Implementation of *Ksatria* Story Book in Embedding Leadership Character Values in Children 5-6 Years Old

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Abstract

One of the character problems in early childhood is the lack of ability to be responsible, communicate, and cooperate. These three main behaviors are characteristics of leadership behavior. Responding to this, the researcher uses the *Ksatria* storybook media in this study to help kindergarten students understand and develop leadership behaviors. This research uses quantitative research method with Pre-Experimental Design in the form of One-Group Pretest-Posttest Design. The data is taken using a questionnaire filled by class teachers. The sampling technique in this study is a purposive sampling technique. The sample is 30 students in the B3 class of TK IT (Islamic kindergarten) Al Hidayah Karanggede, Boyolali, as well as an experimental class that received the Knight Storybook application. The data is collected using a leadership character value scale. While the data analysis using hypothesis testing paired sample t-test. This study shows that there are differences in leadership character behavior of children aged 5-6 years before and after getting treatment and there is the influence of the *Ksatria* storybook in instilling leadership behavior in children aged 5-6 years. It is proven based on statistical calculations, that is obtained the value of sig (2-tailed) 0,000 <0.05 which means that Ho is rejected and Ha is accepted so that the hypothesis test is accepted with the direction of a positive relationship. Thus, there are differences in leadership character behavior in early childhood after getting the *Ksatria* storybook method. In other words, the *Ksatria* book can be an alternative to planting leadership attitudes and behaviors in Kindergarten.

How to Cite

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INTRODUCTION

Planting character values is one factor in the formation of human resources that have behavior fit the values and norms that apply in society. Wakhidah (2014) explains that education is the most effective tool to make individuals aware of their human identity. Through education, it is hoped that the quality of human beings who have the refinement of mind and soul, the brilliance of mind, dexterity of the body, and an awareness of their creation can be produced. Compared to other factors, education has a double or more impact on the formation of their quality. Lusiana (2012) argues that character building education is a long process that must begin early in these children to grow up to become adults.

Faiqoh (2015) asserts that the deterioration of character in Indonesia has shown signs of a country that is heading towards the brink of destruction due to the multiculturalism that exists in Indonesia. The destruction of multiculturalism is due to the fragility of the character someone has. Kurniah (2014) lists character damage in Indonesia; they are fragility of social solidarity, mutual suspicion, disrespect, no trust, no discipline, no responsibility, and selfishness. To overcome those, a medium is needed to instill character values.

Latiana (2013) explains that character building can develop and strengthen the potential that exists in children to shape children's character for the better. To build this, a school or institution is needed to instill good character values. Character building is an effort to instill good values through subjects, self-development programs, and cultural schools. Nuraina (2018) explains that the character building can be explicitly said as a moral education that includes knowledge, beliefs, skills, a good attitude, honest, and compassionate behavior. Character building means carving out the character to form a pattern that requires a long process through education. So character education is an active effort to form habits until the child's character is shaped from an early age.

Based on the Character Building Guidelines on Early Childhood Education (PAUD Directorate, 2012) explains that character building is education that involves the cultivation of knowledge, love, and embedding good behavior into a pattern/habit. There are 15 character values that need to be internalized in early childhood. One of them is leadership character value. The leadership character value in early childhood has an important role in a child's life in the future. Alessandra and Brendgen (2014) explains

that one's development reflects leadership qualities that can be detected early. Lewis in Hong et al. (2014) argues that one's quality is reflected early. The character values introduced in early childhood are as follows.

The result of the preliminary observation that the researcher has done shows that the character of leadership in early childhood has not been fully illustrated and taught well. Especially in the TK IT AL HIDAYAH in Karanggede district which is an Islamic based institution using the center learning method. It is based on the results of the initial observation that the researcher has done. Children in school still do not have a strong foundation in embedding leadership character. For example; children are still embarrassed when leading prayers, children are still aggressive, children are still badmouthing, and so on.

Embedding the values of leadership character in early childhood requires methods and media that are fun for children. Soraya (2013) explains that the use of learning media is needed to support learning. Teaching and learning activities are basically a systematic process and consist of various components, such as material activities, procedures in practice (method use), a grouping of students, and teaching media in the form of facilities or teaching aids used. To support learning media, a method that is fun for children is needed. Muhammad and Khorida (2016) say that stories are a way to attract children's attention. The storytelling method is a way of conveying learning material through stories or stories that can attract the attention of students.

Aristowati (2014) explains that between the environment and children has a very important relationship in children's development and growth. The effort to provide an environment that supports the children's learning process, allows children to actively learn, so that children can understand the environment and themselves. Dina (2014) adds that early age is a golden age, which requires proper stimulation to stimulate optimal growth and development. The selection of appropriate methods and media is expected to maximize in the context of character development, one of the methods used is the method of storytelling or storytelling with story books as a medium.

