

## Development of Children's Reading Materials to Promote Tolerance and Prevention of Radicalism

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Reading Materials; Tolerance; Radicalism

### Abstract

The aim of this research is to develop reading materials for early childhood in the form of picture story books containing tolerance and prevention of radicalism which can be used by teachers to support the learning process. This research uses the Research and Development (R&D) method by adapting the five-stage Borg and Gall model, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, and (5) revision product. The sample for this research was kindergarten teachers spread across Central Java province. The sampling technique refers to cluster random sampling because this research was conducted in a large area. Data collection consists of two types, namely teacher needs questionnaires using Google Form and validation tests of material experts and media experts. The results of the teacher needs analysis show that teachers need reading materials containing tolerance and preventing radicalism for early childhood education. Based on the assessment of material experts, story 1 got 90.9% (very decent), story 2 got 88.6% (very decent), and story 3 got 88.6% (very decent). Meanwhile, the media expert's assessment, story 1 got 89.5% (very decent), story 2 got 89.5% (very decent), and story 3 got 87.5% (very decent). These results indicate that picture story books containing tolerance and preventing radicalism are potentially suitable for teachers to use as supporting media in learning.

### How to cite

## INTRODUCTION

This article discusses the development of reading materials containing tolerance and preventing radicalism for early childhood education. The data presented in this article comes from the researcher's previous study (Afif & Formen, 2023). This research started from learning the value of tolerance taught by teachers only through giving advice, examples from daily life, and the lack of reading materials containing tolerance and preventing radicalism in the field.

The problems in this research are related to the following. First, Indonesia is a plural country that has a lot of diversity. However, this diversity is not always respected due to the influence of intolerance and radical groups. Indonesia's diversity, which consists of cultural diversity, ethnicity, race, ethnicity, language, religion, customs and beliefs, should function to maintain the basis of self-identity and social integration of Indonesian society (Kurniawan et al., 2022). However, the emergence of radical groups risks considering diversity as differences that can become gaps in intolerance and radicalism.

Indonesian people now feel insecure about this religion, due to the rise of terror from various aspects which can cause unrest among citizens. (Suhari et al., 2021). The unrest of citizens that is always looming is not only related to anarchist actions, but it is the existence of militant movements that give rise to social unrest (Mubarok & Bakri, 2021). The spread of violence in the form of extreme attitudes and radicalism among individuals does not just happen. There is a process of training and doctrinization. This behavior arises as a result of influence and training in the family, school or community educational environment (Yani & Jazariyah, 2020). According to Salim et al. (2018) Radicalism is the embryo of the birth of terrorism. Intolerance is the starting point for terrorism, where intolerance is the seed for the emergence of radicalism, which will then lead to acts of terrorism. Terrorism in society begins with intolerant attitudes and behavior which then manifests in acts of terror. Acts of terrorism are very dangerous to humanity because they are not in accordance with the values of civility, pluralism, multiculturalism and inclusivism (Subagyo, 2020).

The second urgency, intolerance and radicalism are now starting to target and penetrate early childhood. Not only elementary and middle school children, kindergartens are also at risk of being exposed to teachings of intolerance and radicalism. This is reinforced by one of the

world's most famous terrorist groups, namely the ISIS group, which involves children. For them, the strategy of recruiting children is nothing new. The group actively recruits children and dubs them "Cubs of the Caliphate." John Horgan and Mia Bloom, two terrorism experts, say of the recruited children, "those who join the fight are the children of foreigners, children local residents who supported them, abandoned children found in ISIS-controlled orphanages, children forcibly taken from their parents, and runaway children voluntarily serving ISIS" (Horgan & Bloom, 2015).

Meanwhile, the incident in Indonesia involving children was the suicide bomb attack on three churches in Surabaya which was carried out by one family including the children in it on Sunday, May 13 2018 (BBC News, 2018b). Then another polemic emerged, namely a Kindergarten (TK) in Probolinggo, East Java who wore a veil and held a replica weapon while holding a carnival in 2018 (BBC News, 2018a). This phenomenon raises questions and concerns about instilling radicalism in early childhood.

