



# Bolokuncoro: Photographic Story Media in Interactive Learning Introduction to Local Culture Literacy for Early Childhood Students

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## ABSTRAK

Buku-buku yang digunakan guru dalam proses pembelajaran mengenai pengenalan kota kurang diminati siswa. Dalam penggunaan buku di sekolah, guru mengalami kendala karena buku masih bersifat konvensional sehingga mudah rusak jika sering digunakan. Tujuan penelitian ini adalah mengembangkan media pembelajaran cerita bergambar 'Bolokuncoro' dalam pembelajaran interaktif pengenalan literasi budaya lokal untuk anak PAUD. Penelitian ini menggunakan metode Research and Development (R&D) yang diadopsi dari model Borg and Gall dengan skala kecil yaitu 7 tahap penelitian. Hasil penelitian ini adalah uji validasi persentase. Hasil validasi akhir materi memperoleh persentase rata-rata sebesar 88%. Persentase tersebut termasuk dalam kategori sangat layak dan dapat digunakan. Sedangkan rata-rata persentase validasi media sebesar 86%. Persentase tersebut termasuk dalam kategori sangat layak dan dapat digunakan. Namun ada beberapa saran yang dapat diterapkan oleh peneliti dan apabila tidak dilaksanakan juga. Saat uji lapangan menggunakan angket respon guru. Skor akhir berdasarkan jumlah skor dibagi skor maksimal diperoleh rata-rata 96% dengan kategori sangat layak. Sehingga media tersebut dapat digunakan dalam pembelajaran.

## ABSTRACT

The books used by teachers in the learning process regarding the introduction of cities are less attractive to students. When using books at school, teachers experience problems because books are still conventional so they are easily damaged when used frequently. The purpose of this study was to develop a media for learning the picture story 'Bolokuncoro' in an interactive learning introduction to local cultural literacy for early childhood students. This research uses the Research and Development (R&D) method adopted from the Borg and Gall model with a small scale, namely 7 stages of research. The results of this study are the percentage validation test. The final validation results of the material obtain an average percentage of 88%. The percentage is included in the very feasible and usable category. While the average percentage of media validation is 86%. The percentage is included in the very feasible and usable category. However, there are some suggestions that can be applied by researchers and if they are not implemented too. During the field test using the teacher's response questionnaire. The final score based on the total score divided by the maximum score obtained an average of 96% with a very decent category. So that the media can be used in learning.

## 1. INTRODUCTION

Education is an effort made to prepare generations to welcome and face developments in the era of globalization. Education has a very important role for the advancement of education in this sophisticated era without leaving moral messages and leaving good culture. Thus, education must be carried out as well as possible in order to produce quality, superior education and increase human resources (Muhali, 2019; Pristiwanti et al., 2022). Early childhood education is the basis for preparing quality human resources in the future. Therefore, PAUD services must be carefully designed by taking into account child development, changes in science and technology and developing culture. The success of the educational process at an

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early age will be a solid initial foothold for the next educational process (Agustin et al., 2021; Hayati, 2018). The learning process can be used as an indicator of the success of learning activities carried out by teachers and students. The learning process will occur when there is interaction or reciprocity between teachers and students. In particular, the availability of various learning resources will support the creation of interesting and fun student learning conditions. One of these learning resources is learning media. Learning media has an important role in the process of student activities. With the development of science and technology that is progressing rapidly, learning media must also be developed to be creative, interactive, fun which makes learning media more modern. Interactive learning media makes learning objectives well conveyed to students (Dam et al., 2019; Rosyana et al., 2021).

According to the use of technology has a role in supporting the learning process, especially in education (Omar, 2016). The use of interactive learning media in the learning process basically provides many benefits. Selection of good learning media is very important to improve the quality of the learning process. Learning media is a means to support the delivery of information in the learning process. Learning media is considered really useful for teachers in conveying information to students. Learning media that are designed creatively and innovatively will increase the quality and learning objectives can be achieved (Dam et al., 2019; Yu et al., 2021). Interactive learning media can spur students to be more enthusiastic and improve student learning outcomes. Learning media also plays a role in providing a positive response and enthusiasm when used where the use of learning media is very flexible which can be used in the process of supporting learning anywhere and anytime.

Picture story media is one of the selections of interactive learning media that can support the learning process. Interesting picture story media can improve aspects of language development in students. Picture story books are one of the visual media that can be a special concern for children and motivate children to be enthusiastic about taking lessons (Rahimah & Izzaty, 2018; Sari, 2022). Picture story books are a strategy in attracting children's attention and contributing to children's language development as well as children's creative and intellectual development. Children are able to build short sentences from the pictures in the picture story book (Rosyana et al., 2021; Rukiyah, 2018). The development of the dynamics of the times has affected various aspects of human life including culture. Culture is the identity or identity of the nation and is considered to have changed boundaries (Damaianti et al., 2020; Muzakki, 2020). Culture is one of the important things for an area. Local culture is a reflection of an area and can introduce the area itself. Culture is a way of life that develops and is shared, and can be passed down from generation to generation. Cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity. Cultural literacy is an important thing to master in the 21<sup>st</sup> century (Amalia & Dewi, 2023; Sadli, 2019).

