

Wordless and Picture Books Model Development based on Minangkabau Folklore to Build Early Childhood Character and Literacy

Delfi Eliza
PG-PAUD FIP
Universitas Negeri Padang
Padang Indonesia
deliza.zarni@gmail.com

Abstract— Children's literature of wordless and picture books genre based on Minangkabau culture folklore is very rare. This genre book is very good as a source to build the identity and character of the nation according to cultural context. This article explains the importance of introducing the Minangkabau culture through the development of wordless and picture books model. It is very good at stimulating the development of thinking, imagination, readiness to read, and literacy for children. To obtain valid book models, one-to-one trial, expert judgment, and small group test, and also field testing were obtained in a valid and feasible model. Strategies using picture books stimulate the children's ability to communicate with teachers and friends. In addition, wordless and picture books based on Minangkabau folklore is a tool for transferring cultural values to the children. Wordless and picture books are also intended to motivate and foster the children's awareness of the importance of reading habit by providing various genres of reading material based on Minangkabau culture.

Keywords: *wordless and picture books, character development, Minangkabau culture value, literacy.*

I. INTRODUCTION

The importance of culture-based children story books is an urgent thing to overcome the nation's character problems related to cultural infiltration. In the context of Minangkabau culture, the identity and pride of being Minangkabau who are known for their cultural and religious customs has begun to fade away due to various influences [3]. Similarly, [22] states on his research that there has been a shift in the use of language in Minangkabau. The number of Minangkabau speakers does not guarantee that the mother tongue can be transmitted to their children.

In response to the problem, a story book (children's literature) on picture books genre is developed based on folklore Minangkabau. [17] declares picture books story book gives the children a benefit to appreciate history and expand awareness about culture. It could be meant that picture book based on folklore Minangkabau gives an opportunity to the children to accept and appreciate Minangkabau culture also gives insight awareness about Minangkabau culture. During this time, the children may be not familiar with Minangkabau language that introduced at school, but through this story the child becomes proud that the mother tongue is part of the culture. Therefore, the

child should be proud to use it both at school and home as well.

Building character through Children's Literature is an attempt to create a reading material for the children. [10] define children literacy reading book into Children's Literature term that it is good quality trade books for children from birth to adolescence, covering topics of relevance and interest, to children of the ages, through prose and poetry, fiction and non fiction. The book can be used to build a child's character.

Character education is described as a learning that is developed to teach the traits needed to build good character. Character education is about fostering the optimal positivity development such as social emotional competencies and civic knowledge, skills and dispositions. [21] , [4] state that it is a method to improve children's understanding of care and action as the core of ethical values.

The development of wordless picture story book model based on Minangkabau folklore is an effort to accommodate the Regulation of Minister of Education and Culture number 23 year 2015 which requires 15 minutes reading before the learning begins. This means that through the development of the story book, the teachers can use the book within the framework of literacy acquisition associated with the curriculum in accordance with the child development.

[21] states that the picture book is the best and positive way in the literacy acquisition in accordance with the quality of the book. The children interaction with storybooks is an effective way for literacy development by integrating literature into the curriculum.

Minangkabau culture-based storybook that is written from Minangkabau literature and folklore is still very rarely found nowadays. The development of a storybook design model with a genre of wordless and picture books based on Minangkabau culture is designed with good illustrations, attractive colors, and consisting only of pure pictures. In some researches, the storybook was designed using a narrative of old literary works that have been stored for decades, but has never been put as a work of art to attract children interest and desire to read in the form of picture books.

Based on empirical studies at early childhood institutions, there is no reading book available with the picture-book genre based on Minangkabau culture folklore. Therefore, a book associated to this genre was produced through this research, in which many cultural values in Minangkabau folklore that are useful for early childhood development especially the development of character and the perpetuation of Minangkabau cultural values that should be derived from one generation to the next generation.

