

The Value of Responsibility in the Storybook "Gambar Lucu Mika" by Tyas Widjati and Faza

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Abstract

Early childhood education is a crucial phase in shaping character and developing children's potential holistically, including the value of responsibility. The book *Mika's Funny Drawings* by Tyas Widjati and Faza serves as a relevant character education medium for young children, emphasizing the importance of responsibility through the main character, Mika. This study aims to analyze the values of responsibility within the book and its relevance to character education theories and moral development in children. Based on Erik Erikson's psychosocial development theory and Piaget and Kohlberg's moral development theory, Mika's story portrays a child who dares to make choices, acknowledges mistakes, self-corrects, and considers the impact of his actions on others. This analysis shows that *Mika's Funny Drawings* is not only engaging as a reading material but also instrumental in shaping character, particularly the value of responsibility, for early childhood. The use of this story medium is expected to be an effective means of character education both in schools and at home, providing a foundational sense of responsibility that benefits children's future development.

Keywords: character, responsibility, book: "gambar lucu mika"

1. Introduction

Education is a social process toward intellectual, social, and emotional maturity that develops according to a child's capabilities. This process is essential from an early age, as early childhood is the most effective period for developing a child's potential. Education shapes the personality of those who are not yet mature and guides them to become whole individuals through guidance, training, and experience. Therefore, an accurate and well-targeted educational pattern is needed for each learner (Abdurrahmansyah, 2022).

The goal of education is humans, specifically learners, with the aim of fostering the growth of their human potential. Through education, learners can be developed into knowledgeable individuals, thus creating competent human resources for the future. Early childhood education, as the first level in a child's life, becomes very important because it provides the foundation for further education. According to Abdurrahman, early childhood education is an effort to nurture children from birth to six years old, aiming to facilitate their comprehensive growth and development, with an emphasis on the holistic development of all aspects of a child's personality (Abd Rahman et al., 2022).

Kindergarten (TK) is an educational institution for early childhood that aims to develop physical and psychological potential, including values of religion, morality, physical-motor skills, cognition, language, and arts. A child's development can be well achieved if kindergarten teachers understand the character and abilities

of young children. Teachers also need to capture children’s attention by designing learning activities that incorporate attractive methods and media to keep them engaged and prevent boredom (Barlian & Solekah, 2022). In essence, every child has the potential for character. Guidelines on character education in early childhood education state that character is the habit of doing good things. Character education is a nurturing effort that includes knowledge, affection, and the habituation of good behavior. In early childhood, various important values need to be instilled, such as love for God, honesty, discipline, tolerance, peace, self-confidence, independence, creativity, helping others, respect and politeness, responsibility, hard work, leadership, fairness, humility, environmental care, and patriotism (Baehaqi, 2020).

One important value in character building is responsibility. The attitude of responsibility is important to cultivate from an early age, although it is not easy for young children. A comfortable and safe learning environment is needed, along with consistency and persistence from parents and educators. This sense of responsibility is very beneficial for a child’s future. With responsibility, a person will be trusted, respected, and liked by others. A child who dares to admit mistakes and strives to correct them will grow stronger and more resilient in facing problems (Fauziah & Rohmawati, 2023).

The process of fostering responsibility in children is carried out through structured activities and habituation. Structured activities include well-designed activities by the teacher, using appropriate methods, engaging media, and evaluation stages that support the development of responsibility. Early childhood character education guidelines list indicators of responsibility, such as taking care of one’s own and others’ belongings, tidying up tools or toys after use, admitting and apologizing for mistakes, and completing tasks assigned by the teacher (Aiman et al., 2022).

From the perspective of socio-emotional development, responsibility includes understanding appropriate behavior in interactions with others. Hurlock defines social development as the process of learning to adjust to group norms and habits, cooperate, and feel unity with those around us (Sutarto et al., 2020). It is essential to teach responsibility according to the child’s capabilities, such as tidying up toys or returning items to their place. Children can start learning about responsibility as early as age two, beginning with small habits like cleaning up toys, hanging up jackets, and organizing shoes. By age three, they can even begin helping to set the table and make their bed (Antoro, 2020).

Teaching responsibility to young children has significant benefits, including helping to build character, fostering independence, increasing social involvement, developing self-confidence, and preparing children for the future. Responsible children tend to be more independent, confident, and ready to face life’s challenges. Additionally, responsibility helps children understand the consequences of their choices and appreciate others (Pramasanti et al., 2020).

The media used to instill a sense of responsibility in early childhood must be engaging and meaningful. One example is the storybook “Gambar Lucu Mika” by Tyas Widjati and Faza, which contains values of responsibility. This book is not only an engaging read for young children but also instills positive character values. This study aims to analyze the value of responsibility in the book, which is expected to serve as a means of character education for early childhood.