The use of fairy tales is found in Ikawati's research (2018). The study at Malang Academic Kindergarten explains that digital tale learning media can be used to stimulate children's emotional intelligence. Fairy tales according to Fitriyyah (2014) are stories that don't really happen. Although fairy tales are only fictional stories, they

Table 1. Leadership Character

Character value on early childhood (PAUD Directorate, 2012)	Leadership Character (Aditya & Dari, 2011)	
	Leader Character	The things that leaders do
• Love for God and all His creation. • Honest. • Discipline. • Tolerance and love peace. • Confident. • Independent. • Help, cooperation, and mutual cooperation • Respect and courtesy. • Responsible. • Hard work • Leadership and justice • Creative • Humble • Environmental care. • Love the nation and homeland.	• The leader's honest character • Introducing the empathy that a leader has • Introducing the intelligence of a leader • A sense of leader's responsibility • The leader's integrity • Attitude to face risk • Has a strong and resilient attitude • Has commitment and dedication • Has a catalyst spirit	• Realizing that someone else needs us • Developing grace • Showing enthusiasm • Convincing others

are able to invite children to fantasize. Listening to stories is one way to motivate children to think about characters.

Through children's stories, they can imitate what they see and listen to, of course with explanations from older people or teachers. Through this media, the teacher will more easily teach character building and train students to recognize emotions in a fun way and the message can be conveyed well. Tales that use digital media are interesting and also include moral messages that are easily understood by children. In Ikawati's research (2018) shows differences in children's behavior after getting treatment with effective digital fairy tale media.

The use of storytelling methods is also recommended (Indarni, 2012). She mentions that storytelling is one of the learning methods for early childhood. By telling the story, the teacher can convey the chosen message. Stories can increase children's knowledge, develop children's imagination, develop children's social, and emotional feelings. Children's language development can also increase by listening to stories as well as their vocabulary. Indarni (2012) adds a lot of media that can be used to convey the contents of stories such as books, supported costumes, dolls, and pictures.

Based on previous studies of fairy tales and storybooks, the researcher uses the *Ksatria* storybook to instill the values of leadership character in children. With the *Ksatria* storybook as a media direct practice of the leadership character values, it is expected that these values can be internalized in the children's life.

The *Ksatria* storybook plays a role for Early Childhood Education in instilling the value of leadership character in school. It will stimulate children's curiosity in applying leadership character values. In this study, the researcher uses the *Ksatria* storybook. The *Ksatria* storybook is a book that contains the values of leadership characters. The *Ksatria* storybook is compiled by the researcher. With the existence of the *Ksatria* storybook, it is expected that children can lead and control themselves from simple things while in school. The content and how to use this book are explained further in the following section, which describes the methodological aspects of this study.

METHOD

In this section, information about methodological aspects of the study includes material used in the study (Knight Story Book), subject, data collection, and data analysis. As mentioned earlier, the Knight storybook is used in this study. This book tells the 5 (five) main characters who have a leadership character, namely Ciko, Timie, Akbar, Cut, and Dino (Figure 1).

The researcher compiles this storybook media using intrinsic elements that combine the themes of learning for early childhood education. Thus, the story in this book contains things that are very close to the child. For example; in determining the setting of the setting where the story is adapted to the theme of the environment, the storyline in this book inserts several learning themes, and at the end of each story, there is a

moral message for the child. Therefore, by using intrinsic elements that are adjusted by life and the theme of learning in school, it is hoped that the knight's storybook can instill the value of leadership character in early childhood. So, children can implement *Ksatria* storybook in everyday life.

Figure 1. The cover of *Ksatria* storybook and its five characters

The *Ksatria* Book contains five stories. The first story is "Daring to Confess the Mistake", the main character is Akbar. The second story about independent learning which the main characters is Ciko. The third story about caring for a friend who is the main character is Timie. The fourth story about caring for the surrounding environment which is the main character is Dino. The last story is about the wonders of cooperation with Cut as the main character. (Figure 2 shows the page on the 2nd and 3rd story).

Figure 2. The second and third story

The previous studies are using quantitative methods with types of experimental research. The data is obtained from questionnaires, observation, and documentation. The sampling technique in this study is a purposive sampling technique (sample aims) by selecting 30 children in the B3 class of TK IT Al Hidayah. The researcher gives 15 treatments. The data analysis method in this study is Paired Sample t-test analysis using the SPSS 16.0 for Windows program.

