

# Prototypes of Values of Independent and Patriotism in Minangkabau Kaba Text Manuscript and Drama Texts from Classic Kaba: Study of Local Wisdom for Establishing Young Generation Character

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## ABSTRACT

This paper was motivated by the lack of independent, patriotism, and other characteristics of the younger generation, especially the Minangkabau generation in recent decades. Despite the fact that, there are not many Minangkabau greats who are able to provide any example. Suggestions that can ignite the spirit of the younger generation to have independent and patriotism are getting lost. In anticipation of awareness and guidance, This study aims to describe the values of independent and patriotism in the Kaba manuscript texts, and classic myth revitalization and rationalization drama scripts by Wisran Hadi as an act of local wisdom. Literary works are manuscripts and products of traditional society which has the potential to straighten out old myths and drama scripts in the form of revitalization which tend to negate old misleading myths, in view of the mimetic approach is a reflection and refraction of people's lives. In this manner, the Kaba text can be empowered for teaching, education, and enlightening Minangkabau people's mentality, especially for the younger generation.

**Keywords:** *autonomous, patriotism, rationalization of myths, local wisdom*

## 1. INTRODUCTION

Good literary works always integrate myths in it, especially related to the values of teachings that shape the wisdom of ancient societies; it is also hoped as a capital due to establish the noble character for the younger generation [1],[2],[3],[4]. With these values and tenets, the young generation of current society will have a direction, guidelines, benchmarks for solving a job, problem, or basis for decision making. For example, a person who wandering from Minangkabau community in the *Kaba* (ancient story) is not allowed to carry any properties, golds-silvers or other valuable things. The activity of migrating was actually used to collect wealth, gold and silver with strong enthusiasm and determination [5],[6]. Through the education pathway, learning that prioritizes training, performance tasks, is an effective strategy for the formation of characters who work-addict, responsible, disciplined and independent, as well as patriotism [7],[8]. *Kabas* of Minangkabau which present myths appear in various media of delivery. Oral *Kabas* and later written in the form of manuscripts in Arabic-Malay script is a wealth of ancient Minangkabau literature, such as the *Kaba Anggun Nan Tongga* script, the *Kaba Cindua Mato* script, and *Kaba Malin Deman* script, then produced in its newest form after the Minangkabau people recognized Latin writing [9]. The revitalization of classical kaba has

contributed to enriching the repertoire of Indonesian literature throughout its history [10].

In the 80s, Minangkabau author named Wisran Hadi was known to be productive in writing a number of drama scripts which is in the form of revitalizing classic Kaba text trying to rationalize the myths contained in the oral Kaba texts and manuscripts. There are four drama scripts from Hadi that put forward rational thinking and patriotism, including (1) *Puti Bungsu* [11]; *Anggun Nan Tongga* [12]; (3) *Empat Lakon Perang Paderi* [13]; (4) *Empat Orang Melayu* [14] which contains four drama scripts: *Senandung Semenanjung*, *Dara Jingga*, *Gading Cempaka*, and *Cindua Mato*. The last four titles are used as material objects in this study. The main character in the text of the *kaba* script and drama script not only presenting an independent personal figure who preserves the local Minangkabau culture, but also contains a patriotic character which deserves to be imitated by today's younger generation.

## 2. METHOD

The research method in this paper was a descriptive type method combined with content analysis. According to Richie's concept (in Moleong [15]) the descriptive-qualitative research is an attempt to present the social world and its perspective in terms of concepts, behavior, perceptions, and problems about the human being studied.

Research data is a series of thoughts, speeches, actions, attitudes, and actions of characters in the context of individuals or with other figures who supports the younger generation figures in the script and a local Minangkabau-colored drama script by Wisran Hadi.

Sources of research data are local Minangkabau manuscripts and drama scripts written by Wisran Hadi which synergizes and displays the personal figure of the younger generation with strong character that the younger generation should emulate. These names include (1) *Puti Bungsu* (1978) in synergy with *Malin Deman Kaba* manuscript; *Anggun Nan Tongga* (1982) synergizes with the manuscript *Nan Tongga Magek Jabang*; (3) *Cindua Mato* (2000) synergizes with the *Kaba Cindua Mato* manuscript.

