

Development of A Storybook Based on *Adat Basandi Syara', Syara' Basandi Kitabullah (Abs-Sbk)* to Strengthen the Minangkabau *Philosophy Alam Takambang Jadi Guru* at Paud Al-Fa'izin

Emelda, Nita Priyanti

Master of Early Childhood Education, Pancasakti University Bekasi

ABSTRACT

This research was motivated by the need for culturally relevant learning resources at PAUD AL-FA'IZIN to strengthen children's understanding of local values. Observations indicated that early childhood learners still face difficulties in understanding and internalizing the philosophical values of Minangkabau culture, particularly *Adat Basandi Syara', Syara' Basandi Kitabullah (ABS-SBK)*, with a special focus on *Alam Takambang Jadi Guru*. Existing learning materials have not fully integrated these values into daily teaching and learning activities. Therefore, this study aimed to develop an ABS-SBK-based storybook as a contextual and engaging learning medium for children. The research used a Research and Development (RnD) approach, employing the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Data were collected through interviews, observations, and questionnaires involving teachers, parents, and experts in education and culture. The storybook was developed using narratives that incorporate ABS-SBK values and illustrations appropriate to early childhood developmental stages. Validation results showed that the storybook is feasible and has a high level of readability. Teachers and parents responded positively, and children demonstrated improved understanding and application of these values. The study concludes that the storybook is an effective learning medium for strengthening cultural identity from an early age.

Keywords: *Storybook development, ABS-SBK, Alam Takambang Jadi Guru, early childhood education, Minangkabau, RnD.*

Corresponding author

Name: *Emelda*

Email: emelda.alfaizin@gmail.com

INTRODUCTION

Early Childhood Education (ECE) is a critical foundation for a child's development, as early childhood represents a pivotal period in shaping character, cognitive abilities, and social skills. At this stage, children have the capacity to absorb moral, cultural, and religious values effectively through engaging and meaningful experiences (Dewi et al. 2024). Culturally-based education in early childhood institutions (PAUD) fosters a love for one's homeland, introduces local wisdom, and promotes values such as mutual cooperation, thereby cultivating individuals who respect and uphold their cultural heritage. This approach aligns with the national program to strengthen character education based on local wisdom, reinforcing the vital role of PAUD in shaping a generation of morally grounded individuals from an early age.

One strategic method for reinforcing these values is through storybooks. Storybooks are not only a form of entertainment but also serve as an educational medium that can instill cultural and moral values in young children (Riyanti, Ali, and Khomsiyatun 2022). In the Minangkabau context, the philosophy of *Adat Basandi Syara', Syara' Basandi Kitabullah* (ABS-SBK) serves as a foundational way of life, harmoniously integrating cultural traditions and religious principles (Fajria and Fitriasia 2024). This principle imparts moral, religious, and social values that are highly relevant to character development in early childhood.

The current sociocultural landscape is marked by rapid changes driven by globalization, digitalization, and urbanization. These shifts significantly impact mindsets, behaviors, and social norms. In this global era, value-based education is more crucial than ever to instill meaning in educational content and guide Indonesia toward a progressive civilization (Faiz and Kurniawaty 2022). There is growing concern about the erosion of local culture due to the dominance of global popular culture, which poses a threat to cultural identity among the younger generation (Yusuf and Ondeng 2024). In response, various initiatives have emerged to revitalize local culture and integrate traditional values into the educational system.

This is especially relevant in a diverse country like Indonesia, which is rich in cultural traditions. Each region possesses unique philosophical and cultural wisdom that should be introduced to children early in life. One such example is the Minangkabau philosophy encapsulated in the phrase *Adat basandi syara', syara' basandi Kitabullah*, which reflects the community's life principles, emphasizing the complementary roles of custom and religion. In early childhood education, introducing this philosophy helps not only preserve cultural heritage but also instill strong moral and ethical values.

