THE DEVELOPMENT OF CHILDREN'S STORY BOOK MEDIA BASED ON ORAL STORY OF LOCAL TRADITION TO SUPPORT THE LITERACY PROGRAM FOR KINDERGARTEN LEVEL

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Abstract: Reading is one of the most fundamental skills a child needs to learn to succeed in life. Developing good reading habits is vital to your child's future not just academically, but in everyday life as well. It is responsible of all parties , parents, school and government or child care observer in improving the ability children's reading . In the other hand, there are large number of children's story books which are labeled according to the age and level of the child's own development, but in fact incompatible with their age. The children's story books in the form of short stories, novels or comics are dominated by foreign markets such as Walt Disney series, Japan comics series , and many more. This is one of the reasons why the theme of this study is selected . Children need to be given reading materials that are appropriate   with their age and closed to their tradition so young learners have a responsibility towards the surrounding environment and they also grow their love for the region they live in. One of the best resources for reading material is story book based on oral story of local tradition.The purpose of this research is to develop the oral story of local tradition from Samiran village, Selo sub-district, Central Java to   supporting the literacy program especially in reading.   The research applied was Research and Development and located in Samiran village Central Java. The subjects of this study was 20 children in Pertiwi Kindergarten Samiran, level Kindergarten B at the aged of 5 – 6 year.

Keywords: children's story book; oral story of local tradition; literacy program

PENGEMBANGAN MEDIA BUKU CERITA ANAK-ANAK BERDASARKAN CERITA LISAN TRADISI LOKAL UNTUK MENDUKUNG PROGRAM LITERASI ANAK USIA DINI

Abstrak: Membaca adalah salah satu keterampilan paling mendasar yang perlu dipelajari anak untuk berhasil dalam kehidupan. Mengembangkan kebiasaan membaca yang baik sangat penting untuk masa depan anak Anda tidak hanya secara akademis, tetapi juga dalam kehidupan sehari-hari. Ini bertanggung jawab atas semua pihak, orang tua, sekolah dan pemerintah atau pengamat penitipan anak dalam meningkatkan kemampuan membaca anak-anak. Di sisi lain, ada sejumlah besar buku cerita anak-anak yang diberi label sesuai dengan usia dan tingkat perkembangan anak itu sendiri, tetapi pada kenyataannya tidak sesuai dengan usia mereka. Buku cerita anak-anak dalam bentuk cerita pendek, novel atau komik didominasi oleh pasar asing seperti seri Walt Disney, seri komik Jepang, dan banyak lagi. Ini adalah salah satu alasan mengapa tema penelitian ini dipilih. Anak-anak perlu diberikan bahan bacaan yang sesuai dengan usia mereka dan tertutup dengan tradisi mereka sehingga pelajar muda memiliki tanggung jawab terhadap lingkungan sekitar dan mereka juga menumbuhkan kecintaan mereka pada wilayah tempat mereka tinggal. Salah satu sumber terbaik untuk bahan bacaan adalah buku cerita berdasarkan cerita lisan dari tradisi lokal. Tujuannya kemudian adalah untuk mengembangkan cerita lisan tradisi lokal dari desa Samiran, Kecamatan Selo, Jawa Tengah untuk mendukung program literasi terutama dalam membaca. Penelitian yang digunakan adalah penelitian dan pengembangan dan berlokasi di desa Samiran Jawa

Tengah. Subjek penelitian ini adalah 20 anak di TK Pertiwi Samiran kelas B pada usia 5 - 6 tahun.
Kata kunci: buku cerita anak-anak; cerita lisan; tradisi lokal; literasi

Introduction

Reading is one of the most fundamental skills, a child needs to learn to succeed in life. The more you read to your children, the more knowledge they absorb, and knowledge is important in all aspects of life. There have many studies that show reading to young children give them a head start and helps to prepare them for school later down the line.(Imroatun, 2018, 2017; Ma'isyah, 2018; Mawadah, 2018) After all, reading with your children gives them the skills needed for when they start to read themselves.(Rahmawati, 2016)

Developing good reading habits is vital to your child's future not just academically, but in everyday life as well. It is responsible of all parties, parents, school and government or child care observer in improving the ability children's reading. In the other hand, there are large number of children's story books which are labeled according to the age and level of the child's own development, but in fact incompatible with their age.

The children's story books in the form of short stories, novels or comics are dominated by foreign markets such as Walt Disney series, Japan comics series, and many more. Children need to be given reading materials that are appropriate with their age and closed to their tradition so young learners have a responsibility towards the surrounding environment and they also grow their love for the region they live in.(Kurniawan, 2018) One of the best resources for reading material is story book based on oral story of local tradition. The 'oral' tradition became a symbol of backward societies of nation(Rosenberg, 1987).