The expected research product is a character prototype as measured by the pillars of character education that are in line with Minangkabau cultural values as proof of independent and patriotism. This is also supported by the speech, thoughts, actions, and descriptions of the character's attitudes and behavior which can be used as material for internalization and in anticipation of foreign cultural influences which has a negative impact on the attitudes, behavior and character of the younger generation [16].

### 3. RESULT AND DISCUSSION

The conception of the character of the younger generation is a human resource requirement for the Indonesian nation that cannot be postponed or ignored. Several studies with the same theme and also based on local wisdom in the last few decades emphasize this urgency. Research conducted by Nurizzati and Zufadli [1] with the title "Development of a Novel-Based Character Education Model: The study of Genetic Structuralism on Tere Liye's Novels" has recommended that novel appreciation learning be implemented with cooperative learning models and problem-based learning models.

Through cooperative and problem-based learning models, students work together to learn, discuss, and interpret values contained in the novel and give appreciation for finding alternative values in solving problems commonly faced by the younger generation. Experience in studying and appreciating novels together will be imprinted on the students' thoughts and feelings so that the internalization process occurs automatically in students themselves (the younger generation).

The research conducted by Nurizzati and Ismail [2] entitled "Models of Character Education in Inspirational Novels by Ahmad Fuadi" analyzed, interpreted, and proved that the attitude of Ahmad Fuadi's main character in novel trilogy contains 9 pillars of national character education that they get through informal, non-formal, and formal education. The educational model that has succeeded in shaping Alif, the main character of the three novels is habituation model, exemplary, discipline development, CTL model, role playing, and participatory model. Habituation models, exemplary, and disciplinary

guidance are implemented in all educational settings including informal, non-formal, and formal. However, the CTL model, role playing, and the participatory model were only obtained by Alif in the formal environment, particularly in the pesantren education environment [17].

Novia Juita and Nurizzati's research [3] entitled "Prototype of Ideal Young Generation Character in Kaba: Study of Minangkabau Ethnic Local Wisdom" has proven that the main character of the classic Minangkabau kaba stories has a prototype of a local character that is in line with the noble values of the Indonesian people. In the same vein, research by Novia Juita and Nurizzati [4] entitled "Prototype of Ideal Young Generation Characteristics in Minangkabau Local Color Novels: A Study of Minangkabau Ethnic Local Wisdom" emphasizes once again that the main characters of the novels by Minangkabau authors are still present prototype of a local character that is still in line with the noble personality of the Indonesian people. They are figures who are independent, tough, and resilient.

In another study, Nurizzati, Arief, and Noveria [7] discussed the formation of the noble character of the nation's young generation through education and teaching. The study entitled "The Development of Authentic Assessment Models of Learning through Appreciating Short Story Texts of Padang City High School Students: A Strategy in Building the Character of the Young Generation" produce and recommend an assessment model for class-based assessments or also called process assessments that prioritize training performance tasks.

There are eight types of assessment instruments recommended, among others: (1) assessment of open-response questions for the listening aspect; (2) retelling the short story text for the speaking aspect; (3) the performance of esthetic reading short stories for the reading aspect (4) the performance of the written product analysis of intrinsic and extrinsic aspects of reading comprehension; (5) the performance of converting or paraphrasing short stories to poetry or drama texts for the writing aspect; (6) the performance of comparing and evaluating short stories with other texts for the aspect of presenting; (7) interview and conference assessment for the audience aspect; (8) observation assessment and self and peer assessment to measure the character and social skills of the students. The characters that are expected to be formed by the assessment model include hardworking, responsible, disciplined, independent, honest, and sportsmanship.

In further research, the study of Nurizzati, Arief, and Noveria [8] was entitled "Development of an Authentic Assessment Model for Learning to Appreciate the Drama Texts of Padang City High School Students: A Strategy for Building the Character of the Young Generation" also completed through education and teaching has successfully developed and tested eleven types of instruments assessment of learning to appreciate drama texts, among others (1) the instrument for assessing the students' ability to reveal the contents of the story; (2) the assessment instrument identifies and analyzes intrinsic elements; (3) the assessment instrument analyzes the

relationship between intrinsic elements and extrinsic elements; (4) assessment instruments reproduce text / convert text; (5) the investigative project appraisal instrument plans the play/staging of the drama, (6) interview and conference assessment instruments; (7) acting / staging / performing a drama; (8) presentation and discussion assessment instruments; (9) open response question assessment instrument; (10) teacher observation assessment instruments types 1 and 2, (11) self and peer assessment instruments types 1 and 2. The characters that are expected to be formed by this assessment model are not only hard worker, responsible, disciplined, independent, honest and sportsmanship, but also fair-play, creative, innovative, and strong solidarity for the others.

