Cingkuak Island History Story Book Improves Early Childhood Literacy

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A B S T R A K

Guru kesulitan dalam mengembangkan media pembelajaran yang dapat memberikan stimulasi pada anak usia dini. Tujuan penelitian ini yaitu untuk mengembangkan buku cerita sejarah pulau cingkuak dalam upata meningkatkan literasi anak usia dini. Jenis penelitian ini yaitu penelitian pengembangan dengan menggunakan model ADDIE. Subjek dalam penelitian ini yaitu 1 ahli isi pembelajaran, 1 ahli bahasa, 1 ahli sejarah, dan 6 orang guru. Subjek uji coba produk yaitu 17 anak. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, kuesioner, dan dokumentasi. Instrumen yang digunakan dalam mengumpulkan data yaitu lembar kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu hasil validasi sejarah memperoleh skor 91,7% dengan kategori sangat valid, hasil validasi ahli sejarah memperoleh skor 95,6 % dengan kualifikasi sangat valid, hasil validitas bahasa memperoleh skor 90,9 % dengan kategori sangat valid. Rata-rata penilaian dari guru yaitu 95.2% sehingga dinyatakan sangat praktis. Hasil penilaian yang diberikan oleh anak yaitu 97% sehingga produk sangat praktis. hasil uji efektivitas yaitu 80%. Disimpulkan bahwa buku cerita anak dalam pengenalan sejarah yang ada di Kabupaten Persisir Selatan dapat meningkatkan literasi pada anak usia 5-6 tahun di Taman Kanak-kanak.

A B S T R A C T

Teachers have difficulty developing learning media that can provide stimulation to young children. This research aims to develop a storybook about the history of Cingkuak Island to improve literacy in early childhood. This type of research is development research using the ADDIE model. The subjects in this research were one learning content expert, one language expert, one history expert, and six teachers. The product trial subjects were 17 children. Observation, interviews, questionnaires, and documentation are used to collect data. The instrument used to collect data was a questionnaire sheet. The techniques used to analyze data are qualitative and quantitative descriptive analysis. The results of the research, namely the results of historical validation, obtained a score of 91.7% with a very valid category; the results of validation by historians obtained a score of 95.6% with very valid qualifications; the results of language validity obtained a score of 90.9% with a very valid category. The average teacher assessment is 95.2%, which is declared very practical. The assessment results given by the children were 97%, so the product was very practical. The effectiveness test results are 80%. It was concluded that children's storybooks introducing history in Persisisir Selatan Regency can increase literacy in Kindergarten in children aged 5-6 years.

1. INTRODUCTION

Early childhood education is an effort to develop children from birth to six years, which is carried out by providing stimulation to help physical and spiritual growth and development so that children are ready to enter further education (Muhdi & Yuliejantiningsih, 2020; Redondo et al., 2020; Suryaningsih & Rimpiati, 2018). Early childhood education is the first gateway to entering education because providing stimulation is very important for children's growth and development. Early childhood development includes forming religious and moral values, cognitive, language, physical, social-emotional, and independence (Jeti & Herliyani, 2018; Mike & Dewi, 2021; Suryani et al., 2020). At the golden age, the environment can optimally encourage and stimulate all aspects of child development. Stimulation or stimulation given in early childhood must be appropriate (Diningrat et al., 2020; Kuswandi et al., 2020;

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Sutrisno et al., 2021). Early childhood education begins with parenting patterns and follows informal and formal education in PAUD and Kindergarten. Early childhood education plays an important role in stimulating the growth and development of children (Dias et al., 2020; Lestari & Prima, 2017; Vahter et al., 2020). Early childhood education has a strategic role in developing early potential. In organizing early childhood education, learning is attempted to be carried out systematically by aspects of child development (Hafidhlatil Kiromi & Yanti Fauziah, 2016; Harmonis et al., 2022; Sari et al., 2021). The concept of independent learning is to give children the freedom to choose learning activities and fulfill children's rights, namely to play (Retnaningsih, 2022).

However, the current problem is that there are still many less enjoyable learning activities. Previous research findings also stated that many teachers still do not design appropriate learning activities for early childhood (Fitriyah et al., 2022; Iswantiningtyas & Wulansari, 2018; Mustika & Nurwidaningsih, 2018). Other research also reveals that many teachers still need help developing learning media that can stimulate early childhood (Harmonis et al., 2022; Sari et al., 2021). The lack of learning media impacts less-than-optimal learning activities, so student learning outcomes are low (Nasution et al., 2020; Ningsih & Mahyuddin, 2021). In addition, the current problem is low child literacy. Previous research findings stated that less-than-optimal learning activities cause low child literacy (Fikriyah et al., 2020; Widayati et al., 2021). Learning activities for early childhood are expected to provide optimal stimulation so children's literacy skills can improve.

