

The Development of a Local Wisdom–Based Picture Storybook for Introducing *Ogan Ilir* Cultural Values to Early Childhood

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ABSTRACT

The rapid development of globalization and information technology has influenced children's exposure to various cultures from around the world. While this condition provides opportunities for children to broaden their perspectives, it may also reduce their familiarity with local cultural values. Early childhood education plays an important role in introducing cultural identity and local wisdom from an early age. Therefore, learning media that integrate cultural values into children's learning activities are needed. This study aims to develop a picture storybook based on the local wisdom of Ogan Ilir as a learning medium to introduce cultural values to early childhood and to determine its feasibility and effectiveness. This research used a Research and Development (R&D) method with the ADDIE model which includes Analysis, Design, Development, Implementation, and Evaluation stages. The subjects of this study were 30 children aged 5–6 years in TK Pertiwi Indralaya, Ogan Ilir Regency. Data were collected through observation, interviews, expert validation questionnaires, and pre-test and post-test assessments. The results showed that the developed storybook obtained a feasibility score of 94% from material experts and 91% from media experts categorized as very feasible. The learning outcomes also showed improvement, with the average score increasing from 60.8 in the pre-test to 86.3 in the post-test.

Keywords: *Picture Storybook, Local Wisdom, Early Childhood, Cultural Learning*

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INTRODUCTION

Globalization and technological development have significantly influenced various aspects of human life, including education. In the digital era, children are increasingly exposed to various information sources and cultural influences from around the world through television, the internet, and digital media. While this phenomenon offers opportunities for children to gain broader knowledge and experiences, it may also cause a decline in children's familiarity with their own local culture. Education has an important role in preserving and transmitting cultural values to younger generations. Educational institutions, especially early childhood education (ECE), serve as strategic environments for introducing cultural identity and social values to children. Early childhood is a critical period for cognitive, emotional, and social development. Therefore, the learning experiences provided during this stage significantly influence children's attitudes and understanding of their cultural environment.

According to Piaget (1954), children aged between 2 and 7 years are in the preoperational stage of cognitive development. At this stage, children learn through symbolic thinking, images, and language. Learning media that involve visual elements and storytelling are therefore highly effective in supporting children's learning processes. One of the most appropriate learning media for early childhood is the picture storybook. Picture storybooks combine visual illustrations with simple narratives that help children understand stories more easily. Storybooks also stimulate children's imagination, language development, and literacy skills. Snow (1991) explains that reading storybooks with children can significantly contribute to vocabulary development and early literacy skills. In addition, Trelease (2013) states that storytelling activities can increase children's interest in reading and learning.

Besides supporting literacy development, storybooks can also be used as media for introducing social values and cultural traditions. Stories that reflect daily life, local traditions, and community practices help children develop an understanding of their cultural environment. However, many storybooks used in early childhood education institutions are dominated by foreign characters and stories from outside regions. As a result, children may become more familiar with global culture than with their own local cultural heritage. Indonesia has a rich cultural diversity that should be introduced to children from an early age. Local wisdom represents the values, traditions, and knowledge that have been developed by communities over generations. Integrating local wisdom into learning activities not only strengthens children's cultural identity but also helps preserve local traditions.

Ogan Ilir Regency in South Sumatra Province possesses various cultural elements that can be used as learning resources for children. These include traditional foods, local customs, and community values such as cooperation, friendliness, and mutual assistance. One example of local culinary heritage is *jongkong*, a traditional dessert widely known among the local community. However, observations in several early childhood education institutions indicate that learning media that integrate local cultural elements are still limited. Teachers often rely on commercially available storybooks that do not represent children's local environment. This situation creates a gap between learning materials and children's real-life experiences.

Therefore, developing learning media that incorporate local cultural values is necessary. Picture storybooks based on local wisdom can provide contextual learning experiences that help children understand their culture while simultaneously improving their literacy skills. Based on this background, this study aims to develop a picture storybook based on the local wisdom of Ogan Ilir and to examine its feasibility and effectiveness as a learning medium for early childhood cultural education.

METHOD

Research Design

This study employed a Research and Development (R&D) approach aimed at developing an educational product in the form of a local wisdom-based picture storybook to introduce Ogan Ilir cultural values to early childhood. Research and Development is a research method used to produce certain products and test the effectiveness of those products in educational settings (Sugiyono, 2019). The

development process in this study adopted the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model provides a systematic and structured framework for developing educational products that meet learning needs and improve learning outcomes (Branch, 2009).