The city of Surakarta is one of the cultural cities that has a "Bolokuncoro" program (diligent solo boy moco aksoro) in the introduction of literacy for early childhood. This program was implemented by the Surakarta City government through APBD funds to publish the book 'Bolokuncoro'. The book 'Bolokuncoro' was distributed to parents who had just given birth and to PAUD units in Surakarta City free of charge, but not yet evenly to all PAUD units in Surakarta City due to limited government funds. The book is used by teachers in implementing it in schools to help the learning process about introducing the city of Surakarta. The use of books while at school, teachers experience problems because books are still conventional so books are easily damaged when used frequently. The book 'Bolokuncoro' is in the form of a jaladara train which is one of the elements of local wisdom in the city of Surakarta. The contents of the book 'Bolokuncoro' are the names of tourist attractions in the city of Surakarta in the form of pictures and descriptions of these pictures. The teacher is not optimal in using the book so that the learning objectives have not been achieved because the learning media in the form of the book 'Bolokuncoro' used is not attractive to students. According to previous study stated that teachers and children in Kindergarten in Rembang Regency need innovative, creative, pictorial media accompanied by a flow of thinking using mind mapping and pictorial story media (Atho & Widjanarko, 2022).

Based on observations and interviews with teachers and parents conducted at the PAUD unit in Surakarta City regarding the use of the book 'Bolokuncoro' as a learning medium, it turns out that the use of the book 'Bolokuncoro' by teachers in schools has not been optimally used in the introduction of local cultural literacy in Surakarta City to students. Students are less interested because the book content is boring. Students still like to open books until the book is broken. When asked, many students answered that the pictures in the book were not interesting. Teachers also still have difficulties when introducing local culture or local wisdom in the city of Surakarta, such as the Surakarta Sekaten, carnival batik, grebeg maulud, grebeg sudiro, palace heirloom carnival, mahesa lawung traditional ceremony. Teachers still have limitations in using the media book 'Bolokuncoro' so that the hope of introducing Solo PAUD children or Surakarta PAUD students to diligent moco aksoro cannot be achieved optimally. Information was also obtained from parents who received the book 'Bolokuncoro' when they had just given birth, they could not

use it optimally due to limited media that had not been used and had been damaged by children's toys. Based on these reasons, the purpose of this research is to analyze the process of developing media for learning the picture story '*Bolokuncoro*' in interactive learning about local cultural literacy for early childhood education children in Surakarta City. The novelty of this study raises the cultural story of "*Bolokuncoro*" which has never been done by previous research.

## 2. METHOD

Contains how data is collected, data sources and ways of data analysis development of illustrated story media "*Bolokuncoro*" in this interactive learning introduction to local cultural literacy, researchers use a mix-method or combined or mixed methods that lead to a sequential exploratory design (Creswell & Creswell, 2018). Sequential exploratory design is a research methodology commonly used in social sciences, particularly in qualitative research. It involves two main phases conducted sequentially: qualitative data collection and analysis, followed by quantitative data collection and analysis. This research is used to produce products, materials or designs as a research and development cycle of the borg and gall model on a small scale consisting of 6 stages of research and development which include: (1) research and data collection; (2) planning; (3) development of the initial version of the product; (4) design validation; (5) product revision; (6) small-scale product trial (Sa'adah & Wahyu, 2020). In this study, two types of data were obtained, namely quantitative data and qualitative data. Quantitative data was obtained through validation sheets used by experts, user response questionnaire sheets, and pretest and posttest sheets. Meanwhile, qualitative data were obtained from the results of interviews with teachers and the results of criticism and suggestions given by experts and students who use the media (mcniff, 2014).