2. Research Methods

This research is descriptive qualitative, aimed at understanding and analyzing data objectively, as outlined by Sudaryanto (1993:63). Through a descriptive method, this study provides an in-depth description of the use of subordinating conjunctions in complex sentences, as well as analyzing interclausal relationships according to the type of conjunctions used. This qualitative research adopts an inductive approach to gain an understanding of the research reality in a real-life context, where the researcher is directly involved in the situations and phenomena being studied.

The data analyzed are in the form of words, sentences, and images, as explained by Sugiyono (2013). The main focus of the research is on the use of subordinating conjunctions in complex sentences within the storybook “Gambar Lucu Mika” by Tyas Widjati and Faza, including an analysis of the interclausal relationships within it. The primary data source, as stated by Lofland, consists of words and actions within the text, supported by related documents (Agustina, 2024).

Data collection uses an observation-note technique, in which the researcher observes, classifies, and analyzes data from the storybook and records the analysis results for further description. The main research instrument is the researcher themselves, who determines the focus, selects data sources, collects, and assesses the quality of the data, then draws conclusions from the findings.

Data validity is maintained through four criteria: credibility, transferability, dependability, and confirmability, as described by Soegeng (2007:235). Credibility is achieved through careful observation, triangulation, and peer debriefing. Transferability is maintained with detailed descriptions, while data

dependability and confirmability are achieved through auditing. The triangulation technique described by Sugiyono (2015:330) is used by combining various data collection methods from the same source. For data analysis, the researcher organizes, arranges, and processes the data to support or refute existing hypotheses, following the process described by Sudjana (2013:76), which emphasizes organizing, arranging, and processing data to ensure accurate results.

3. Results and Discussion

In the children's storybook "*Gambar Lucu Mika*" by Tyas Widjati and Faza, the character of responsibility is portrayed through Mika, who learns to develop responsibility through his hobby of drawing. Mika is a child who enjoys drawing and creating unique illustrations. In this process, he learns to make his own decisions, accept the outcomes of his choices, and face criticism. Through Mika's story, the book encourages children to recognize and internalize the value of responsibility, which can be applied in various aspects of everyday life (Halimatuzzuh ratulaini, 2020).

As the main character, Mika frequently makes decisions about the drawings he wants to create. He doesn't merely follow directions or instructions from others but has a strong desire to try and decide on what he wants to draw himself. This demonstrates signs of the moral development stage presented by Jean Piaget, specifically the autonomous morality stage (Piaget, 1981). At this stage, children no longer view rules and responsibilities solely as obligations to be followed due to adult directives but as personal understandings. With initiative, Mika draws according to the ideas in his mind, even though he knows the outcome might not be perfect. This initiative reflects maturity, as the child begins to understand that their actions have consequences to be accepted (Putri, 2021).

In addition to showing courage in making choices, Mika also demonstrates responsibility by acknowledging imperfections in his work. When receiving criticism or comments on his creations, Mika does not get angry or defensive. Instead, he listens carefully and uses the feedback to improve his work. This aligns with the concept presented by Lawrence Kohlberg in his stages of moral development (Wahidah & Maemonah, 2020). Mika's behavior reflects the conventional stage, where he values others' perspectives and feels accountable for his actions and results. The ability to acknowledge shortcomings and use criticism for improvement shows that Mika is not only focused on the result but also values the learning process he undergoes.

In his efforts to achieve satisfying drawings, Mika also shows perseverance. Even when facing challenges or feeling disappointed with less-than-perfect drawings, Mika does not give up easily. He continues his efforts to improve his drawing skills and technique. This shows the value of responsibility instilled in Mika to complete tasks he has started. According to Erik Erikson's psychosocial development theory, children of Mika's age are in the initiative vs. guilt stage, where they start learning to take initiative and feel responsible for the results they aim to achieve (Mokalu & Boangmanalu, 2021). Mika's responsibility is evident in his focus on his task and his resilience despite not always achieving a perfect result. This process shows that Mika is not solely seeking an end result but also enjoys the journey and learning experience gained from each drawing attempt.

Not only does he have the courage to make decisions and take responsibility for them, but Mika also considers the impact of his creations on others. On various occasions, Mika reflects on how others, such as friends or family, might react to his drawings. This shows Mika's concern for others' feelings regarding his work, indicating a sense of social responsibility. According to Kohlberg, this reflects the characteristics of conventional moral development, where children act not only based on rules but also begin considering how their actions may affect those around them (Sholihah & Niam, 2020).