RESULTS AND DISCUSSION

The results to be discussed in this study are to explain the implementation of *Ksatria* storybook in embedding leadership character values in children aged 5-6 years in TK IT Al Hidayah Karanggede Boyolali with statistical calculations of Paired Sample T-test analysis performed with SPSS 16.0 software.

The scale of leadership character value research, it shows that child who still selfish in groups and child who disobeying the rules made by teachers have a pretest value of 47. However, after being given treatment using the *Ksatria* storybook media, they receive posttest scores 99 and 98. So, there is an increase in the character of child leadership through the media of the *Ksatria* storybook.

Table 2. Hypothesis Testing

Pair 1 pretest-postest	Mean	T	Df	Sig. (2-tailed)
	-1.11833E2	-24.435	29	.000

From the Table 2 shows that –t count = -24,435, while -t table can be seen from the statistical table with degrees of freedom (df) = 29. The results obtained for –t table = -2,0452. From the results of the analysis it can be concluded that the -t count> -t table is -24.435> -2.0452 and the sig value (2-tailed) 0,000 <0.05 which means Ho is rejected and Ha is accepted, there is a difference between the pretest and posttest scores on experimental group. In this study also obtained the average value of the scale of early childhood leadership attitudes based on the application of the method of telling about the *Ksatria* storybook, namely as follows.

Table 3. Data Result of Average Score of Leadership Character Scale

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	141.53	30	21.334	3.895
Postest	253.37	30	16.489	3.011

In the Table 3, it can be concluded that the acquisition of the average score introducing the leadership character value in early childhood using the Ksatria storybook has an average pretest score of 141.53. While the posttest's mean is 253.37. This shows that the average posttest va-

lue is higher than the average pretest, which at that time has not been treated in the form of a storytelling method using the *Ksatria* storybook. While, the graph shows that the value of the pretest and posttest have an increase in the value of leadership character in each individual.

The results of the percentage differences in the average value of the pretest and posttest of leadership character values in early childhood after the storytelling method using the *Ksatria* storybook in the experimental group are presented as Table 4.

Table 4. Percentage of the Difference of Pretest-Posttest Average Score

Score	Total
Posttest	64,16%
Pretest	36,34%

Based on the testing of the early childhood leadership character values after applying the storytelling method of the *Ksatria* storybook, the result of the difference is the value of the posttest percentage of 64.16% while the value of the pretest percentage is 36.34%. Then the increase can be calculated as follows:

% *posttest* - % *pretest*
= 64,16 % - 36,34 %
= 27,82 %

Based on the calculations that have been done, the results explain that the increase in the value of early childhood leadership characters after the application of the storytelling method of the *Ksatria* storybook is 27.82%.

Instilling character values in early childhood is using approaches that are liked by children, for example by the method of storytelling. Remembering that early childhood is a time when their imagination and curiosity is very high and always interested in new things. This is in line with the opinion of Ulutas and Fethi (2016) that children are imaginative, not like adults who think logically. Stories for children are expected to contain elements of imagination and real things. So that between imagination and logic can be built into children's stories and thoughts. It is easier for children to understand the story.

The results of research conducted by (Eka, 2014) show that from 3 appearances, 98% children asked to be retold for the next day, and 90% of KB (playgroup) children aged 3-5 years old understood the contents of folklore. This shows that the story media is favored by children. The research results of (Nuraina, 2018) states that the digital fairytale-based learning model

is effective for improving the superior character of elementary school students in the Akademika Kindergarten of Malang. This is evidenced by an increase in the pre-test average from 121.78 to 134.5 in the post-test, which increased by 12.72.

The two results of previous studies that have been presented are in line with the results of studies conducted in the B3 class of TK IT Al Hidayah Karanggede Boyolali using the *Ksatria* storybook media. The testing of the value of early childhood leadership character after applying the storytelling method of the *Ksatria* storybook is the difference that the posttest value of the percentage is 64.16% while the pretest percentage is 36.34%. Hence, the increase can be calculated by 27.82%.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there are differences in behavior of children aged 5-6 years after getting stories about *Ksatria* storybook and there are influences of *Ksatria* storybook in instilling leadership character values in children aged 5-6 years. This study can provide references in knowing differences and influence of leadership behavior in children aged 5-6 years through the media of the *Ksatria* storybook.

This study has some limitations out of the researcher's control that make the activities run imperfectly. The matter is the children less enthusiastic when listening to the Knight storybook in the first time treatment. This is because children are not used to listening to stories in class. Another obstacle is that children are snatched the *Ksatria* storybook media because the researcher only provides one medium of the *Ksatria* storybook.

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