Instilling local cultural values is a strategic approach to character building rooted in indigenous wisdom. The Minangkabau philosophy of ABS-SBK contains moral, religious, and social values that are crucial for character development in young children. Learning that incorporates cultural elements plays an important role in shaping children's identity and engagement with their environment (Ajat, Emelda, Robby, Yeni Haryani, Eliyanah 2023). However, previous research has primarily focused on the cultural content of storybooks, such as those featuring *Pacu Jawi* traditions, without examining the systematic development, validation, and effectiveness of such books in conveying ABS-SBK values.

ABS-SBK is not only a philosophical foundation for Minangkabau society but also a provincial cultural framework in West Sumatra (Fardius 2017). This philosophy teaches values such as *Alam Takambang Jadi Guru* (Nature as a Teacher), *Adab dan Budi* (Courtesy and Morality), *Rajo Mufakat* (Consensus Leadership), and *Kebersamaan dan Keterpaduan* (Solidarity and Cohesion). Embedding such values in children's education is essential for character development, as culture inherently conveys morals and ethics that shape personal identity. Early internalization of cooperation, integrity, and mutual help fosters a strong social identity and character. Research shows that character strengthening through school and family-based cultural approaches helps children develop positive behaviors, respect, and good manners, as seen in several exemplary schools in Indonesia.

There is an urgent need for the development of relevant and engaging learning media for young children, particularly to introduce them to local culture. Learning media can be defined as any tool that conveys instructional messages and stimulates children's thinking, feeling, and attention, thus supporting the learning process (Shofia and Dadan 2021). Effective media should stimulate children's creativity and imagination. Culturally based storybooks can be a solution to this need. By integrating Minangkabau philosophy into storybooks, children can not only become familiar with their culture but also internalize its values in everyday life.

This study on developing a storybook based on *Adat Basandi Syara', Syara' Basandi Kitabullah* (ABS-SBK) aims to introduce and strengthen Minangkabau philosophy at PAUD Al-Fa'izin, thereby contributing to the development of culturally grounded character education. Currently, PAUD Al-Fa'izin uses various media such as posters and educational videos, but culturally-based storybooks are still underutilized. Observational data show that only 3 out of 12 children (25%) in the "Bung Hatta Group" exhibit understanding of Minangkabau culture, such as basic etiquette and traditional customs. The remaining 9 children (75%) are unfamiliar with these values. This highlights the need for more engaging and culturally relevant learning materials to help young children better understand and internalize their local culture.

Although there are many culturally themed teaching methods, few studies have focused on the structured development of ABS-SBK-based storybooks for early childhood education (Azizah and Eliza 2023). As a pilot project of the *Kampung Inkuiri* program, PAUD Al-Fa'izin urgently needs effective learning methods and media to instill local cultural values so that children can recognize and internalize ABS-SBK philosophy from an early age.

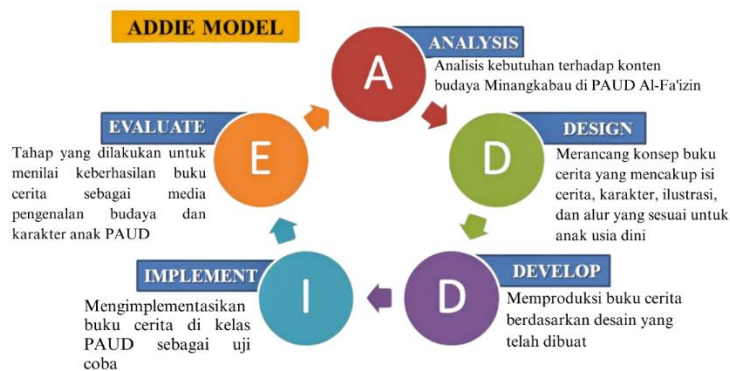
Storybooks offer a narrative and visual format that makes it easier for young children to understand ABS-SBK values. This study can significantly contribute to early childhood education literature by providing contextual learning media that authentically reflects Minangkabau cultural identity.

At PAUD Al-Fa'izin, the development of ABS-SBK storybooks is expected to serve as a starting point for introducing Minangkabau philosophy. By involving teachers and parents in the development process, it is hoped that the book will be well-received and effectively used in the learning environment. Therefore, this research will focus on the development and evaluation of a storybook specifically designed to introduce Minangkabau philosophy to children at PAUD Al-Fa'izin.