The story has long been born as a way for understanding and ideas as well as inheritance of values that grow in society. Oral traditions anthropologically developed by Andrew Lang who claimed that forms (oral traditions) such as legendary narratives, narrative stories that make people wonder what the next that comes from a period of narrative seems irrational based on its primitively, but because it was understandable, the story was inherited/revealed from generation to another (Finnegan, 1992). Even the story has for centuries served as the basis for communication between the creator and the community, in the sense that oral creation is easier to replace because there are known elements the community.

Local traditions emerge for generations and there is a deep meaning behind their appearance. "Local wisdom is one of the sources of knowledge (culture) of society, exists in tradition and history, in formal and informal education, art, religion, and other creative interpretations." (Mufid, 2010) Almost every community has its own local wisdom (Amirrachman, 2007). folklore is a form of oral literary work that was born and developed in traditional societies, and

distributed in a relatively fixed or standard form distributed among certain collectives in a long time(Danandjaja, 2005).

Folklore in the form of myths, legends or fairy tales, basically have a function in the middle of the storytelling environment as a medium to entertain and teach good values . This is a form of communication in traditional societies in transferring good and bad values for members of the community. oral literature still functions as a means of direct communication in society, so that in society to convey wishes and hopes can take the form of folklore (A Teeuw, 1984). The function of folklore for society is: (a) making people aware that there is a magical power, (b) providing guarantees today, and (c) giving knowledge to the world.

Research Methodology

This is not a classroom action research even there is an intervention from researcher.(Prihantoro & Hidayat, 2019) The development model in this study uses a descriptive procedural model developed by Borg and Gall (Setyosari, 2016). The steps developed from the Borg and Gall Model can be shown as follows:

Table 1.
Development Model of Borg & Gall

Data Collection and Preparation Phase: (1) Assessing the literacy program to be developed, (2) Conducting field studies.

Development Phase: Develop a framework for learning media for children's picture books based on oral stories from local traditions.

Product Testing Phase: Validity test by content / material experts and design experts.

Revision Stage: If it is feasible, it can be revised again or it may not be revised. However, if it is not feasible, it must be revised.

Field Trial Phase: Trials are conducted in the field by applying the use of the product to the learning process of students and teachers at school.