Children receive exposure to radicalism teachings through their own teachers (Yani & Jazariyah, 2020). The National Counterterrorism Agency (BNPT) stated that children are vulnerable to being influenced by terrorist and radical ideologies. Concerns can also creep in on parents who now see that their children are friends with their devices. BNPT RI (2022) released, throughout January to December 2021, detecting 650 pieces of propaganda content with details; 409 information content about attacks; 147 anti-NKRI content; 85 anti-Pancasila content; 7 intolerant content; and 2 takfiri content. The development of the world, which is currently increasingly sophisticated, makes it easier to obtain open access information, which encourages sources of violence from the material environment to be wary of. Moreover, with the development of ways of interacting in cyberspace, radicalism actors use websites as one of their means of carrying out radical actions. This action was carried out by uploading articles or writings, images or videos containing calls for radicalism (Kusuma & Azizah, 2018).

The development of the world of Early Childhood Education has advantages for those who spread radicalism because of the ease of establishing PAUD institutions. Through the educational institutions they built themselves, they can create a curriculum that contains radicalism (Yani & Jazariyah, 2020). This is reinforced by Qadir (2013) who said that the roots of radicalism have the potential to emerge in school areas. Agen-

cies can easily inject radicalism because they find points of social capital there. For example, prohibiting singing the national anthem during lessons, which according to him is idolatry, prohibiting respecting the flag which is considered to be worshiping the flag, and students are also not allowed to draw pictures of humans and animals, this can rob children of their right to be creative. (Khamid, 2016). There are many hours of interaction between teachers and students, starting from early childhood education to secondary level education. If teachers allow their students to have intolerant ideas even a little, then this action will contribute to the further development of intolerance among young people. (Murtadlo, 2019).

From these cases, it is necessary to pay attention to the potential for radical indoctrination in children. However, this will be difficult if the child receives indoctrination from the child's own parents. The risk of radical indoctrination in children will be easier to prevent if the perpetrator is not a parent or another party (Puspitasari et al., 2020). Due to the increasing understanding of intolerance and radicalism, it is necessary to prevent it, one of which is by cultivating an attitude of tolerance. Tolerance is one of the 18 national character values that students in Indonesia, including young children, must have (Pitaloka et al., 2021). Learning the character of tolerance must be implemented from an early age because early childhood is an investment in the future for the family and more broadly, namely the homeland and the nation (Fatimah, 2018).

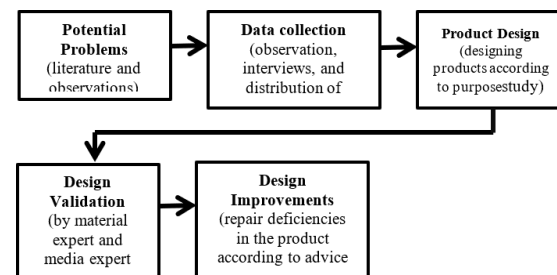
The third urgency is, teaching and introducing tolerance in early childhood only through providing advice and examples from daily life. There are still few learning media that can support teachers in learning the value of tolerance in early childhood. The form of stories and giving advice is the right way to introduce tolerance to children, as well as providing simple examples in everyday life (Aziz et al., 2019). Through stories, efforts to introduce the value of tolerance in young children can use reading materials. Reading materials can be in the form of story books, comics, fairy tale books, etc. which can be used as a medium for teaching good values which are packaged simply so that children can understand them easily. However, in this case, the number of reading materials containing tolerance and preventing radicalism on the market is limited. Therefore, this research is aimed at introducing and increasing reading materials containing tolerance and preventing radicalism for early childhood education.

Teaching tolerance from an early age is

crucial, considering that from childhood, children are bombarded with conflicting messages, both positive and negative, about people based on gender, race, religion, ethnicity, and culture. Therefore, introducing equality, tolerance and justice to the younger generation is very important so that the younger generation can understand these differences (Purnamasari & Wuryandani, 2019). An attitude of tolerance deals with others in kindness, with understanding, opposing hostility, cruelty, bigotry, and respecting others primarily based on their character. Early childhood is aware of common differences such as skin color and physique, but children do not yet pay attention to them (Prasanti & Fitriani, 2018). For this reason, children need to be helped to recognize and understand differences and diversity so that they can have a spirit of tolerance towards other people instead of judging and oppressing people who are different from themselves.

## METHOD

This research uses the Research and Development method which refers to a modification of the Borg and Gall model in Sugiyono (2019). The steps in this research used five stages, namely; (1) potential and problems, (2) data collection, (3) product design, (4) design validation, and (5) design revision. The flow of this research can be seen in the following picture.



**Figure 1.** Research Flow

The population in this study were teachers in the Central Java Province area. The sample for this research was Kindergarten teachers in Pemalang Regency with 31 respondents, Semarang City with 7 respondents, Semarang Regency 2 respondents, Jepara Regency 3 respondents, Pati Regency 3 respondents, Cilacap Regency 1 respondent, Pekalongan Regency 1 respondent, and Tegal Regency 3 respondents. The sampling technique refers to cluster random sampling because this research was conducted in a large area.