In addition, the most important is that the picture books are useful to shape the readiness of literacy for early childhood. The readiness of literacy is in the sense of readiness to read and write through visual illustrations of images contained in a story that is well designed, interesting, and its colors captivate the child to read it.

A children's book literacy was designed for the children based on the background of problems that have been discovered through this study. It was not only the story book but also covered the book with various genres. Children's literacy book aims are to provide concepts and information that should be known by the children. It is entertaining according to the stage of children development. The children have not learned much about the concept but they will learn the various concepts needed for child development through the genre of the book. Further, consciously and unconsciously they will learn and be influenced by each page sheet of a book read to them or read by their own selves.

Character education in the sense of character development for early childhood is a deliberate attempt to develop noble character and culture of good values as an individual and a part of society. Therefore, it is necessary to plan the research systematically, efficiently, and effectively in order to succeed. The purpose of character education is to develop children's ability to consider, decide on appropriate behavior in various situations, and develop individuals who are able to understand moral values, choose, and do the right thing.

The traditional story of Minangkabau in which cultural values richness included is rarely told to the child. The children enjoy more foreign stories or movies which are less educational for children's character. It is very accessible to children through the television screen. While the children books or magazines available do not contain the Minangkabau cultural values that must be known by the child. The concept of character teaching that is conveyed in the learning activities in kindergarten sourced from children's magazines also not in accordance with the context of the child's environment. In fact, the children learn a lot from literary book sheets that will influence, motivate both externally and internally, and encourage the children to take action in accordance with cultural values. This is done through habituation and internalization, repetitive activities, and learning activities.

This is the basis for the importance of child literacy book design with content based on Minangkabau cultural

values which is indispensable for the building of characters since early childhood.

A. What are the wordless and picture books?

Wordless and picture books is a reading book for early childhood consisting of only pictures [18] The book or story book is designed with high-quality wordless-books, the picture tells it all, it means that the book contents are only drawings and the picture itself tell the story written [18]. The books that include as picture books category are almost wordless books that contain very minimal text such as one word like Oink, these all are books that only compose a little writing (Geisert) books with a few labels, such as the book prepositions snake in out, the books which are slightly labelled or written like preposition which shows place description (Banchek, in Jalongo), books that use one phrase, or sentence such as Good Dog.

Carl explained it as a book consisting only phrases or sentence [18] or books that include words for sounds such as the City, and the book that include sounds [18]. Wordless books offers surprising variety in topics, themes, and levels of difficulty. Next [18] states that the picture books evokes images of brightly colored, beautifully illustrated books that is big to read. This means that a picture book is a very good book of illustrations, and its beautiful colors in other words like taking a photo. That is the book that children will love to read and encourage the children to read.

Based on the experts' opinion above, it can be concluded that wordless and picture books is a book intended for children, that characterized with very good design illustrations, interesting color images, cast or a clear character that attracts children to read it. In addition, the picture describes the writing, usually consisting of phrases or short sentences with consideration in the introduction phase of literacy.

Wordless and picture books are stories that consist of just a few words or just one word, consisting of a single phrase or a simple short sentence that can be read by children. In other words, the literacy book for children is a book with images illustrations as the main material with illustrative design that can stimulate children to be able to imagine and communicate it through speaking skills, or through drawing as a means of training to write.

Wordless and picture books are reading books or storybooks for children used to stimulate interest in reading, which consists of books with interesting illustrations of images, both in terms of illustrative design of image composition, color quality, clarity of characters (cast) in the picture, attributes used by the cast in the picture.

Ideally, the children learn to love or like the literature through joyful, encounters picture books shared with them by enthusiastic adults. The children need a literature book that is fun, means a book that interests children to read. When the teacher introduces a book with picture books, writers and illustrators related to the sense of the message

contained in the story script. Contemporary scholars argue that the field of literacy has a content substance that is interesting, motivating, and playing emotions, in other words, it should be fun and greatly affect the mind. [18]. The books read to the children are an entertainment that can entertain the children and arouse the children interest for reading. Children do not get tired of reading. That is called a policy [18]

B. Character Development

The character comes from the Greek word meaning sign as a scratch / carving. A character can not be deleted, always consistent and predictable. Character is the deepest root of a personality, organized through behavior, attitudes, and values. Character is a tendency of an individual and an interest. It is a habit which is patterned by a relatively fixed action (Delfi Eliza, 2017). According to Nicgorsky and Ellrod, 1992: 143), character refers to the good traits, which are always shown, Wyne and Ryan in [16].

