on the thoughts, feelings, actions of humans (Budiansyah in Hidayati, 2016: 55). If we look at today's children are less familiar with how indigenous Minangkabau culture. How is customary in speaking or saying polite to parents, to teachers at the school, to the brother, to the new people in the know.

The formation of character in children is one of the goals of the national education system. Article 1 of the

National Education Act of 2003 states that: among the objectives of national education is to develop the potential of learners to have the intelligence, personality and noble character.

The mandate of the National Education System in 2003 that the goal is that education is not only the human form Indonesia intelligent and knowledgeable, but also personality or character, which in turn will be born generation of people who grew and developed with the characters breathe the noble values of the culture and customs a place where they take shelter, for example, noble values and cultures of indigenous Minangkabau.

III. RESEARCH METHODOLOGY

This type of research is research development or Research and Development (R & D). Research development according to Brog & Gall (2003) is a process used to develop and validate the educational product. This study follows the steps in the cycle.

Step-by-step development research is happening on the study of the findings of research products that will be developed, products based on these findings, conduct field trials in accordance with the setting in which the product will be used, and to revise the results of field tests (Setyosari, 2010: 194).

Research and development being done is to produce a model in the form of picture books through literacy Kato Nan Ampek Minangkabau culture to develop the character of children aged 5-6 years.

IV. RESULT AND DISCUSSION

Results of research on the development model of picture books through literacy *Kato Nan Ampek* Minangkabau culture to develop the character of children aged 5-6 years with the development model Broog and Goal. Description of the results of the study were divided into eight stages, namely: 1) the potential and problems, 2) data collection, 3) the design of products, 4) design validation, 5) design revisions, 6) product trials, 7) product revision, 8) results revision.

Description of the research data is described as follows:

A. Potential and problems

In this study the potential and problems obtained in the field by observation, interview and questionnaire to the kindergarten teachers in sub X Koto Singkarak Solok regency, use picture books that imparts about character values of Minangkabau culture is still rarely used, other than that picture books are in kindergarten yet nobody uses language Minangkabau. Most books in schools is the story books that speak Indonesian. Based on potential and existing problems researchers want to develop a picture book about *Kato nan Ampek* to develop early childhood characters that can be used by parents and teachers to instill character values Minagkabau cultural communication.

B. Data collection

Researchers in collecting data through observation, literature review, interviews, and observation, theory about the questionnaire in collecting picture books as teaching materials for young children in developing character. In this

study, researchers conducted observations in District X Koto Singkarak Solok regency, in observation researchers collected data amount used picture books have not varied and yet no one speak Minangkabau.

C. Product design

At this stage the researchers designing products teaching materials in the form of picture books through literacy kato nan Minangkabau culture ampek to develop the character of children aged 5-6 years. In this book the researchers want to introduce to children about the way of communication as taught in Minangkabau culture, known as *Kato nan ampek* namely: *Kato mandaki, manurun Kato, Kato Mandata, and Kato malereang*.

These picture books as a medium of learning in early childhood characters develop. In this picture story books are text and images, A4 size and colors that appeal to children. This story book using the character in the story Uncu. Making the story books using Adobe Photo Shop CS6 applications.

D. Design Validation

After the initial product of this picture book as a resource in the development of early childhood character, then the products are validated by several experts, namely: expert design drawing / layout of the book, linguists / story content, and expert illustrations.

Validation is done on several aspects: the aspect of design drawings, illustrations aspects and aspects of language of image design / layout of the book has been very The results of the analysis of aspects of image design / layout of the book 91.11% categorized as very valid.

Table 1. Values of validity storybook Kato Nan Ampek to develop the character of children aged 5-6 years

No	Assessment criteria	Validity (%)	Category
1	Design aspects of drawing / layout books	91.11%	very valid
2	Illustrations Aspect Pictures	96.67%	very valid
3	aspects of Language	88.89%	very valid
Total average		92.22%	very valid

This means that the suitability cover with the content on the book is good. The results also explain that the cover on the book interesting, story content and suitability in the book is easy to understand, has a compelling title so that the general aspects good.

The results of the validation aspects of illustration, obtained yield was 96.67% which these results have described the suitability of the image, image composition, color image, the image size appropriate for children, images are clear and easy to understand, as well as images and text associated with age children already at a good stage.

Validation of the language obtained yield was 88.89%. This result is certainly considered to be very good because it has good results. Assessment is done with the 9 indicators, which are indicators representing the language, diction, spelling, and sentence used appropriately. With this result

can be deduced that the language and content of the story, the book is well used for children. Based on the discussion above three aspects in the overall average gained 92.96% categorized as very valid. Thus story book *kato nan ampek* display can be tested on children to see the practicality and effectiveness of picture books that have been developed.

A. Picture Story Book Validity Kato nan ampek

The development of picture books kato nan ampek to develop the character of 5-6 years old children can be said valid if it meets the requirements specified. Validation of picture books by three validtor, the experts who are experts in the field of study, among other things: expert image design / layout of the book, an illustration and linguists.

