

# Early Childhood Curiosity In Books “*Kau Sedang Apa, Lala?*” By Widya Ross

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## Abstract

This research aims to describe the value of character education contained in the book "What are you doing, Lala?" Widya Ross's work. This research is a qualitative descriptive research with a literature study approach. The data collection techniques used are documentation and literature study. The data analysis used is a qualitative content analysis technique. The research results showed that several character values were found in the book. In the book "What are you doing, Lala?" Widya Ross's work found 3 character education values, namely creative character, caring and curiosity. The conclusion is in the book "What are you doing, Lala? Widya Ross's work has the most dominant value of character education, namely the character education of curiosity. The message of this story is about the importance of curiosity in early childhood. The message of this story is to be creative in doing things, care about the situation and communicate curiosity politely and politely.

**Keywords:** stories, character education values, curiosity

## 1. Introduction

Early childhood education is an effort to stimulate and stimulate newborn children up to six years of age by providing educational stimuli to help children's growth and development, both physically and mentally so that children are ready to enter further education (Shofia & Dadan, 2021). Early childhood education is education before entering the basic education level (SD) which provides care and nurturing to children aged 0-6 years. Early childhood education shapes and optimizes the development of attitudes, knowledge, character in children (Kusumastuti, 2020). Early childhood education serves to foster, grow, and fully develop the potential of early childhood so that they form basic behaviors and abilities according to their stage of development so that they are ready to start further education (Shofia & Dadan, 2021). Early childhood education serves to foster, grow, and fully develop the potential of early childhood so that they form basic behaviors and abilities according to their stage of development so that they are ready to start further education (Shofia & Dadan, 2021).

From some of the descriptions above, it can be concluded that early childhood education is an effort to stimulate child development to help children grow and develop so that they are ready to continue their further education. The purpose of this education is to provide encouragement and learning appropriate to the child's stage of development, which includes cognitive, physical, social, and emotional aspects. The holistic approach in preschool education pays special attention to the growth of various aspects of the child's personality, ensuring that a strong foundation has been instilled from an early age (Annisa, 2024).

Children are seen as unique and potentially positive beings because they are new to the world, unfamiliar with ethics, norms, rules, manners and etiquette. Children must be educated and trained to understand the skills needed to live in society. The brain system consists of motor nerves, visual nerves, auditory nerves, and behavioral nerves that are used to process information, or subject matter, while generating behavior. Early childhood must be built, prepared, and developed since childhood so that they become human beings who are devoted to God Almighty, responsible, developmental, and successors to the ideals of the struggle of the nation and state (Kusumastuti, 2020).

Early childhood usually has many questions that are never planned or expected. Children's complex questions sometimes leave educators stumped. And as we know, children at this age are in the concrete thinking stage, so such questions may arise. Early childhood children also often ask questions because of their desire to know. Paying a lot of attention to, talking about, and questioning things that young children have seen and heard usually leads to their curiosity, especially about things that children think they have just seen or heard. In addition, early childhood is more likely to do something if it is fun for them. Children will happily generate curiosity about the things they see and hear. As educators, teachers must really understand child development, especially curiosity. An early childhood educator is expected to be able to understand the various questions asked by their students. Thus, educators will encourage the development of children's knowledge, especially their curiosity. The questions that often arise from children are not a burden for the teacher, on the contrary, they encourage the teacher to make smarter and more fun answers.

Children's curiosity encourages PAUD teachers to learn and understand character education values, one of which is curiosity. Curiosity encourages children to actively investigate and learn about the world around them. Brain development, creativity, problem solving and critical thinking skills are enhanced during this process. Children who are very curious tend to be more active in seeking information, trying new things and learning from their own experiences. This helps them become more independent and confident individuals. Children who have been accustomed to asking questions and finding out since childhood will have a great interest in learning throughout their lives. They will continue to learn and improve their knowledge. Curiosity often triggers interactions with others, and they will ask their parents, teachers or friends for answers to their questions. That improves social relationships and communication skills.

In connection with the above background, the teacher's efforts as a simulation agent develop the potential of early childhood, the teacher conducts feedback to children which will then form curiosity in early childhood. In this case, the researcher conducted this study aims to analyze and describe the curiosity of early childhood in the book. "Kau sedang apa, Lala?" by Widya Ross.

## **2. Research Methods**

This research is a type of qualitative research. Qualitative research itself is research that is intended to understand the phenomenon of what is experienced by the research subject in the form of behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words and language in a special natural context and utilizing natural methods (Moleong, 2013). This research is a descriptive qualitative research with a literature study approach. This method is used to determine the character education values contained in storybooks "Kau sedang apa, Lala?" by Widya Ross. This research used a designed case study strategy. The designed case study strategy is a study that is used because the problem and research objectives have been determined by the researcher since the beginning of the research (Sutopo, 2006). The things that are described in this study are, (1) describing the characterization in the story book "Kau sedang apa, Lala?" by Widya Ross (2) describe character education values in storybooks "Kau sedang apa, Lala?" by Widya Ross. So, the analysis carried out by researchers becomes more detailed and does not expand. The primary data source in this research is a children's storybook entitled "Kau sedang apa, Lala?" by Widya Ross published by the Language Development and Guidance Agency of the Ministry of Education, Culture, Research and Technology, ± iv, 24 pp; 29.7 cm in 2021 provided by the author in the form of a document.