Data collection techniques in this research include: 1) Observation observing teachers in the

learning process in the classroom and conditions in the school environment; 2) Through interviews with class teachers to find out the difficulties in conveying tolerance values; 3) Questionnaire in the form of questions to determine teachers' needs for reading materials containing tolerance and preventing radicalism for PAUD; and 4) Validation test by material experts and media experts to determine the suitability of picture story books containing tolerance.

The data analysis technique in this research uses qualitative and quantitative analysis techniques. The data from this research were obtained through research instruments from material experts and media experts. The results of the questionnaire can be processed in percentage terms using a Likert scale as a measurement scale. The assessment criteria can be seen in the following table.

**Table 1.** Likert Scale

Category	Score
Very worthy	4
Worthy	3
Not worth it	2
Not feasible	1

Responses by material experts and media experts can be determined using the following formula:

$$AP = (\text{Skor Aktual})/(\text{Skor Ideal}) \times 100\%$$

Information:

AP: Percentage Figure

Actual Score: The score given by the ahi validator.

Ideal Score: The maximum score resulting from the product of the number of items and the maximum score for each item.

The results of the average score obtained are then converted into an assessment statement to determine the quality and level of usefulness of the product produced. Criteria for interpreting calculation results can be seen in the following table:

**Table 2.** Expert Validation Test Categories

Score (%)	Criteria
76%-100%	Very worthy
51%-75%	Worthy
26%-50%	Not worth it
0%-25%	Not feasible

The criteria set to declare that the material and media are appropriate is to achieve a minimum score of 51% from the experts' assessment. If the criteria are inadequate to inappropriate, the material and media will be revised.

## RESULTS AND DISCUSSION

### Results of Analysis of Teacher Needs for Children's Reading Materials Containing Tolerance and Prevention of Radicalism

Distribution of questionnaires via Google Form aimed at kindergarten teachers spread across Central Java Province. The results obtained from the questionnaire that have been distributed are that teachers need picture storybooks containing tolerance and prevention of radicalism because there are few storybooks available on the market. The picture story books that teachers want are interesting, full color picture story books that contain text and pictures. This is in accordance with opinion April (2018) revealed that picture story books contain messages through illustrations and written text. The contents of a good picture book contain intrinsic literary elements, such as plot, good structure, good characters, changes in style, setting and interesting themes.

In terms of language, what teachers want is language that is easy for children to understand, language that is clear, short, concise, and uses simple everyday language and is useful for readers. The language desired by the teacher is in line with the characteristics of children's literature April (2018) that a simple and direct language style appropriate to the age of the reader is a characteristic of children's literary language, the meaning of simple words is not too abstract. In order for a story to be interesting, it must follow the times so that children will easily identify with the story. Always review whether the values of the story are still relevant to be taught.

Picture story books are one way that can be used to help teachers in the process of learning the value of tolerance and preventing radicalism. Said by Nurgiyantoro (2018) Picture story books are a way to attract the attention of children and other readers because they contain pictures or illustrations. Also supported by opinion Ngura (2022) which explains that picture story books can be used by teachers as an alternative medium whose effect is in the form of visualizations that can attract and stimulate children's eyes to enjoy the pictures or illustrations. Previous research conducted Purnamasari and Wuryandani (2019) also use reading materials to improve the character of tolerance. They used big book learning me-

dia based on folk tales, while this research used picture story book reading materials. Research using picture story books has also been carried out by Juliana (2018), as teaching material in the moral development of early childhood and the results are that the book is very suitable for use.

### Design of Children's Reading Materials Contains Tolerance and Prevention of Radicalism

Based on the analysis of the teacher needs questionnaire, picture story books were made in accordance with the references and considerations of the results of the teacher needs analysis. Even though there were many adjustments made in making this storybook with several considerations, the results of the needs questionnaire analysis remained a reference in making this storybook.

In this story the characters used are humans. According to Nodelman (2008) in (April, 2018) One of the characteristics of children's stories is using children as main characters or animals who have characteristics or behavior like children, so that child readers can identify with these characters. The main character is the character who is most frequently or widely told by the author, as well as the character that the author prioritizes. Meanwhile, additional characters are characters who help or accompany the main character, not as the focus of the reader's attention (Janottama & Putraka, 2017). The characters in this picture story book are interesting and have character. According to Nurgiyantoro (2005) The characters presented must carry certain qualifications, namely identity, so that one character is different from another. There are seven characters in this story, the main character is Reyhan. Meanwhile, additional characters are Dino, Chao Chao, Aline, Ismail, Kak Sarah, and Grandpa. Of the seven figures, their characteristics or qualifications are different.