In achieving literacy for children, the most important thing to consider is the joyful of children with the reading book. The first pleasure is the pleasure of seeing books through pictures as when children watch child television presented with a picture that keeps a child interested in watching, likewise to attract children to read (literacy). The early child is presented with a picture book that used very good illustrations and interesting to read.

However, the picture is not a simple thing for children to read. The children will use imagination when they read what is implied behind the illustration of the picture. This according to Margaret Merk involves many parts of the area in the brain. The process of reading by using motor skills is when the child holds the books, turns every page, touches and points to a particular point in the book. It also involves the visual skills to see the illustrations and interpret them, to search in detail and show it in text. It can be added, it used to see how to serve the language skills, bringing to the children the vocabulary used in the context and wondering with loud conversations, the children can begin to appreciate, learn through reading and writing, and also be inspired by their writing. In addition, the cultural values contained in the story through experience by reading the picture on the story book can be appreciated by:

1. Love the words contained in the story
2. Understand text and images.
3. Visualize new images and new ideas.
4. Identify characters.
5. Experience the lives and thoughts of others vicariously.
6. Enjoy a well-crafted story and share it with others.
7. Understand works of art in terms of shapes, structures, and patterns.
8. Connect with the book and resonate with the message.
9. Gain awareness of how parts of the picture book combine into a meaningful whole.
10. Appreciate history and expand cultural awareness.

Picture books are the main source to stimulate the creative thinking process of early childhood so that they are able to be a story teller, the words writer, the readers who can increase their complexity with writing or non-writing.

The best way to believe that positive effect of picture book: it plays a role in the acquisition of literacy through the good storybook quality. And it is very effective for early childhood development of children after interacting with storybooks by incorporating literature into the curriculum [17].

C. Emergent Literacy

According to Marie Clay the term "emergent literacy skills" is described as a skill in how a child interacts with a storybook and presents it to writing and reading [20] Nevertheless, the term is defined as the formal introduction in which the child is not being able to read and write formally but interacting with the text and the picture. Although the children could not read or write in the conventional sense but at-least interact with the textual and pictorial content of the books [19].

Emergent literacy is a process that begins at birth and it grows as a stage where reading and writing are done conventionally. In this study, it was defined also the term literacy interrelation that meant as relationships between several aspects of language including speaking, listening, reading and writing [23] Through telling stories, the children learn about how a person should behave and vice versa. Through stories, children learn about ways people should or should not behave [19]. [19] states that children who read pictures do not only understand the story but also increase the exercise to understand the emotional social, the children are involved in looking at the perspective of others (social perspective) and respond, are able to response to people. This case also gives impact to make children learn to be wise. The children who read picture books not only comprehend story lines, but also encourage exercising social-emotional understanding. The children engage in social-perspectives and respond to others with concern. The children do not only observe but also directly share feelings of happiness or sadness of role characters in the story. The children do not only observe, but indirectly feel, the agony or happiness of the protagonists in a story. The addition are the knowledge, feelings, the behavior or moral actions of the developing child's character (*knowledge and feelings, action are development*) [21] emphasizes character education in all three aspects and emphasizes a third factor in children's moral development, being behaviors. This is in line of thinking was supported by [19] who pointed to cognition, emotion and behavior as three aspects of social competence (Kwan, 2013; Lee and Kim, 2015; Lee and Sung, 2013; Lim, Go and Huhr, 2008; Song & Choi, 2013). So, the positive effect of reading a picture story in his research is that he found a child with emotional intelligence, confidence, and pro social behavior.