The results of the analysis of aspects of image design / layout of the book 91.11% categorized as very valid. This means that the suitability cover with the content on the book is good. The results also explain that the cover on the book interesting, story content and suitability in the book is easy to understand, has a compelling title so that the general aspects of image design / layout of the book has been very good.

The results of the validation aspects of illustration, obtained yield was 96.67% which these results have described the suitability of the image, image composition, color image, the image size appropriate for children, images are clear and easy to understand, as well as images and text associated with age children already at a good stage.

Validation of the language obtained yield was 88.89%. This result is certainly considered to be very good because it has good results. Assessment is done with the 9 indicators, which are indicators representing the language, diction, spelling, and sentence used appropriately. With this result can be deduced that the language and content of the story, the book is well used for children. Based on the discussion above three aspects in the overall average gained 92.96% categorized as very valid. Thus story book kato nan ampek display can be tested on children to see the practicality and effectiveness of picture books that have been developed.

B. Story Book pictorial practicalities Kato nan ampek

Instead of hitting the practicalities of picture stories kato nan ampek aims to look at the extent to which teachers can understand and use picture books through *kato nan ampek* Minangkabau literacy culture to develop the character of children aged 5-6 years. Good storybook for children in addition to meet the validity criteria should also be practical means that can be used by teachers and parents easily.

Based on Table 2 above shows that of the seven indicators practicalities assessed by the teacher showed an average yield of the overall assessment of the practicalities of teacher assessment against storybook is 77.75% with a practical category. It can be concluded that the practicalities of picture books *kato nan ampek* based on questionner practical categorized teacher assessment.

C. Test the effectiveness of a storybook

To determine the effectiveness of picture books kato nan ampek can be seen from the sheet values of Minangkabau culture literacy, Minangkabau cultural values and the values of the characters are developed using storybooks *kato nan ampek* assessed by the teacher can be seen in the following table:

Table 2. Test the effectiveness

No	Indicator	Practicality Percentage (%)	Category
1	Storybook allows teachers to teach kato nan ampek	74.29%	Practical
2	This story book can support teachers in teaching character in children	75.71%	Practical
3	Illustrations in books allows teachers to teach kato nan ampek, to develop character	77.14%	Practical
4	Illustrations appropriate placement in accordance with the order of the story	74.29%	Practical
5	The language used in the books used in the book is easy to understand teachers' stories	81.43%	very Practical
6	Presentation easily understood sentences	81.43%	very Practical
7	The use of books in the time available	80.00%	Practical
Average		77.75%	Practical

Table 3. Test the effectiveness

No	Indicator	Percentage (%)	Category
1	Child interested in books	85.98	Very effective
2	Kids can understand stories	84.39	Very effective
3	Kids can use the language in books	83.96	Very effective
4	The child can understand the language in books	83.96	Very effective
5	The child can understand the vocabulary in books	79.54	Very effective
6	Kids can read images which explains Kato	83.18	Very effective
7	Kids can read images which explains Kato Mandata	83.33	Very effective
8	Kids can read images which explains Kato manurun	82.40	Very effective
9	Kids can read images which explains Kato malereang	76.96	Very effective
10	Children can be cited about kato nan ampek	80.07	Very effective
11	The child can repeat the words of the story	80.72	Very effective

Based on Table 3 above shows that of the 14 indicators of effectiveness are assessed by teachers showed an average

yield of the overall assessment of cultural values Minangkabau using storybooks kayo ampek nan was 82.45% categorized as very effective

Table 4. The values of Minangkabau culture using storybooks kato nan ampek

No.	Indicator	Percentage (%)	Category
1	Children can realize the image that says Kato mandaki	68.86%	Effective
2	Children can realize be the image that says Kato Mandata	67.56%	Effective
3	Children can realize be the image that says Kato manurun	67.26	Effective
4	Children can realize be the image that says Kato malereang	68.26	Effective
5	Children can be pointed out Kato mandaki	63.08	Effective
6	Children can be pointed out Kato Mandhatri	67.76	Effective
7	Children can be pointed out Kato manurun	67.06	Effective
8	Children can be pointed out Kato malereang	66.87	Effective
9	Kids can explain the difference kato nan ampek	60.10	Effective
10	Kids can use in communicating kato nan ampek	62.89	Effective
Average		65.97%	Effective

Table 5. The values of the characters are developed through story books kato nan ampek

No.	Indicator	Percentage (%)	Category
1	Patient	91.07	Very effective
2	submissive	91.07	Very effective
3	courageous	91.07	Very effective
4	Gregarious	98.21	Very effective
5	loving	94.64	Very effective
6	Cooperate	92.86	Very effective
7	Mutual help	92.86	Very effective
8	Well	94.64	Very effective
9	Diligent	82.14	Very effective
10	Skilled	80.36	Very effective
11	Polite	94.64	Very effective
12	To be responsible	83.93	Very effective
Average		90.62%	Very effective

Based on Table 4 above shows that of the 10 indicators the values of Minangkabau culture using storybook rated by teachers showed an average yield of 65.97% overall assessment with effective category.