METHOD

Type and Approach of Research

This study adopts a *Research and Development* (R&D) approach using the ADDIE development model, which includes five systematic phases: *Analysis, Design, Development, Implementation, and Evaluation*. The primary objective of this approach is to develop an educational product in the form of a storybook based on *Adat Basandi Syara', Syara' Basandi Kitabullah* (ABS-SBK) values, which is both relevant and effective in supporting culturally based character education for early childhood. The process focuses not only on product creation but also on assessing its effectiveness and practicality as a learning medium for young children.



Gambar 1. Tahap Model ADDIE

Research Location and Duration

The study was conducted at PAUD Al-Fa'izin, located in Nagari Sawah Tengah, Pariangan District, Tanah Datar Regency, West Sumatra Province. The research took place over six months, from September 2024 to February 2025, and involved several stages including problem identification, needs analysis, product design and development, limited implementation, and evaluation.

Research Subjects and Participants

The primary subjects of this research were early childhood learners aged 4–6 years at PAUD Al-Fa'izin. Children in this age range are in a rapid stage of development across cognitive, socio-emotional, linguistic, and moral domains. They exhibit high curiosity and imagination, requiring engaging and developmentally appropriate learning media. In addition to the children, PAUD teachers and expert validators—including early childhood education specialists, Minangkabau cultural experts, media experts, and linguists—were involved as respondents and evaluators.

Research Procedure

The research followed a series of structured stages as outlined below:

1. Needs Analysis

Initial observation, interviews with teachers and parents, and literature review were conducted to identify the need for culturally based learning media and explore the extent of understanding of ABS-SBK values in early childhood settings.

2. Product Design

The storybook manuscript and storyboard were designed to incorporate ABS-SBK values in a child-friendly narrative, using developmentally appropriate language and engaging illustrations aligned with the national early childhood curriculum.

3. Development and Validation

The prototype of the storybook was validated by subject-matter experts in curriculum, language, media, and Minangkabau culture. Validation focused on content quality, language clarity, visual appeal, and cultural relevance.

4. Limited Implementation

The validated storybook was piloted in the classroom. A small group of children participated in the reading activity while researchers observed their responses and engaged in discussions with the teachers to evaluate its impact.

5. Evaluation and Revision

Feedback from teachers and children was used to evaluate the book's effectiveness and practicality, which then informed necessary revisions to improve the final product for wider implementation.

Data Collection Instruments

Several instruments were employed in this research:

1. **Structured Interviews:** Used to explore teachers' understanding of ABS-SBK values and their experiences using the storybook in class.
2. **Participant Observation:** Conducted to monitor children's engagement, enthusiasm, interaction, and cultural comprehension during reading activities.
3. **Teacher Questionnaires:** Comprised of Likert-scale and open-ended items to assess the perceived relevance, usability, and content quality of the storybook.
4. **Expert Validation Forms:** Used by educational, cultural, and media experts to assess content appropriateness, illustration design, and cultural integration.

Data Analysis Techniques

This study used both **qualitative descriptive** and **quantitative descriptive** analysis techniques:

1. Interview and observation data were analyzed qualitatively through data reduction, thematic categorization, and conclusion drawing.
2. Quantitative data from questionnaires and expert validation were analyzed using Likert scales, percentage distribution, and mean scores. These were categorized based on quality criteria (very good, good, sufficient, poor).
3. The book's **effectiveness** was measured by observing improvements in children's engagement and comprehension of ABS-SBK values.
4. **Practicality** was evaluated based on teachers' feedback regarding the ease of use and relevance of the storybook to daily learning activities.

FINDINGS AND DISCUSSION

Model Development Process

This study focuses on the development of a culturally-based storybook integrating the Minangkabau philosophical value "*Alam Takambang Jadi Guru*" within the ABS-SBK (Adat Basandi Syara', Syara' Basandi Kitabullah) framework for early childhood learners at PAUD Al-Fa'izin. The process followed the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—starting with a preliminary study that included literature reviews, classroom observations, interviews with teachers, parents, and traditional leaders, as well as needs assessment surveys.