Through share book reading in which the interaction of adults and discussion with the children after reading the

story will produce various variations of language aspects such as literacy, teaching model, and various forms of literacy response. The children can hear when reading a book, and teachers can perform an analysis intellectual capability, personal, and performance (Hyun & Byun, 2004; Lee & Jo, 2015; Sipe, 2008 or teaching models (Barnes, Dickenson & Grifenhagen, 2016, Jung & Lee, 2015, Shape, 2008).

The experience through reading picture books for early childhood develops socially, personality, intellectually, cultural, and aesthetically. The picture books are able to socialize children to explore interpersonal relationships and other motives in humans. It is able to communicate an acceptance and strategy to model behavioral models that is only studied with emotional strength. Literature also supplies information and raises questions that contribute to intellectual growth.

Through the picture book, an early child finds family settings and cultures that have some similarities and may also be different from others. As a result, the picture books contribute for early childhood to know the cultural identity and awareness of multiculturalism. Furthermore, since picture books consisting of illustrations and images simultaneously support the development of art and the growth of literacy. For that reason, children's literature is very important as a rule of play in learning appropriate for life and early childhood.

D. Literature and Picture Books

It is even more obvious that children need more picture books by observing children using picture books. The children who are learnt picture book versions of a folk song, nonfiction book or a book on science should all be accommodated through picture books. Generally, the literature book can be deduced as the imaginative shaping or book that shapes the imagination and mind of the child through the form and structure of [17] The picture books are special genre of children literature. Publicized through the image itself, dominated by images of text, or words and illustrations are equally important as well [17]. The picture book for early childhood should have five views [17]:

1. Present a clear and simple storyline
2. Contains a number of concepts.
3. The concept can be understood by children.
4. There is written text that describes the illustration of the image in simple way.
5. Illustrations are equipped with drawings.

In common way, the use of picture book term refers to the storybooks that is a simple storyline and contains 200 words in average. Taken as example, there are three very popular stories with beautiful and interesting pictures that composed by Eric Carle's *The Very Hungry Caterpillar* composed 225 words, Ezra Jack Keat's *The Snowy Day* composed 319 words, and Laura Joffe Numeroff *If you give a mouse a cookie* consists of 291 words. A picture book consists of 32 longest pages. There are three pages that should be reserved for the cover page; title page,

copyright page, and the other are available for the story. The book contains at least three stories, one tells the words, which are the implications of the picture, and the result is a combination of both [17].

II. METHOD

A. Research Model

This research used R and D method. It was a research for child story book model development using wordless picture book genre based on Minangkabau folklore. There were Minangkabau cultural values in the book to build children character and literacy readiness. An experimental test was conducted to test the books that had been designed, as well as individual trials and small group trials in Nur Ilaahi Kindergarten School. The data obtained using descriptive method collected by kindergarten teachers after telling the children using the question and answer process which then recorded and noted in the field notes form.

B. Participants

The participants in the research were kindergarten teachers and kindergarten children. They used the book that has been designed as users. Nur Ilaahi Kindergarten School had 4 classes in which each class was told the book by the teachers. The child's reaction to the book after reading the story was then recorded, then question and answer section was administered to test the child's understanding about the story's values. It was done to see the effect of the book on character development and literacy. In the preliminary study of this study, the book was tested on a small group of 54 children.

C. Instruments

This study was designed to assess the books designed in order to obtain valid books through one to one person, judgment/expert review, small group trials and field trials. The expert judgment included the experts in the field of image illustrations, early childhood education experts, and early childhood teacher users, as well as experts in Minangkabau literature in using the instruments in accordance with their respective areas of expertise.

The assessment was done based on the evaluation score range that scored from 1 to 5 using Likert Scale. This means that the value could be interpreted as the ineffective, unworthy into effective and very worthy to be used by using indicators: the illustrations design with attractive picture, attract children reading willingness, contain message for the development of literacy and children character, the book content can be understood, and the appropriateness with the children development. Meanwhile, the content assessment of the book centered on the child and the ability of teachers to use the book in the learning process was done for the teachers.