Overall, Mika's character of responsibility serves as a relevant example for children reading the book. Mika shows that responsibility is not only about completing tasks well but also about courageously making choices, acknowledging imperfections, self-improvement, and considering the impact on others. "*Gambar Lucu Mika*" teaches children that responsibility is a process requiring courage, perseverance, and empathy for those around them.

In the context of education, "*Gambar Lucu Mika*" by Tyas Widjati and Faza can be viewed as a tool for instilling responsibility in young children. Early childhood education, particularly in settings like kindergarten, is a social process emphasizing children's intellectual, social, and emotional development. Early childhood is known as a golden period or the most effective time for developing children's potential, as it is easier to instill positive character, values, and habits during this phase, forming the basis for a more mature personality.

Early childhood education, as described by Suyadi and Ulfa (2013:17), aims to facilitate comprehensive child development by emphasizing character formation and the development of various personal aspects, including the attitude of responsibility. In "*Gambar Lucu Mika*", Mika's character displays responsibility through various behaviors, such as completing his drawings, accepting feedback with an open mind, and correcting his mistakes. This aligns with the primary goal of early childhood education, which is to shape children's personalities by providing appropriate guidance and meaningful experiences.

According to Erik Erikson's psychosocial development perspective, children in kindergarten are in the initiative vs. guilt stage, where they begin to develop initiative and learn to take responsibility for their actions. In the story, Mika dares to make his own decisions regarding what he wants to draw, even if he realizes that the result might not always be perfect. In this context, education not only trains children to complete tasks but also to acknowledge and address any shortcomings they may encounter. This encourages the development of a sense of responsibility from an early age, consistent with children's moral and psychosocial developmental stages, helping them grow into individuals who are more mature and prepared for future social challenges.

Hurlock (2005) explains that social development involves learning to adapt to group norms and customs, cooperating, and feeling connected with others. This book reflects social values by portraying Mika, who also considers how others will respond to his drawings. This is a reflection of social responsibility, where Mika is not only accountable for his task but also considers the feelings of those around him. According to Kohlberg, this reflects conventional moral development, where children begin to appreciate the importance of maintaining positive social relationships and learn to consider the impact of their actions on their surroundings.

Instilling responsibility in early childhood may not be easy, but with a comfortable and safe learning environment, along with guidance from parents and teachers, this value can be effectively fostered. Sukiman (2016:4) emphasizes that children who learn responsibility grow into trusted and respected individuals. Mika in "*Gambar Lucu Mika*" exemplifies that children can also learn to acknowledge their shortcomings or mistakes and strive to improve, which is a crucial part of character education. Such habitual behavior benefits the child's character development now and prepares them with the skills needed to handle situations that require responsibility in the future.

The process of instilling responsibility in children can be implemented through structured activities and habituation. This storybook can serve as a medium designed to introduce the value of responsibility in an engaging and understandable way for children. Activities like reading stories, drawing, and discussing characters' behaviors in the story help children understand the concept of responsibility in an age-appropriate context. For example, children can be taught to tidy up their tools after use or apologize if they make mistakes, which are initial steps in building a sense of responsibility.

Furthermore, early childhood education is an initial effort to shape a whole personality through practice, habituation, and guidance. Children who learn responsibility early on tend to grow up to be independent, confident individuals who are prepared to face situations that require them to make decisions and act according to the positive values instilled in them. "*Gambar Lucu Mika*" is an effective tool for teaching the value of responsibility in a light yet meaningful way for children. Through this story, they are invited to identify positive behaviors that they can apply in everyday life, so that this learning process takes place not only in school but also at home and in the surrounding environment.

Building a sense of responsibility in early childhood education contributes to achieving the long-term goal of education itself: to develop knowledgeable and morally upright individuals who can become competent human resources in the future. "*Gambar Lucu Mika*" serves as an example of an educational tool that helps teachers and parents lay the foundation of responsibility in children in a fun and relevant way.

4. Conclusion

The children's storybook "*Gambar Lucu Mika*" by Tyas Widjati and Faza presents Mika, a character who learns about responsibility through her passion for drawing. By making choices, accepting criticism, improving herself, and considering the feelings of others, Mika demonstrates a strong example of responsibility for young readers. Her journey reflects various stages of moral and psychosocial development described by theorists such as Piaget, Kohlberg, and Erikson. The story teaches that responsibility is not only about completing tasks but also about having the courage to make decisions, acknowledging mistakes, and persevering in self-improvement.

In the context of early childhood education, "*Gambar Lucu Mika*" serves as an effective learning tool to instill responsibility in young children in an engaging and accessible way. Through this story, children are encouraged to recognize and embrace positive values they can apply in everyday life, both at school and at home. With guidance and support from their environment, the sense of responsibility shown by Mika can inspire children to build strong character traits from an early age, helping them grow into independent, confident individuals ready to face various challenges in the future.

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