In the research entitled "Prototype of the Values of Independent and Patriotism in the Minangkabau Kaba Texts and Minangkabau Classical Kaba Revitalization Drama Scriptures by Wisran Hadi: Study of Local Wisdom for Character Building of the Young Generation" it is revealed that the character of the younger generation in the characters of the Kaba script is prototype of the ideal character according to the Minangkabau community. The characters referred to include sensible, polite, wise, intelligent, tough, obedient, soft-spoken, and persistent. Meanwhile, in other findings, the characters in the drama script by Wisran Hadi are still comparable to the characters in the Kaba story text and this is a revitalization of the character taught by the Minangkabau people to their younger generations.

In his drama script, Wisran Hadi presents individuals who also have superior characters among others, responsible, energetic, resilient, persistent, independent and patriotic. They are human beings who are critical of cultural values that are not rational anymore. They dare to break the old myth, then offers new myths accompanied by real action and indisputable results. Their thinking is more rational, their actions are more patriotic which can be said to be the mythical rationalization of the values supported by the characters in the classic Kaba story, especially independent and patriotism which can be seen clearly from the speech, actions, thoughts and attitudes of the characters. The line connecting the two contexts of creation is Minangkabau cultural values that are encapsulated in the philosophy of *Adat Basandi Syarak, Syarak Basandi Kitabullah* [5] which the characters of the story practice. These values include divine values, humanity, ukhuwah Islamiyah, unity and oneness, the values of deliberation and democracy, the values of ethics, and the values of mutual cooperation. The six cultural values are also a benchmark for the daily practices of the Minangkabau people [18].

As a prototype of the outstanding character needed by the life of the global era, this study focuses on the values of independent and patriotism. The value of independent is a person's ability to self-regulate, behave, and act according to one's own will. Independent on the other hand means being able to act according to situations and conditions without depending on other people's expectations. able to realize his own desires for the fulfillment of one's life needs and fellow humans. This ability is only possible if

someone is able to think seriously about what he/she does or what choices he/she makes [19],[20],[21].

The patriotism that is very clearly shown by the characters of the classic Minangkabau kaba revitalization drama is an attitude that shows attention and concern for the life of the nation and state. Therefore, patriotism is also called as an attitude of defending the nation, the state also loving the country. In times of war, patriotism is shown by fighting on the battlefield to defend the country. In times of peace, patriotism is shown by the nation's youths with attention to the benefit of the nation. For the younger generation now, it can be seen from their interest for participating in government programs for instance following compulsory education, obeying laws and regulations, actively participating in making achievements for the glory of the nation.

#### 4. CONCLUSION

Independent and patriotic are two characters that frame the values of other noble characters and also as a parameter for the young generation, it can be expected that a generation that is hard-knit, industrious, productive, and responsible in fighting for the fate of themselves and their nation. Therefore independent and patriotism need to be instilled, nurtured and developed to the expected level, in order to have the potential to build and maintain the integrity of the nation. especially for the Minangkabau young generation who are the heirs of the intellectuals of their people since the past who are able to provide paragon of good to the next generation and able to give advice that can ignite their enthusiasm for practicing this attitude of independent and patriotism.

The character of the story from the manuscript *kaba* texts contains many values of independent. However, the characters of the stories are revitalized drama scripts and the rationalization of classic myths by Wisran Hadi looks sharper in showing the spirit of independent and patriotism as a frame from the other character values that are colored by cultural values, philosophy of the *Adat Basandi Syarak, Syarak Basandi Kitabullah* (ABS-SBK) and parallel with the pillars of the noble character of the nation. Today young generation desperately need a prototype of the values of independent and patriotism for their life orientation model and in building their personal integrity for the future of the nation and state.

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