D. Data analysis

The approach used in this study was R and D, in which the product was tested after the initial study, trial, and discussion in focus group discussion then it was

implemented in kindergarten school. Based on those terms, the content analysis was done to assess the concepts and its relation through the data explained [24] in relation to this research based on coding, themes, and content analysis. The implementation was done by the teachers and they explained the percentage of values through the child's conversation recording which the teachers had documented. Then the analysis was done in the form of focus group interviews, as well as to obtain teachers identification data in relation to the implementation of this picture book to children toward character development and children's literacy.

III. RESULTS AND DISCUSSION

The data analysis findings from the group discussion of this research were described in the table below.

TABLE 1. TEACHERS ASSESSMENT ON PICTURE BOOK PRODUCTS BASED ON MINANGKABAU CULTURE VALUE FOR CHARACTER DEVELOPMENT.

Assessed Aspects	Rating Scale					Total	Percentage
	1	2	3	4	5		
Teacher-centered	-	-	2	11	17	30	90.00%
Child Development-centered	-	-	3	30	37	70	89.71%
Teacher Competence	-	-	-	4	6	10	92.00%
Average Score							90.57 %

TABLE 2. THE EVIDENCE THAT THE DEVELOPMENT OF CHILDREN CHARACTER TRAITS CONVEYED BY TEACHER THROUGH STORYTELLING WITH PICTURE BOOK BASED ON MINANGKABAU FOLKLORE CULTURAL VALUES, NUMBER OF CHILDREN N = 54. PICTURE BOOK CHARACTER VALUE

No	Characters	Rating Scale					Total	%
		1	2	3	4	5		
1	Patience	-	-	-	5	5	10	90%
2	Skilled	-	-	-	3	7	10	94%
3	Friendly	-	-	-	8	2	10	84%
4	Caring	-	-	-	0	10	10	100%
5	Kind	-	-	-	2	8	10	96%
6	Diligent	-	-	-	2	8	10	96%
7	Loving	-	-	-	3	7	10	94%
8	Persistence	-	-	-	4	6	10	92%
9	Helpful	-	-	-	1	9	10	98%
10	Responsible	-	-	-	5	5	10	90%
11	Brave	-	-	-	2	8	10	96%
12	Thrift	-	-	-	4	2	10	76%
13	Knight	-	-	-	1	9	10	98%
14	Obedient	-	-	-	3	7	10	94%
15	Firm	-	-	-	2	8	10	96%
16	Fair	-	-	-	2	8	10	96%
17	Unanimous	-	-	-	1	9	10	98%
18	Cooperative	-	-	-	1	9	10	98%
Average Score							93.67%	

Based on the table above, it can be concluded that the character values contained in the story can be understood by the children well. It can be shown from the results of the observations tested in which the children can understand the characters value in the story. Further it takes a minimum of one semester to see the application of these character values.

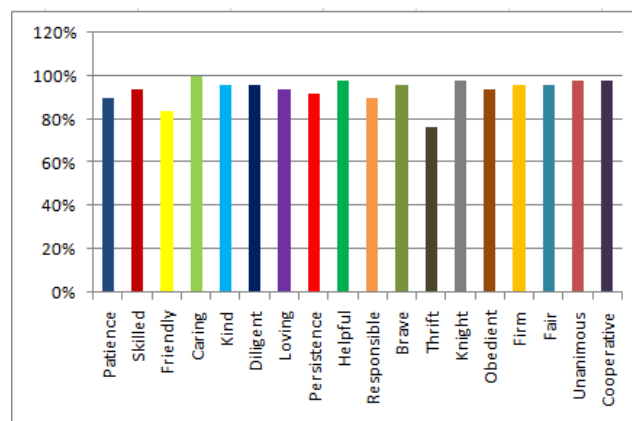


Fig. 1. The evidence that the development of children character traits conveyed by teacher through storytelling with picture book based on Minangkabau folklore cultural values, number of children n = 54. Picture Book Character Value