One solution that can be done to improve literacy in children is to develop innovative learning media. One of the learning media for early childhood is storybooks. Illustrated storybooks stimulate children (Halim & Munthe, 2019; Sumiati & Tirtayani, 2021). Previous research also stated that picture storybooks positively impact early childhood (Halim & Munthe, 2019; Nisa et al., 2018; Rizkiyah & Ningrum, 2022; Sumiati & Tirtayani, 2021). Other studies have also found that children can improve environmental knowledge through picture storybooks (Hsiao & Shih, 2015). One of the themes raised in story books for children is the history of a place. Introducing historical events in early childhood is important so that children know the heroic stories of heroes in the past and then take wisdom/lessons from them to become character lessons for children (Hendriani, 2020). History is very important for children to learn early for personal appreciation and growth. It is also important that they can get a career in history through their skills (Hendriani, 2020; Prasetyo & Manuela, 2022). Good storybooks can provide positive stimulation to children.

Previous research findings also stated that learning media can improve literacy in students (Aisah & Rini, 2022; Trilaksono et al., 2018). Other research also states that appropriate learning media can improve students' abilities and understanding of learning (Herliana & Anugraheni, 2020; Rusmono & Alghazali, 2019a). Other studies also reveal that storybooks can improve students' learning abilities (Apriliani & Radia, 2020; Kurniawati & Koeswanti, 2020; Rusmono & Alghazali, 2019b). Based on this, storybooks can improve literacy in children. However, there has yet to be a study on the history storybook of Cingkuak Island to improve literacy in early childhood. The advantage of the history storybook of Cingkuak Island is that introducing history to early childhood is one of the important materials because children will know many things and important events in the past. This can improve literacy in early childhood. Based on this, this study aims to develop a history storybook of Cingkuak Island to improve literacy in early childhood.

2. METHOD

This type of research is development research. Development research is a method used to produce a product and test its practicality and effectiveness (Tegeh, 2010). The development model used to develop the historical storybook of Cingkuak Island is the ADDIE model, which includes analysis, design, development, implementation, and evaluation (Tegeh, 2010). At the analysis stage, the activities analyzed the importance of product development. At the design stage, the activities carried out are determining learning objectives, designing learning tools, designing learning activities, and designing learning outcome evaluation tools. The product design draft directs the learning media development process to produce a product as expected. At the development stage, product development is carried out to develop a storybook about the history of Cingkuak Island. At the implementation stage, the story product about the history of Cingkuak Island is implemented. At the evaluation stage, an evaluation of the effectiveness of the story product about the history of Cingkuak Island is carried out.

The subjects in this study were one learning content expert, one language expert, one history expert, and six teachers at the TK Pembina 02 Painan Institution. The subjects of the product trial were 17 children at TK Pembina 02 Painan. The methods used in collecting data were observation, interviews, questionnaires, and documentation. The observation method was used to observe teacher activities in

teaching and student activities in and outside the classroom. Observations were carried out when students were learning in the classroom and taking a break. The interview method was used to collect definite data about the information to be obtained from the teacher. The questionnaire was used to collect data in the form of validation results and to determine the effectiveness of the Cingkuak Island history storybook product. The documentation method was used to collect data in the form of photos during the trial of reading the storybook to children and during the process of using the storybook, as well as the effectiveness of children after hearing and seeing the Cingkuak Island history storybook in Pesisir Selatan using a camera. The instrument used in collecting data was a questionnaire sheet. The questionnaire grid is presented in Table 1, Table 2, and Table 3.

Table 1. Grid of Story Book Validity Instruments

History	Understanding the message in the story
	The message content is easy to understand
	Increasing children's vocabulary
	The suitability of the picture with the historical story
	The composition of the picture is based on the content of the story.
	The color of the picture is attractive to children.
	The picture is clear and easy to distinguish
	The size of the picture depends on the child's ability.
	The picture and text are by the child's development.
	History is implemented in the storybook.
	The picture and text are from the historical story of Cingkuak Island.
	The selection of words that contain history is easy for children to understand

(Gusliati et al., 2019)

Table 2. Grid of Practical Instruments for Historical Story Books

Product Usage	1. Historical storybooks make it easier for teachers and children to carry out the learning process.
	2. Increase children's vocabulary
	3. Increase children's literacy
	4. Increase children's insight
Understanding the Concept of Material	1. The material in the storybook is clear and easy to understand
	2. Helps the learning process for children
	3. The material presented is a systematic
	4. The material presented is complete
	5. The material in the storybook can be understood well
	6. The language used in the material is easy to understand

Table 3. Grid of Historical Story Book Effectiveness Test Instruments

Program Pengembangan	Indicator
Buku Cerita Sejarah	1. Children can increase their vocabulary by learning using storybooks
	2. Children can understand the storyline based on the pictures in the storybook.
	3. Children can understand the moral messages contained in storybooks
	4. Children can retell the storyline in the storybook
	5. Children can mention the names of the characters in the storybook.