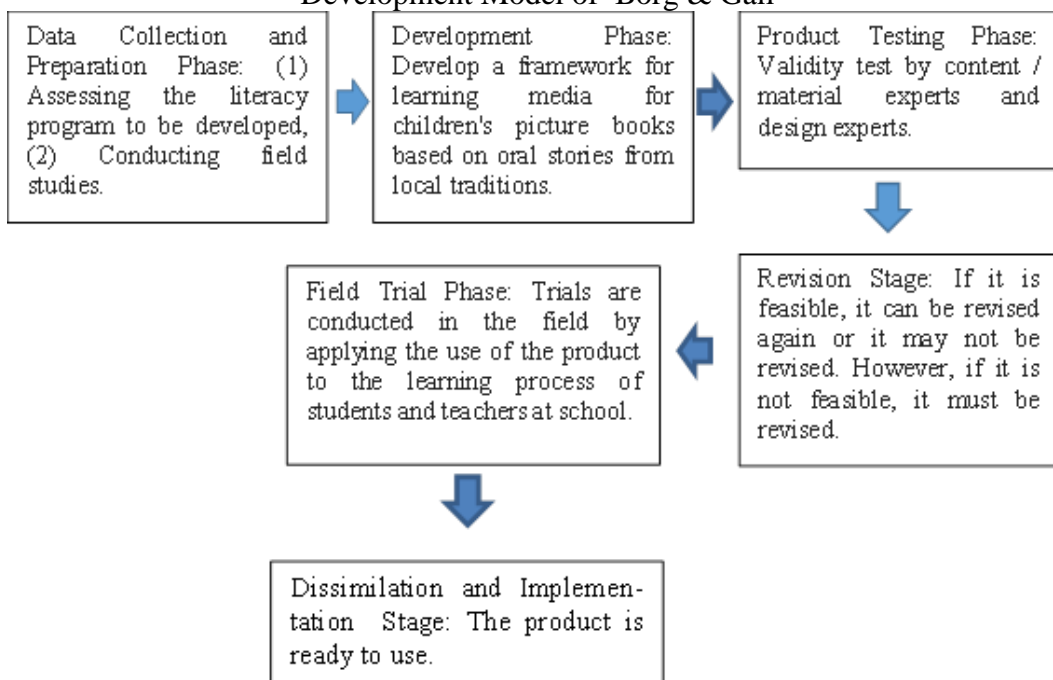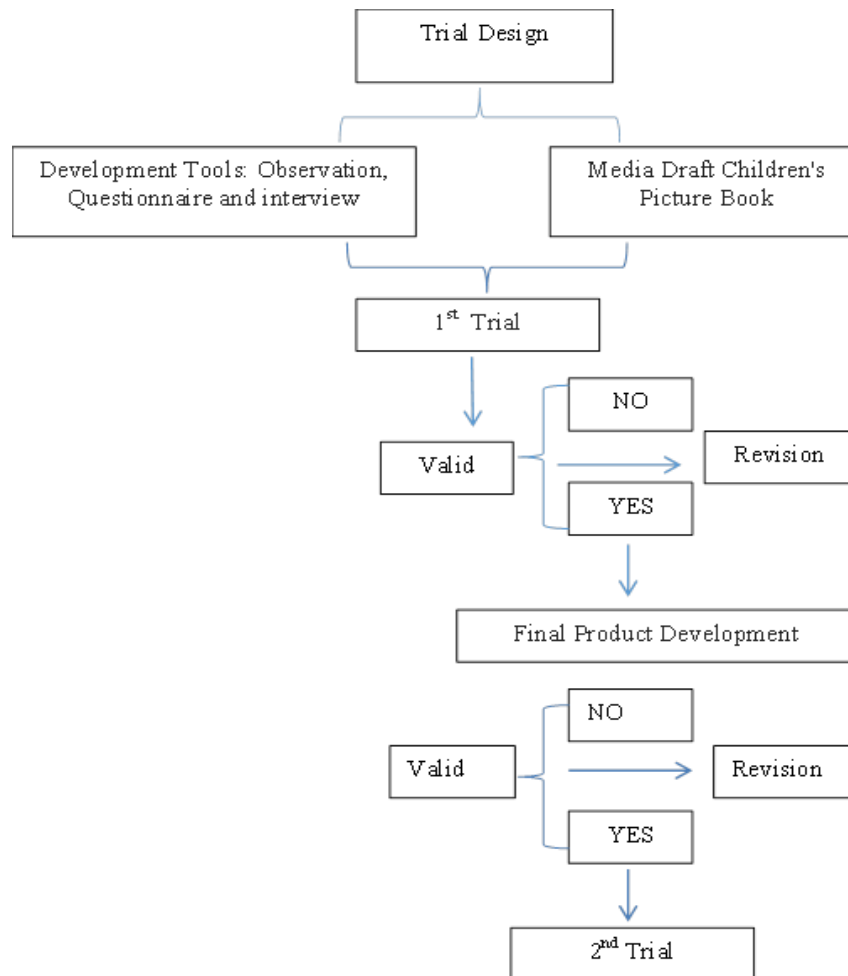Dissimilation and Implementation Stage: The product is ready to use.

Table 2.
Trial Design

In this study data collection can be done in several ways as follows: (1) Observation: In this research development, researchers use non-participant observation, ie researchers do not involve themselves directly with the activities of people. The researcher only observes, done in passing at the time of observation. Observations were made at Pertiwi Kindergarten Samiran, Kindergarten level B at the aged of 5-6 years. (2) Questionnaire: Also known as a questionnaire. Questionnaires as a product evaluation sheet are used to obtain data about the feasibility of developing teaching materials. The questionnaire instrument was prepared using a *Likert* scale. (3) Interviews : In this study when observations were made the subject of the interview was one of the community leaders in the village of Samiran in the Selo sub-district named Mr. Salip. The interview results obtained are the background why the sego gunung tradition is carried out, and the results of this interview will be processed into children's picture books.

Table 3.
Instruments of validation

No	Validator	Aspek Penilaian	Items	Jumlah Butir
1	Content Expert	Story content	1,2,3,4	4
		Language	5,6,7,8	4
		Presentation	9,10	2
		Student's level of interest in the use of books	1,2,3,4,5,6,7,8,9,10	10
2	Design Expert	Cover design	1,2,3,4,5	5
		Appropriate content and picture	6,7,8,9,10	5

Data from the questionnaire is qualitative data that is quantitative using a *Likert* scale with 5 levels criteria. The score criteria used for development in providing assessments to children's story books are as follows (Doni Adriansyah, 2017) :

Table 4.
Score Items Validation Criteria

SCORE				
1	2	3	4	5
Strongly Not Agree	Not Agree	Quite Agree	Agree	Strongly Agree