IV. CONCLUSION

The result model that gained from this research is in the form of children's story books (Children's Literature) which used as teaching material for character development based on Minangkabau cultural values. The books designed for children aged 4-6 years and they may have advantages as well as deficiencies in terms of both quantity and quality in trial process. The contents of the materials discussed in the story book as a teaching material that presented need to be holistically integrated with aspects of other areas of child development. Children's literature based on Minangkabau cultural values is expected to illustrate syntax of learning materials that encourage and help children to recognize and know the values that exist in the traditional Minangkabau literature/folklore to build the character of the child. In addition, it aims to preserve cultural values from one generation to the next generation so as it will not be extinct.

Based on a preliminary study data result, goals related to character development based on traditional Minangkabau cultural values were formulated to build in the sense of introducing the story from the perspective of Minangkabau culture aimed to form a good character from an early age. In addition, the child has knowledge, feelings and manifested in the form of actions such as: courtesy, diligent, help, cooperation, and knight.

By seeing the analysis of the values contained in the story, the values of characters that developed in the form of learning materials that are integrated through the themes discussed in the first and second semester then formulated. The result of the story values analysis was used as the basis

for the instructional development materials for teachers in developing the character of the child.

The trials results of early childhood education teachers by Nur ilahi kindergarten teacher stated that the product was very suitable to be used in kindergarten because it has clear pictures and can be read by the child. However, the teacher found difficulties in reading this book because the teacher must first understand the story path. For example, Malin Kundang story book is familiar story then the children easily understand the picture in it. So the teacher suggested to add a description of the story behind the image to ease the children in understanding the story. The trial was conducted in four classes with different story titles. The test results were evenly aligned. The average result score obtained shown that the book was very worthy to be used by some revisions. Some aspects assessed by early childhood education/Kindergarten teachers involved language readability/clarity, content, character/cast, image quality with an average score in a range of 4-5. Moreover, it can be concluded that the book product was highly feasible. Some aspect assessed by image illustration experts involved characters/cast with anatomical indicators of images, image attributes, image composition, image expression, and image color quality, was on the average score between 3-3,9. Based on the calculation of the average score between 3-3,9, it can be concluded that the book was feasible with revision. Experimental product test result of language expert of readability/clarity of language with simple sentence indicator, word usage, use of term in Minangkabau language, the average score gained between 3-3,9. So it can be said that the story book product concluded very feasible.

Based on the results of individual product trials, one to one expert, and one to one users, the story book product got input from language experts and image illustration experts then a revision was made according to their suggestions and improvements. After the revision was done, a small group trial on the user that was in kindergarten was conducted in which each book tested on four classes of Nur Ilahi kindergarten in Lubuk Buaya. From this small group testing stage, the score with a decent revision was obtained.

In conclusion, the storybook model (Children's Literature) can be used to build the character of children based on Minangkabau cultural values. This book is a model in providing character development guidelines for teachers and reading books for children as well as it becomes implications for teachers in the character development use based on local culture which is something that must be applied according to the curriculum of local content that has not been entirely implemented because the material does not exist yet. This model at once addresses the problem of unavailability of books or learning materials that provide local content in transferring the Minangkabau cultural values to early childhood.

Recommendations that addressed to early childhood teachers are to learn guidebooks and learning materials well in developing a lesson plan for children in

order to develop character based on Minangkabau cultural values for the children and in preserving Minangkabau culture.