Preliminary Study and Needs Analysis

The preliminary study revealed a pressing need for culturally relevant instructional materials that effectively convey ABS-SBK values. Findings from teacher

and parent interviews indicated strong awareness of the importance of local values in early education, yet a lack of appropriate, engaging materials for children.

The needs analysis identified several criteria for the storybook:

1. Explicit incorporation of ABS-SBK values
2. Visually appealing illustrations aligned with Minangkabau culture
3. Use of simple, age-appropriate language
4. Practical guidance for educators and parents
5. Storyline reflecting children's everyday experiences in a Minangkabau context

Design Phase

A storyboard was developed to visualize the storyline, aligning narration with illustrations that depicted elements of Minangkabau tradition such as *Rumah Gadang*, traditional attire, and local daily life. The story structure included:

1. **Introduction** – Introducing the main character and setting
2. **Rising Action** – Depicting the character's journey and value exploration
3. **Climax** – Presenting a cultural dilemma
4. **Resolution** – Conveying the moral of the story
5. **Closing** – Featuring reflective questions for discussion

Illustrations were intentionally designed to be culturally accurate and visually engaging, with expressive characters and vivid colors.



Development Phase

The storybook manuscript was drafted in child-friendly language, and illustrations were created using digital tools. The layout combined text and visuals in an appealing format. The completed prototype underwent validation by four experts: early childhood education, linguistics, Minangkabau culture, and media design.

Validation Results

Experts rated the book as "appropriate" or "highly appropriate" across key aspects:

1. **Content:** 87.5% appropriate – The story effectively conveyed ABS-SBK values, especially *Alam Takambang Jadi Guru*.
2. **Language:** 83% appropriate – Minor revisions were suggested to simplify **sentence** structure and reduce complex conjunctions.
3. **Design and Illustration:** 87.5% appropriate – Feedback included suggestions for improved illustration perspective and layout techniques such as the *rule of thirds*.

4. **Instructional Relevance:** 91% appropriate – The book was found highly supportive for character education, though recommendations included integrating learning goals more clearly into the story's conclusion.

Expert recommendations included:

1. Adding a glossary for cultural terms
2. Expanding scenes where the child character learns from nature
3. Shifting more narrative into visual storytelling (as in wordless picture books)
4. Using the book in a mixed print-digital format for broader accessibility

Revision and Finalization

Based on the feedback, revisions were made to enhance:

1. Narrative clarity and flow
2. Language simplicity
3. Visual appeal and cultural accuracy
4. Instructional alignment with PAUD learning goals

Implementation

The revised book was piloted with a small group of 5–6-year-old children at PAUD Al-Fa’izin. Teachers read the book aloud and observed children’s responses during the activity.



FINDING AND DISCUSSION

Observational Findings:

Indicator	Outcome
Attention and focus	Children listened attentively
Emotional engagement	Children showed excitement and curiosity
Interaction with illustrations	Strong interest observed
Verbal responses and questions	Active questioning and comments
Cultural value recognition	Children related content to their lives
Peer interaction and discussion	Positive peer engagement
Story recall and comprehension	Children could retell the story
Additional activities (roleplay, etc.)	Some children reenacted scenes

Overall, **81% of children demonstrated positive engagement**, placing the book in the “Good” category for effectiveness.

Evaluation

Evaluation was conducted across all ADDIE stages:

1. **Analysis:** Confirmed that ABS-SBK values, especially *Alam Takambang Jadi Guru*, were underrepresented in current learning resources.
2. **Design:** Identified need for more reflective content and engaging visuals.
3. **Development:** Revealed strengths in cultural relevance and opportunities to improve visual storytelling.
4. **Implementation:** Demonstrated effectiveness in engaging children and reinforcing local values.
5. **Summative Evaluation:** Confirmed the book's impact on children's cultural awareness and value internalization.

Teachers reported that the book made it easier to explain abstract cultural concepts, and parents noted increased curiosity among children about nature and heritage.