Table 5.
Qualification of the level of eligibility based on a percentage

No	Percentage (%)	Validity Level	Note
1	84< Score < 100	Very valid	No revision
2	68 < Score< 84	Valid	No revision
3	52 < Score< 68	Valid Enough	Half revision
4	36 < Score< 52	Invalid	Revision
5	20 < Score< 36	Not Valid	Revision

The Product Development Results

First, the story concepts based on oral story tradition that still exist in the Selo district such as the Sego Gunung tradition, along with simple exercises such as coloring and question and answer to stimulate students' thinking after they have finished reading the storybook. Second, the story based on oral story of local traditions in Samiran village as Literacy Supports have a coverage concept and systematic presentation in story books. Language plays an important role in the reader's understanding of the content of the story, because it functions as a means of delivering information in the storybook. The use of communicative, simple and logical language will make it easier for users of storybooks to understand the story.

Table 6.
The Results Of The Validation Of Content / Material Expert
(Dr. Roostrianawahti Soekmono)

No	Criteria	Percentage	Validity	Note
1	Theme / topic compatibility	75%	valid	No Revision
2	Presentation of stories in sequence	80%	valid	No Revision
3	Competency standards are in accordance with the indicators	85%	valid	No Revision
4	Competency standards are in accordance with basic competencies	75%	valid	No Revision
5	Simple language	80%	valid	No Revision
6	Suitability of the contents of the story with the picture	85%	valid	No Revision
7	The structure of the story sequence is clear	75%	valid	No Revision
8	Fill in the exercise in accordance with the learning objectives	75%	valid	No Revision
9	The contents contain a strong moral message	85%	valid	No Revision
10	Simple and clear illustrations	85%	valid	No Revision

P   = Percentage
$\sum x$ = Total respondents' answers in 1 item
$\sum x1$ = The highest total answer in 1 item
100   = constant number
$P = \dfrac{\sum x}{\sum x1} \times 100\%$

$P = \dfrac{40}{50} \times 100\% = 80\%$

Table 7.
Learning Media Design Validation Results
Quantitative data from design validation expert
(Dhita Paranita Ningtyas, MPd)

No	Criteria	Percentage	Validity	Note
1	Cover design according to the story	85%	valid	No Revision
2	The font type used is suitable for kindergarten students	80%	valid	No Revision
3	The font size used is suitable for kindergarten students	80%	valid	No Revision
4	Picture according to the story material	80%	valid	No Revision
5	Image and writing size composition accordingly	80%	valid	No Revision
6	Attractive image layout	75%	valid	No Revision
7	Layout of writing accordingly	80%	valid	No Revision
8	The colors in the picture are interesting	70%	valid	No Revision
9	Lay out on an interesting book	80%	valid	No Revision
10	Simple and clear illustrations	90%	valid	No Revision

P   = Percentage
$\sum x$ = Total respondents' answers in 1 item
$\sum x1$ = The highest total answer in 1 item
100   = constant number
$P = \sum x \times 100\%$

$$P = \frac{\overline{\sum x1}}{50} \text{ x } 100\% = 80\%$$

Table 8.
The results of the Teacher's questionnaire assessment
in using of picture books

No	Criteria	Percentage	Validity	Note
1	Are you happy with the use of this picture book?	100%	valid	No Revision
2	Are you interested in using picture books for literacy activities?	100%	valid	No Revision
3	Do you want to find out more about other local stories from your area?	100%	valid	No Revision
4	Do you understand the contents of the worksheet provided?	100%	valid	No Revision
5	Does it match the story you hear with the one told in the book?	100%	valid	No Revision
6	Do you understand the images displayed in the story book?	100%	valid	No Revision
7	Do you understand the text written?	100%	valid	No Revision
8	Are the colors in the picture interesting	100%	valid	No Revision
9	Is your curiosity in this picture book very big?	100%	valid	No Revision
10	Do you like this book as a whole?	100%	valid	No Revision

P = Percentage
$\sum x$ = Total respondents' answers in 1 item
$\sum x1$ = The highest total answer in 1 item
100 = constant number
$$P = \frac{\sum x}{\sum x1} \text{ x } 100\%$$
$$P = \frac{50}{50} \text{ x } 100\% = 100\%$$

Conclusion

The development of picture book media is designed by using corel draw. By designing the layout of the book first, then drawing illustrations. After the design of the picture book media is complete, a printing is carried out , then given to the content expert, the design expert to determine the feasibility of the designed media. The results of content expert validation get 80% percentages included in the category valid, from design experts get 80% percentage and enter into valid categories. While the results of the teacher's own questionnaire regarding the use of the pictorial story book media were sourced from oral stories originating from their own area the percentage reached 100% which was included in the very valid category.

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