The next step is to design a picture story book by creating the principles of a picture story and drawing illustrations according to the text or narrative that has been created using the Clip Studio Paint application. This picture story book has a size of 14.8 x 21 cm or A5 with portrait or vertical orientation. Text typography uses the Montserrat Font type.

The picture story book developed is made with a simple story concept, which takes ideas or views from everyday life. The language used for this picture story book is simple language that is easy for children to understand using Indonesian (April, 2018). This simple language still functions to improve children's language and

reading skills.

There are three story titles, all of which are interconnected and discuss the theme of tolerance. This book tells the adventures of the character Reyhan, a child who lives on the outskirts of Jakarta, where Reyhan's village contains various different backgrounds, ethnicities and religions. From these diverse backgrounds, researchers created three stories with the theme of tolerance. The theme of the first story is tolerance of physical differences. In the first story, the main message conveyed is that one should not discriminate between other people because of their different physiques and the recommendation to help each other. The following is the tolerance for physical differences in the first story as reflected on pages 6, 11, and 13:



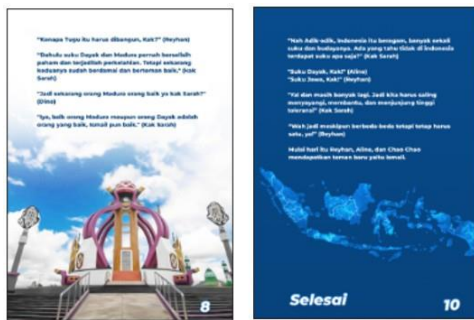
Figure 2. One Story of Physical Tolerance

The theme of the second story is religious tolerance. In the second story, the message is implied to respect other people's religions that are different from their own and respect the beliefs held by other people. Religious tolerance in story two is reflected on pages 9 and 12. The following is a picture of story two on pages 9 and 11:



Figure 2. A Story of Two Religious Tolerances

Story three has the theme of tolerance between tribes. Advised to respect each other, appreciate and uphold tolerance between tribes and maintain peace. The following are pictures on pages 8 and 10 which reflect the tolerance between tribes in story three:



**Figure 3.** Three stories of inter-tribal tolerance

### Prospects for Children's Reading Materials Containing Tolerance and Prevention of Radicalism

The design validation test was carried out on material expert validators and media expert validators. The material expert validator is tasked with assessing and providing input and suggestions on the story script created. Aspects of assessing story manuscripts were adapted from Minister of Education and Culture, Research and Technology Regulation 25 of 2022 concerning Assessment of Educational Books by the Book Center, Standards, Curriculum and Educational Assessment Agency. There are four aspects assessed, namely, norm aspects, material aspects, language aspects, and construction aspects. The total score given by material expert validators for story 1 was 90.9% in the very worthy category, the score for story 2 was 88.6% in the very worthy category, and story 3 with a score of 88.6% in the very worthy category.

Like material expert validators, media expert validators are also tasked with assessing and providing input and suggestions for picture storybook media. Aspects of media assessment are adapted from non-textbook assessment guidelines by the National Education Standards Agency (BSNP). There are two aspects that are assessed, namely the appearance aspect and the image and illustration quality aspect. The total score given by media expert validators for story 1 was 89.5% in the very worthy category, story 2 was 89.5% in the very worthy category, and story 3 was 87.5% in the very worthy category.

### CONCLUSION

You can introduce the value of tolerance to children through telling stories. Teachers need reading materials containing tolerance and prevention of radicalism that suit children's needs. The picture story book developed has gone through validation tests from material experts and

media experts and received suggestions for improvement from experts. Obtaining assessments from material experts, story 1 got a percentage of 90.9% in the very worthy category, story 2 got a percentage of 88.6% in the very worthy category, and story 3 got a percentage of 88.6% in the very worthy category. Meanwhile, in the assessment from media experts, story 1 got a percentage of 89.5% in the very worthy category, story 2 got a percentage of 89.5% in the very worthy category, and story 3 got a percentage of 87.5% in the very worthy category. These results indicate that picture story books containing tolerance and preventing radicalism are potentially suitable for teachers to use as supporting media in learning. Future researchers are expected to complete this reading material to field testing so that this book can be used by the general public.

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