The techniques used to analyze the data are qualitative and quantitative descriptive analysis. Qualitative descriptive analysis is used to analyze data in the form of input and suggestions given by experts, teachers, and children regarding the history storybook of Cingkuak Island. Quantitative analysis techniques are used to analyze data in the form of scores given by experts and teachers regarding the history storybook of Cingkuak Island. In addition, quantitative analysis is used to analyze data in the form of the effectiveness of the history storybook of Cingkuak Island.

3. RESULT AND DISCUSSION

Result

This research produces a product in the form of a storybook about the history of Cingkuak Island. The development of a children's storybook to introduce the history of Pesisir Selatan to early childhood at Pembina 02 Painan Kindergarten follows the ADDIE stages. The first stage is the analysis stage. The analysis stage is carried out by analyzing the needs of teachers and students through observation and interviews with the teacher council and students of Pembinaan Painan Kindergarten. Interviews were conducted to collect information about the level of needs of teachers and students regarding story books. Based on the observations and interviews, information was obtained that there was no storybook about Cingkuak Island, so students needed to learn its history. The next analysis is a curriculum analysis, which is carried out to determine the learning outcomes from the storybook to be developed. In strengthening the Pancasila profile project, teachers tend to focus on understanding and appreciating the culture that is generally found around children without specifically linking it to the history related to the environment where the children live. This finding indicates an opportunity to increase the depth of learning and integrate more specific historical aspects related to the local context. Thus, suggestions are given so that teachers can dig deeper into historical aspects that reflect the identity and cultural journey in the environment where children live so that the Pancasila profile project can be more contextual and relevant to understanding history and the noble values of Pancasila.

The second stage is design. At this stage, a draft of a children's storybook is made, illustrated with a design based on the characteristics and character of history. The Cingkuak Island History Story Book focuses on the Pancasila Student Profile Dimension and the "Global Diversity" element. This book is designed to meet academic aspects and shape children's character, integrate the noble values of Pancasila, and introduce them to cultural diversity in a global context. The design of this history book model covers all aspects, including the front and back covers. Development of Adobe Photoshop and Adobe Illustrator products as tools for its design. The design stage involves several steps, including preparing indicators and materials to be applied, preparing MODULES, introducing the history of the South Coast, and content design.

The third stage is development. At this stage, the Cingkuak Island History Story Book development focuses on the Pancasila Student Profile Dimension. Compiling indicators, sub-themes, and materials to be included in the History Story Book Model is crucial to achieving learning objectives. Dimensions of the Pancasila Lesson Profile with the "Global Diversity" element. The elements contained in the book are 1) Knowing and appreciating culture, 2) Communication and interaction between cultures, 3) Reflection and responsibility for experiences of diversity, and 4) Social justice. The material that will be included in the Historical Story Book Model will focus on learning adapted to the characteristics of the South Coast environment, especially in terms of loving the beach and jobs on the beach. The results of product development are presented in Figure 1.

Figure 1. Cingkuak Island's History Storybook Focuses on the Dimensions of the Pancasila Student Profile

The Cingkuak Island History Story Book focuses on the Pancasila Student Profile Dimension. Then, product validation is carried out. Product validation is carried out before the trial, and the results will be used to revise the initial product. The feasibility of the Cingkuak Island history book model development product is assessed by seven experts, three of whom are historians, layout experts, and linguists. The assessment results carried out by historians obtained a total score of 33. The average score is 3.7, and the percentage score is 91.7%, a valid category. The validation results from layout experts obtained a total score of 65. The average score is 3.8, and the percentage score is 95.6%, a valid category. The results of the validation by linguists have obtained a total score of 40. The average score is 3.6, and the percentage score

is 90.9%, which is a very valid category. The results of the recapitulation of the validator assessment are presented in Table 4.

Table 4. Recapitulation of Validator Assessment

No.	Assessment criteria	Validity	Category
1	History Aspect	91.7	Valid
2	Layout Aspect	95.6	Valid
3	Language Aspect	90.9	Valid
Percentage		**92.7**	**Valid**

The fourth stage is implementation. At this stage, the Cingkuak Island History Story Book implementation focuses on the Pancasila Student Profile Dimension. At this stage, a product practicality test is carried out on teachers. Furthermore, the product is ready to be tested on children. The teacher's assessment results are the total score of the first teacher's assessment. The percentage is 88.57%. The total score for the second teacher is 97%. The third teacher is 98%. The fourth teacher is 94%. The fifth teacher is 94%, and the sixth is 100%. The average assessment from the teacher is 95.2%, so the children's storybook model for introducing history in Minangkabau through historical stories in Pesisir Selatan Regency for early childhood is stated to be very practical. Then, a product trial is carried out on children. The assessment results are 97%, indicating that the product is very practical.