Theoretical and Empirical Feasibility

1. **Theoretical Feasibility:** Validated by expert reviews confirming its developmental appropriateness, linguistic clarity, cultural authenticity, and visual appeal.
2. **Empirical Feasibility:** Validated through classroom trials showing children's comprehension, emotional engagement, and behavioral responses to cultural content.

Discussion

The study confirms that culturally based storytelling is an effective strategy for instilling ABS-SBK values in early childhood. The developed book not only serves as an educational tool but also as a medium for cultural preservation. By contextualizing Minangkabau philosophy in an engaging narrative, children can relate values to their daily lives.

The results affirm that integrating *Adat Basandi Syara', Syara' Basandi Kitabullah* into early education fosters moral development, cultural identity, and social behavior aligned with local wisdom. Moreover, the interactive nature of storytelling supports emotional and cognitive engagement among young learners.

Challenges in development included adjusting linguistic and visual content to meet the cognitive level of young children while retaining cultural depth. Recommendations for broader adoption include:

1. Providing training for teachers in implementing culture-based learning
2. Distributing the book widely to other PAUD institutions
3. Combining print and digital formats to enhance accessibility

CONCLUSION

This study explored the development of a culturally based storybook grounded in the values of *Adat Basandi Syara', Syara' Basandi Kitabullah* (ABS-SBK) to reinforce the Minangkabau philosophical principle of "*Alam Takambang Jadi Guru*" at PAUD Al-Fa'izin. Based on the research questions addressed, several conclusions can be drawn:

1. The development of an ABS-SBK-based storybook at PAUD Al-Fa'izin was successfully conducted through a systematic Research and Development (R&D) approach. The process involved needs analysis, culturally aligned story design, expert validation, limited field testing, and revisions based on feedback from educators and learners. These stages ensured the final product was relevant to early childhood education needs and reflective of local Minangkabau wisdom.
2. The storybook titled "*A Day with Hanna at Istano Basa Pagaruyung*" was validated by experts and field-tested in classroom settings. The results showed that the book met essential criteria for content accuracy, language appropriateness, presentation, and illustration quality, making it suitable as a learning medium at PAUD Al-Fa'izin. It presents an engaging narrative, supportive visuals, and contextually embedded ABS-SBK values that are accessible to young children.
3. The book effectively strengthened children's understanding of cultural and religious values fundamental to Minangkabau society. Through the main character's experience of exploring tradition and culture at Istano Basa Pagaruyung, children were stimulated to recognize and begin applying ABS-SBK values in their daily lives.

Overall, this study demonstrates that a storybook based on local wisdom such as ABS-SBK can be systematically developed, is feasible for use in early childhood learning environments, and is effective in transmitting cultural and moral values. Therefore, integrating such storybooks into early childhood education is strongly recommended, particularly in culturally rooted communities such as Minangkabau, as a strategic component of character education.

Implications

This study has significant implications for both early childhood education and the preservation of Minangkabau culture:

1. **Theoretical Implications**

The development of this storybook supports the theory that culturally based storytelling is an effective tool for character education in early childhood. The study also reinforces the importance of contextual approaches that connect cultural values with children's everyday experiences to improve learning outcomes.

2. **Practical Implications**

In practice, the storybook can serve as a primary learning resource in PAUD, especially in value-based and culture-based education. Teachers can use it as a storytelling tool, while parents can use it to help children internalize ABS-SBK values at home. Furthermore, this development model may inspire other educational institutions to create teaching materials grounded in their own local wisdom.

RECOMMENDATIONS

1. For Educators

Educators are encouraged to integrate this ABS-SBK-based storybook into daily PAUD learning activities. Training should be provided to ensure optimal use of the book, enabling teachers to effectively deliver the embedded messages to young learners.

2. For Parents

Parents play a vital role in reinforcing ABS-SBK values at home. It is recommended that they use the book for shared reading with their children and actively apply its messages in family life.

3. For Future Researchers

Further research is recommended to expand the book's accessibility by adapting it into digital or audiovisual formats to better engage children. Future studies could also examine the long-term effects of using culturally based storybooks on character development in early childhood.

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