The first stage, Analysis, aims to identify the learning needs, problems faced in the classroom, and the characteristics of learners. At this stage, observations and interviews were conducted with teachers to determine the need for learning media that could introduce local cultural values to children. The second stage, Design, involves designing the learning media based on the results of the analysis stage. In this stage, the researcher developed the concept of the picture storybook, including the storyline, characters, illustrations, and integration of Ogan Ilir cultural elements. The third stage, Development, focuses on producing the learning media based on the previously designed concept. The picture storybook was created using attractive illustrations and simple language suitable for early childhood learners. The product was then validated by experts to assess its feasibility in terms of content and media design. The fourth stage, Implementation, involves testing the developed product on the target users. In this study, the picture storybook was implemented in learning activities involving children aged 5–6 years at TK Pertiwi Indralaya. The final stage, Evaluation, aims to evaluate the effectiveness and feasibility of the developed product. Evaluation was conducted through expert validation, observation of learning activities, and analysis of children's learning outcomes through pre-test and post-test assessments. Through these stages, the ADDIE model ensures that the developed learning media is systematically designed, validated, and tested before being implemented in the learning

Subjects / Population and Sample

The subjects of this study were 30 children aged 5–6 years from Group B in TK Pertiwi Indralaya, Ogan Ilir Regency. These participants were selected because they were considered to represent early childhood learners who are in the stage of developing cognitive, language, and social abilities, making them suitable for the implementation of the developed learning media. The sample was selected using purposive sampling, a sampling technique in which participants are selected based on specific characteristics that are relevant to the objectives of the study (Creswell, 2014). In this research, the participants were chosen because they represented the target users of the local wisdom-based picture storybook developed in this study. Group B students were selected because children aged 5–6 years are in the pre-operational stage of cognitive development, where they begin to develop symbolic thinking, imagination, and language skills (Santrock, 2011). At this stage, children can understand stories, visual illustrations, and simple cultural messages presented through picture storybooks.

In addition to the children participants, two early childhood teachers were also involved in this study. The teachers assisted in the implementation of the learning activities and provided observations regarding children's responses and engagement during the learning process. The involvement of teachers and children in the implementation stage was essential to evaluate the effectiveness, practicality, and feasibility of the developed learning media in real classroom conditions.

Data Collection Procedure

Data in this study were collected through several techniques to obtain comprehensive information regarding the development and effectiveness of the local wisdom-based picture storybook. The data collection process was conducted systematically during the research stages, including the analysis, development, and implementation phases. The techniques used in this study include observation, interviews, expert validation questionnaires, and learning outcome assessments.

1. Observation

Observation was conducted during the initial stage of the research to analyze the existing learning conditions in the classroom. The researcher observed teaching and learning activities at TK Pertiwi Indralaya to identify how cultural values were introduced to children during classroom activities. The observation focused on several aspects, including the teaching methods used by teachers, the types of learning media applied in cultural learning activities, and children's responses during the learning process. The results of the observation indicated that learning activities introducing local culture were still limited and that teachers rarely used visual learning media that could attract children's attention. Therefore, the observation results became the basis for developing a more effective and engaging learning medium in the form of a picture storybook integrating Ogan Ilir cultural values.

2. Interviews with Teachers

Interviews were conducted with early childhood teachers to obtain deeper information regarding the needs and challenges faced in introducing cultural values to children. The interviews were conducted in a semi-structured format, allowing the researcher to explore teachers' perspectives on the importance of cultural education and the use of learning media in the classroom. The teachers explained that learning media specifically designed to introduce local culture were still limited. Most storybooks used in the classroom were based on general themes and did not integrate local cultural values. The interview results highlighted the need for culturally relevant learning media that could support teachers in delivering cultural education in a more engaging and effective way. These findings became an important reference in designing and developing the picture storybook used in this study.

3. Expert Validation Questionnaires

After the picture storybook was developed, expert validation was conducted to evaluate the feasibility and quality of the product. The validation process involved two experts consisting of a material expert and a media design expert. The material expert evaluated the appropriateness of the story content, cultural values presented in the story, language suitability for early childhood learners, and the clarity of educational messages delivered through the storybook. Meanwhile, the media expert evaluated aspects related to visual design, illustration quality, layout, colour composition, and overall attractiveness of the picture storybook. The experts provided scores and suggestions for improvement using a structured questionnaire. The results of this validation process were used to revise and improve the product before it was implemented in the classroom.

4. Pre-Test and Post-Test Assessments

To measure the effectiveness of the developed learning media, pre-test and post-test assessments were conducted. The pre-test was administered before the implementation of the picture storybook to determine children's initial understanding of cultural concepts related to Ogan Ilir traditions and values. After the learning activities using the developed storybook were completed, a post-test was conducted to evaluate children's understanding of cultural concepts after the learning intervention. The assessment focused on children's ability to recognize cultural values, identify cultural elements presented in the story, and demonstrate understanding of simple cultural messages. The results of the pre-test and post-test were then analyzed using descriptive statistics and the Normalized Gain (N-Gain) analysis to determine the level of improvement in children's learning outcomes after using the developed learning media.