The data collection techniques used in this research are documentation and literature study. The data analysis technique used is qualitative content analysis technique. The storybook studied is a book entitled "Kau sedang apa, Lala?" by Widya Ross contains character education values. In the book "Kau sedang apa, Lala?" by Widya Ross character education values were found with the number of quotes, namely creative, caring and curiosity characters as in Table 1.

Table 1. Character Education Values in Books “Kau Sedang apa Lala?” by Widya Ross

No.	Character Education Values	Sentence and Page
1.	Creative	Lala did not answer. Lala is getting busy. Lala is making yarn. (p.7)
2.	Care	Riri, your voice is trembling. You must be cold. I have something for you. (p.4)
3.	Curiosity	What is something? (P.5) Riri wanted to know. You what are you doing, Lala? (p. 8) Riri wanted to know. You what are you doing, Lala? (p. 14) What is something? (P.5)

Referring to the table of research results in the book “Kau sedang apa, Lala?” by Widya Ross It can be interpreted that the story “Kau sedang apa, Lala?” contains several character education values. The results showed that in the story “Kau sedang apa, Lala?” 3 character education values were found, namely creative, caring and the most dominant is curiosity.

### 3. Results and Discussion

Curiosity will always motivate oneself to continue to seek and know new things so that it will increase knowledge and experience in learning activities.

This is also supported by Samani, et al “curiosity is ‘the desire to investigate and seek understanding of the secrets of nature’. Meanwhile, according to Mustari “curiosity is an attitude and action that always strives to know more deeply and broadly from what he learns, sees and hears”. This relates to obligations to oneself and the natural environment (Hakim et al., 2019).

Curiosity makes young children more sensitive to various phenomena or events around them, opens their eyes to a challenging world, and attracts them to learn more. There are many interesting things in the world, but a lack of curiosity often leads them to miss them. Young children are more interested in learning if they are curious. Curiosity can overcome children's boredom to learn. If an early child's soul is filled with curiosity about something, then they will willingly and enthusiastically learn it. Thus, making curiosity in children needs to be built and developed. The definition of curiosity from the opinions of the experts above can be concluded that curiosity is a feeling or desire that exists in early childhood that encourages or motivates the human being to want to know new things, deepen and expand the knowledge possessed by naturally digging for information such as exploration, investigation and learning.

Several factors influence the attitude of curiosity, factors to develop curiosity in children according to Mustari as follows (Hakim et al., 2019):

- a. The freedom of the child himself must exist to do and serve his curiosity.
- b. What is better is that we give them ways to find answers. For example, if the question is about English, give the child a dictionary, if the question is about knowledge, give them an encyclopedia, and so on.

Indicators of curiosity according to the Ministry of Education, as follows:

1. Children tend to ask questions during learning if there are things they do not understand.
2. Read sources outside the textbook about materials related to the learning material.
3. Read or discuss natural phenomena or recent learning.
4. Asking questions about something related to the subject matter but outside of what is discussed in class

From the factors and indicators described above, it can be concluded that children's freedom of opinion affects curiosity in early childhood, children who have high curiosity will always ask about things that are felt or seen in front of them.

Curiosity in the book "Kau sedang apa, Lala?" by Widya Ross can describe and illustrate the character of Riri the bird who asks Lala the spider four times about what she is doing on the tree, namely on book page 5, page 8, page 14 and page 18. Riri the bird's first question was not answered by Lala, then continued with the second question by answering "I'm making something" which made Riri the bird curious, the third question was still answered "I'm making something" with a smile. Furthermore, Riri the bird's last question was answered by Lala the spider with the phrase "Don't peek, Riri. It will be finished soon. Just a little more." Which made Riri the Bird curious and closed Riri's eyes with her wings, and how surprised Riri was after opening her eyes. Lala had made a jacket out of spider yarn.

From the book "Kau sedang apa, Lala?" by Widya Ross will lead educators to the expected learners and will be able to arouse high curiosity in any habituation or activities carried out by children at school.

#### 4. Conclusion

The first paragraph is written left-aligned, straight with the chapter title. Based on the results of the above research, it can be concluded that the form of character education values contained in the book "What are you doing, Lala?" Widya Ross's work is 3 character education values such as creative, caring and the most dominant is curiosity. The mission of this story is to convey the importance of early childhood curiosity. Then be creative in doing something, care about the situation and communicate curiosity politely and politely.

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