The fifth stage is evaluation. The evaluation stage is carried out to assess each step of the activity. The evaluation aims to ensure that the learning objectives are achieved and the problems have been resolved. In addition, at this stage, the effectiveness of the children's storybook is tested. The results of the trial of the effectiveness of children's story books were obtained with a percentage of 80%, so it can be concluded that children's story books in introducing history in Persisir Selatan Regency can improve literacy in children aged 5-6 years in Kindergarten.

Discussion

The results of the data analysis show that the Cingkuak Island History Story Book has a very valid and practical qualification, so it is suitable for use in learning. This is due to several factors, namely as follows. First, the Cingkuak Island History Story Book is suitable for learning because it can improve literacy in children. Books are important in providing information or knowledge to children, providing information that children can observe directly (Paramita et al., 2022; Rizkiyah & Ningrum, 2022; Tampubolon et al., 2019). The selection of the theme of the Cingkuak Island Historical Story Book Model to improve early childhood literacy aims to introduce the historical values and cultural richness of Cingkuak Island to early childhood. By presenting information through interesting and relevant stories, storybooks positively contribute to developing early childhood literacy (Rizkiyah & Ningrum, 2022; Wijayanti et al., 2020). In addition, historical storybooks also support the growth of creativity and build awareness of the importance of preserving cultural heritage (Kurnia et al., 2023). Understanding history and cultural heritage opens children's horizons of knowledge, forms an appreciative attitude toward local values, and develops a love for ancestral heritage. History books can instill values in everyday life (Gunada et al., 2021; Hendriani, 2020). Character learning through historical literacy helps shape strong and ethical individuals, making history books a holistic learning resource for children's development.

Second, the Cingkuak Island History Story Book is suitable for learning because it increases children's interest. The storybook focuses on strengthening the Pancasila profile project so that it is by the conditions in the child's environment. The developed storybook shows an opportunity to increase the depth of learning and integrate more specific historical aspects related to the local context. The storybook stimulates children's imagination by taking children to a different world and broadening their horizons about various information (Apriliani & Radia, 2020; Lubis & Dasopang, 2020; Sumiati & Tirtayani, 2021). Previous research findings also revealed that interesting storybooks can increase children's interest in learning (Hasan Lubis & Darwis Dasopang, 2020; Kurnia et al., 2023). Other research also states that learning media can convey messages or information in teaching and learning to stimulate children's attention and interest in learning (Hasan Lubis & Darwis Dasopang, 2020; Ngura et al., 2020).

Third, the Cingkuak Island History Story Book is suitable for learning because it creates a fun learning atmosphere. The practical benefits of using learning media are that the media can clarify the presentation of messages and create a fun learning atmosphere (Kurnia et al., 2023; Ngura et al., 2020). Storybooks have great potential to improve the learning atmosphere in children in various positive ways (Hasan Lubis & Darwis Dasopang, 2020; Kurnia et al., 2023). Interesting storybooks can help children to focus and engage in reading activities. Children can extend their concentration by reading story books and improving their ability to focus on learning tasks (Ngura et al., 2020; Rizkiyah & Ningrum, 2022). This

certainly has an impact on a pleasant learning atmosphere.

Previous research findings also confirmed that storybooks can help children develop cultural and social-emotional literacy (Kurnia et al., 2023; Ngura et al., 2020). Other studies also state that storybooks can help children improve their speaking and comprehension skills (Adipta et al., 2016; Ratnasari & Zubaidah, 2019). Children can expand their vocabulary and improve their grammar and pronunciation by reading story books. The limitation of this study is that the developed Cingkuak Island History Story Book was only intended for early childhood. This study implies that history storybooks stimulate children's imagination, motivate children to explore further, and help form critical thinking patterns toward information and knowledge. By providing history storybooks by the Pancasila Student Profile Dimension and including historical elements originating from the children's place of residence, it is hoped that children's literacy will be further enriched with local knowledge and historical and cultural value. Therefore, children's storybook media is needed to introduce history in Pesisir Selatan through the Early Childhood Education curriculum in Kindergarten.

4. CONCLUSION

The results of the data analysis show that the Cingkuak Island History Story Book has a very valid and practical qualification. The effectiveness test results also show that children's storybooks introducing history in Persisir Selatan Regency can improve literacy in kindergarten children aged 5-6. It is concluded that the Cingkuak Island History Story Book is suitable for improving literacy in kindergarten children aged 5-6 years.

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