Data Analysis

The data obtained in this study consisted of quantitative and qualitative data collected from observation, interviews, expert validation questionnaires, and learning outcome assessments. Quantitative data obtained from validation questionnaires and learning assessments were analyzed using descriptive statistical techniques, while qualitative data from observations and interviews were used to support and interpret the quantitative findings.

1. Product Feasibility Analysis

The feasibility of the developed learning media was determined based on the results of expert validation questionnaires completed by a material expert and a media expert. The validation results were analyzed using a percentage calculation formula to determine the level of feasibility of the developed picture storybook. The percentage score was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage score

f = Total score obtained from the validator

N = Maximum possible score

The results of the percentage calculation were then interpreted using the feasibility criteria presented in Table 1.

Table 1. Product Feasibility Criteria

Percentage	Category
81–100%	Very Feasible
61–80%	Feasible
41–60%	Fair
21–40%	Less Feasible
0–20%	Not Feasible

If the validation results fall into the very feasible or feasible category, the developed learning media can be used in the implementation stage with minor revisions.

2. Learning Outcome Analysis

To determine the effectiveness of the developed learning media, the researcher conducted pre-test and post-test assessments. The pre-test was administered before the implementation of the learning media to measure children's initial understanding of cultural concepts, while the post-test was conducted after the learning activities to measure the improvement in children's understanding. The learning improvement was calculated by comparing the average pre-test and post-test scores obtained by the participants. A significant increase in the post-test score indicates that the developed learning media contributed positively to children's learning outcomes.

3. N-Gain Analysis

To further measure the effectiveness of the learning media, the study employed the Normalized Gain (N-Gain) analysis. The N-Gain analysis is commonly used in educational research to determine the level of improvement in learning outcomes after an instructional intervention.

The N-Gain value was calculated using the following formula:

$$N - Gain = \frac{Posttest - Pretest}{Maximum\ score - Pretest}$$

Where:

Posttest = average score obtained after the learning intervention

Pretest = average score obtained before the learning intervention

Maximum Score = maximum possible score of the assessment

The obtained N-Gain value was then interpreted using the criteria shown in Table 2.

Table 2. N-Gain Interpretation Criteria

N-Gain Value	Category
$g \geq 0.7$	High
$0.3 \leq g < 0.7$	Medium
$g < 0.3$	Low

A higher N-Gain value indicates a greater improvement in learning outcomes after using the developed learning media.

4. Descriptive Analysis of Children's Development

In addition to statistical calculations, descriptive analysis was also conducted to describe children's development levels after the implementation of the learning media. The results were categorized into several development levels, including Very Well Developed, Developing as Expected, and Starting to Develop. The percentage distribution of each category was calculated to determine the overall effectiveness of the developed picture storybook in improving children's understanding of cultural values.

FINDING AND DISCUSSION

RESEARCH RESULT

The research produced a picture storybook titled “Jongkong Manis dari Tanjung Sejaro” which introduces elements of Ogan Ilir culture through engaging stories and colorful illustrations.

Table 1: Validation Results

No	Validator	Score	Category
1	Material Expert	94%	Very Feasible
2	Media Expert	91%	Very Feasible

Source: Research Data (2025)

The validation results indicate that the developed storybook meets the criteria for educational media for early childhood. The evaluation conducted by experts shows that the content, language, and visual design of the storybook are appropriate for the developmental characteristics of children aged 5–6 years. In addition, the integration of local cultural elements in the story helps make the learning material more meaningful and relevant to children's daily experiences. Therefore, the developed picture storybook can be considered a feasible and effective learning medium to support cultural learning in early childhood education.

Table 2: Pre-Test and Post-Test Results

Test	Average Score
Pre-test	60.8
Post-test	86.3

Source: Research Data (2025)

The results show an increase in children's understanding of cultural concepts after using the developed storybook. This improvement can be seen from the comparison between the pre-test and post-test scores obtained by the participants. After the implementation of the local wisdom-based picture storybook, children demonstrated a better understanding of cultural values, traditions, and social behaviours presented in the learning materials. The use of visual illustrations and simple storytelling also helped children comprehend the cultural messages more easily. These findings indicate that the developed storybook is effective in supporting cultural learning and enhancing children's awareness of their local cultural environment.