REFERENCE

- [1] Abdullah, Taufik.1966. Adat and Islam An Examination of Conflict in Minangkabau in Goh Beng-Lan. Decentring and Diversifying in South East Asian Studies. Perspective from Region. Singapore: Institute South East Asian Studies, 2011: 1.
- [2] Abdurahman. 2011. *Nilai-nilai Budaya dalam Cerita Kaba Minangkabau: Kajian Struktural dan Semiotik*. Padang: UNP Press.
- [3] Azra, Azyumardi. 2010. "*Keselarasan dan Perpaduan Budaya Minangkabau dan Budaya Melayu Dalam Kehidupan Antar Budaya*". Artikel. Haluan. Tanggal 29 Januari 2010.
- [4] Berkowitz, Marvin W. 2002 *The Science of Character Education* Hoover Institution hoover.org/sites/default/files/documents/0817929622_43.pdf
- [5] Hyemin Han: How can Neuroscience Contribute to Moral Philosophy, Psikology and Education based on Aristotels Virtue. (International Journal, of Ethic Education, Standford Graduate Scholl of Education. Springer)
- [6] Batitis dan Hong, dalam (Berkowitz, 2000),(ef, Beninga,.et.,al.,2003), (Marvin.Berkowitz dan Melinda C. Bier : Jurnal Research in Character Education, Vol.5.no.1. 2007.
- [7] Dona Norton, (2010) Identifes the Value of Literature for
- [8] Young People in Her Book. **ISBN** 0132202964 (ISBN13: 9780132202961)
- [9] Crippen, Marta. (2012) The Value of Children Literature .Oneota Reading Journal./issue/
- [10] Azra, Azyumardi (2010) Keselarasan dan Perpaduan Budaya Minangkabau dan BudaMelayu dalam Kehidupan Antar Budaya. Artikel Haluan, 29 Januari 2010.
- [11] Lynch- Brown & Tomlinson, CM. (1999) Essencial of Children's Literature, Allyin & bacon: London.
- [12] Anomin. Bahan Pelatihan.(2010) Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing dan Karakter Bangsa. Buku I Panduan Pengembangan Pendekatan Belajar Aktif. Kementerian Pendidikan Nasional Badan Penelitian Pengembangan Pusat Kurikulum. Jakarta.
- [13] Anomin.(2010.) Metodologi pembelajaran Berdasarkan Nilai- Nilai Budaya Membentuk Daya Saing dan Karakter Bangsa. Bahan Pelatihan. Kementerian Pendidikan Nasional Badan Penelitian Pengembangan Pusat Kurikulum. Jakarta
- [14] Hyemin Han (2016) "How can Neuroscience Contribute to Moral Philosophy, Psikology and Education Based on Aristotels Virtue." (International Journal, of Ethic Education, Standford Graduate Scholl of Education. Springer).
- [15] Lepsey dan Nervaez (2005). Educational Character. Book Chapter.https://maplab.nd.edu/assets/224583/lapsley_nervaez Download 12-20-2005
- [16] Jalongo (2004). Young Children and Picture Boos. Published January 1st 2004 National Association for the Educaton of young children (NAEYC). ISBN: 1928896154 (ISBN: 13 19281928896156)
- [17] Jalongo. (2002). Using Worldless Picture Books to Support Emergent Literacy Early Childhood Education Journal, Vol 29, No 3.

- [18] Teale. W.H & Sulzby.E (1986). Emergent Literacy as a Perspective for Examining How Young Children become writers and readers. (PP.Vii.XXVV) Norwood.NJ.Ablex.
- [19] Clay. M.M (1991). Becoming Literate: The Instruction for the education of inner control. Portsmouth. NH. Heinemann Educational Book.
- [20] Lickona, Thomas. 2012. Educating for Character (mendidik untuk membentuk karakter). Terjemahan Jakarta: Bumi Aksara
- [21] Temy Thamrin (In Haluan June 28:2017)
- [22] Gahwaji (2016). The Effect Of Two Different Instructional Programmes On Literacy Skills Of Kindergarten Children. Journal of International Education Research-First Quarter 2016.Vol 12, No 1
- [23] Creswell, J. W. (2013). Qualitative Inquiry & Research Design: Choosing among Five Approaches (3rd ed.). Thousand Oaks, CA: SAGE.