According to the table above shows the effectiveness of the 12 indicators assessed by the teacher showed an average yield of character assessment of students was 90.62% categorized as very effective.

It can be concluded that the picture books *kato nan ampek* very effective to develop the character of children aged 5-6 years. Products developed in this study is a story book kato nan ampek to develop the character of children aged 5-6 years. This story book have been tested in kindergarten Kartika 1-60, KB-TK Pertiwi Secretariat of Solok and TK Tunas Bangsa Aur Duri, TKPK3A Sumani Solok District. Products can be said to be successful and the kids are excited to listen to a storybook kato nan ampek in order to develop the character. This is in accordance with the relevant previous research conducted by Eliza (2017) with the title "Wordless and Picture Books on Minangkabau Model Based Development to Build Early Childhood Folklore Character and literacy". Research results are designing books without a word and pictorial story based on folklore Minangkabau as a tool to transfer cultural values to children.

Validation of picture books *kato nan ampek* conducted by three expert validators skilled in the art, namely: expert design drawing / layout of books, experts illustrations, and linguists. This is in accordance with the opinion Plomp (2010), that can be used to test the validity of the expert opinion (judgment validity). Based on the results of the validation performed by the three validators declared that picture books kato nan ampek obtain validation value on average 92.22%.

The response of teachers to the practicality of the picture book kato nan ampek reached a value of 77.75% with a practical category. Child's response to the effectiveness of a story book kato nan ampek assessed by teachers of literacy assessment sheet reached a value of 82.45% with a very effective category, from values of Minangkabau culture reached a value of 65.97% with effective category, and from the character reaches a value assessment 90.62% categorized as very effective. It can be concluded that the picture book *kato nan ampek* very effective to develop the character of children aged 5-6 years.

REFERENCES

- [1] Dantes, N. 2014. *Metode Penelitian*. Yogyakarta: Andi.
- [2] Desyandri, 2018. Nilai-nilai kearifan Lokal Untuk Menumbuhkembangkan Literasi Budaya Di Sekolah Dasar. *Sekolah Dasar: kajian Teori dan Praktik pendidikan* Tahun 27, Nomor 1, Mei 2018 Hal 1-9
- [3] Eliza, D (2018). Pengembangan Model Pembelajaran Karakter Berbasis cerita Tradisional Minangkabau Untuk Anak Usia Dini. *Jurnal Pedagogi*, 3 (3b). 153-163
- [4] Eliza, D (2017). Emergent Literacy Based on Wordless picture Book to Introduce Minangkabau

Cultural Value and Identity for early Childhood
*.Internasional Conference of Early childhood
 Education (ICECE 2017) Volume 169,*
<https://doi.org/10.2991/icece-17.2018.73>

- [5] Fauzul, Asni. (2012). Membangun Mahasiswa yang Berkarakter Melalui Karya Seni. *Jurnal Bahasa dan Seni* .Volume 13 No 2 Tahun 2012
 Doi:
<https://doi.org/10.24036/komposisi.v13i2.3938>
- [6] Guna, I.G.M.D, 2014. *Made Taro Mendongeng dan Bermain Sepanjang Waktu*. Yogyakarta: Media Kreative.
- [7] Kemendikbud, 2016. Gerakakn Literasi untukTumbuhan Budaya Literasi. Media Komunikasi dan Informasi “Jendela “Pendidikan dan kebudayaan.Jakarta: Kemendikbud
- [8] Kemendikbud, 2017. Gerakan literasi nasional:materi Pendukung Literasi Budaya dan kewargaan.Jakarta: Kemendikbud.
- [9] Plomp, Treed, (2010) *An introduction to Educational Design Research Netherlands Instute For Curriculum development*
- [10] Ngura, Elizabet, (2018). Pengembangan Media Buku Cerita Bergambar untuk Meningkatkan Kemampuan Bercerita dan Perkembangan Sosial Anak Usia Dini di TK Maria Virgo Kabupaten Ende. *Jurnal Imiah Pendidikan Citra Abadi* Volume 5 No 1 Maret 2018
- [11] Setyosari, Punaji. (2010). *Metode Penelitian Pendidikan dan Pengembangn*. Jakarta: Kencana
- [12] Punaji. (2013). *Metode Penelitian Pendidikan dan pengembangan*. Jakarta : Prendamedia Group
- [13] Sugiyono, 2008. *Metode Penelitian Pendidikan*. Bandung: Alfabeta
- [14] -----, 2015. *Metode Penelitian & Pengembangan Research and Development*
 Bandung: Alfabeta
- [15] Suryana, D (2013). *Pendidikan Anak Usia Dini (Teori dan Praktik Pembelajaran)* Padang: UNP Press Padang
- [16] Suryana, D (2014). *Dasar-dasar Pendidikan TK*. Jakarta: Universitas Terbuka.
- [17] Sayuti, M. (2005). *Tau Jo Nan Ampek* (Pengetahuan yang Empat Menurut Ajaran Budaya Alan Minangkabau). Padang: Mega Sari.