Grafik Pre-test dan Post-test

Figure 3. Comparison of Pre-test and Post-test Scores

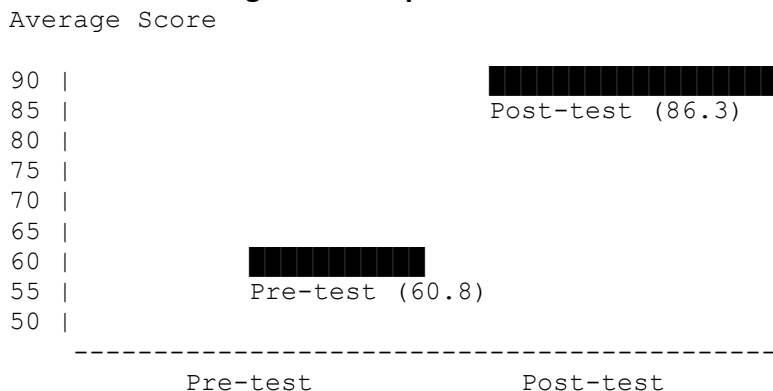


Figure 3 illustrates the comparison between pre-test and post-test scores obtained by the participants. The results indicate a significant improvement in children's understanding of cultural concepts after the implementation of the local wisdom-based picture storybook.

Discussion

The findings of this study demonstrate that picture storybooks based on local wisdom can effectively support cultural learning in early childhood education. The integration of cultural elements into storytelling provides children with meaningful learning experiences that are closely related to their daily lives. Through stories and visual illustrations, children can more easily understand cultural values, traditions, and social behaviours that exist in their surrounding environment. The improvement in children's learning outcomes, as indicated by the increase in post-test scores compared to pre-test scores, shows that the developed picture storybook has a positive impact on children's understanding of cultural concepts. Visual learning media such as picture storybooks help children process information more effectively because they combine text, images, and narratives that stimulate children's imagination and curiosity.

These findings are consistent with previous studies which indicate that storytelling and picture books can improve children's literacy skills and cultural awareness. According to Tompkins (2010), storybooks play an important role in developing children's language skills, imagination, and comprehension abilities. Similarly, Wulandari and Setiawan (2020) found that picture storybooks can significantly enhance children's reading interest and understanding of story content. Furthermore, integrating local wisdom into learning media can strengthen children's cultural identity and help them appreciate their cultural heritage. Rahmawati and Hidayat (2021) state that the incorporation of local cultural values into educational materials allows children to develop a sense of belonging and respect for their local traditions. In this study, the use of stories reflecting Ogan Ilir cultural elements helped children become more familiar with cultural practices and values within their community.

The use of culturally relevant learning media also supports children's cognitive and social development. According to Santrock (2011), children aged 5–6 years are in a developmental stage where they actively explore their environment and begin to

understand social norms and cultural practices. Therefore, learning materials that reflect real-life situations and familiar cultural contexts can facilitate deeper learning experiences for children. In addition, the use of attractive illustrations and simple storytelling in the developed picture storybook contributed to children's engagement during the learning process. Visual elements such as colours, characters, and cultural settings helped maintain children's attention and made the learning process more enjoyable. As stated by Arsyad (2017), effective learning media should be able to attract learners' attention and enhance their motivation to participate in learning activities.

However, this study has several limitations. First, the research was conducted in only one early childhood education institution with a relatively small number of participants. As a result, the findings may not fully represent early childhood education settings in other regions. Future research could involve a larger sample size and multiple educational institutions to obtain more comprehensive results. Second, this study mainly examined the short-term effects of the developed learning media on children's cultural understanding. The long-term impact of using local wisdom-based learning media on children's character development and cultural awareness was not explored in this research. Therefore, further studies are needed to investigate the long-term effectiveness of such learning media.

Despite these limitations, the study provides valuable insights into the importance of integrating local cultural values into early childhood education. The development of culturally relevant learning media not only supports children's cognitive development but also contributes to the preservation of local traditions and cultural identity. By introducing cultural values through engaging learning media such as picture storybooks, educators can help children develop both academic skills and cultural awareness from an early age. Overall, the results of this study suggest that local wisdom-based picture storybooks can serve as an effective and meaningful learning medium in early childhood education. The integration of culture into educational materials can enhance children's learning experiences while simultaneously promoting the preservation of local cultural heritage.

CONCLUSION

This study developed a picture storybook based on the local wisdom of Ogan Ilir as a learning medium for early childhood cultural education. The results showed that the developed media is feasible and effective in improving children's understanding of local cultural values. The findings suggest that integrating local culture into early childhood learning materials can support both literacy development and cultural preservation. Future research may explore the development of digital storybooks or interactive learning media to further enhance children's learning experiences.

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