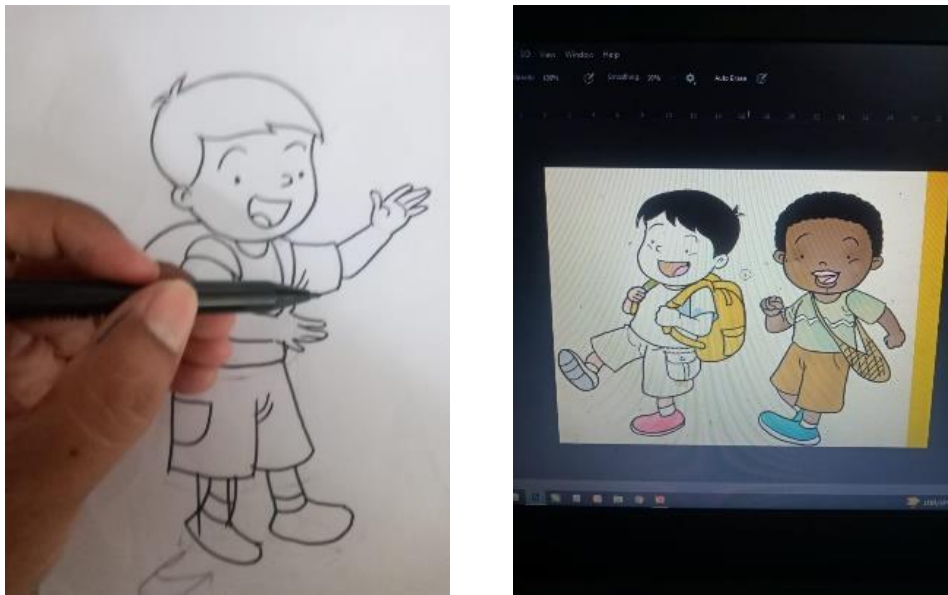
## 3. RESULT AND DISCUSSION

### Result

The first stage was carried out by researchers in developing the '*Bolokuncoro*' picture story learning media, namely research and data collection. The initial steps taken were research on learning materials and media as well as gathering information related to local cultural literacy at POS PAUD Suryo Suminar and PAUD Negeri Garuda Surakarta as a preliminary study. Garuda Surakarta State PAUD teachers provide educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. In the 2013 Curriculum for Early Childhood Education, there are 4 Core Competencies (KI) and 46 Basic Competencies (KD). The Basic Competency is KD 3.7. Get to know the social environment (family, friends, place of residence, places of worship, culture, transportation) and KD 4.7. Presenting various works related to the social environment (family, friends, places of residence, places of worship, culture, transportation) in the form of pictures, storytelling, singing, and gestures. These basic competencies have indicators that show places that are frequently visited around the house (shops and places of worship).

Garuda Surakarta State PAUD teachers have a learning program in introducing the social environment to students. The introduction of the social environment is taught by playing using a variety of games provided by PAUD. In addition to role playing, to introduce students to the social environment, especially the uniqueness of the Surakarta area, Suryo Suminar PAUD POS provides a variety of games about the uniqueness of the Surakarta region. The Garuda Surakarta State PAUD teacher introduces the social environment using story books owned by the school and explanations from the teacher about the social environment.

Related to this, the need that needs to be done is teacher mastery in designing games that are associated with the social environment. In addition, the teacher can prepare interactive learning media and attract the attention of PAUD students by using pictures accompanied by stories. Based on these needs, a picture story learning media "*Bolokuncoro*" was developed. The second stage of research planning includes: (1) formulating research objectives, (2) making research instrument grids, (3) making research instruments to be used, namely validation sheets, observation sheets, and interview guidelines. This stage is consulted with the supervising lecturer regarding the media and obtained results regarding the design of media specifications to be developed. The third stage is the development of the initial version of the product. Initial product design is an activity carried out by researchers in developing initial products in the form of '*Bolokuncoro*' media pictorial stories in interactive learning to introduce local cultural literacy. This illustrated story contains local cultural literacy of the city of Surakarta. In addition, it is also equipped with pictures of the main characters in the story. The initial product design for the pictorial story media '*Bolokuncoro*' is show in Figure 1.



**Figure 1.** Picture Story Making

Based on Figure 1, in this step local cultural literacy material is determined. However, the local culture taken is the local culture of the city of Surakarta. The local culture is called Sekaten. Sekaten is a tradition carried out to commemorate the birthday of the Prophet Muhammad SAW. The narrative writing of this story was compiled using the Microsoft Word application. In addition, it is also equipped with characterization and page numbering. The main character in the pictorial story media 'Bolokuncoro' is Ethes. Make a picture story. The process of making this picture story uses manual images which are then added to the Photoshop application. This stage includes pictures of the characters along with the script of the story. So that on one page there are stories and pictures. Next, the fourth stage is the design validation stage. The results of material validation that has been carried out by researchers is shown in Table 1.

**Table 1.** Material Validation Results

No	Rated aspect	Inquiry Number	score
1	Content program material	1, 2, 3, 4	16
2	Material Eligibility	5, 6, 7, 8	18
3	Material Presentation	9 and 10	10
<b>Total score</b>			<b>44</b>

Based on Table 1 the result of the material validation that has been carried out, a total score of 40 has been obtained with a final percentage. From the results of these calculations it can be concluded that the material used is valid and can be used in learning trials but requires several minor revisions. Then proceed with validating the media. The result of material validation that has been carried out by researchers is shown in Table 2.

**Table 2.** Media Validation Results

No	Rated aspect	Inquiry Number	score
1	Display of learning materials	1, 2	18
2	Legibility	3, 4	17
3	Design precision	5, 6	19
4	Technical quality	7, 8	16
5	Instructional Quality	9, 10	16
<b>Total score</b>			<b>86</b>

Based on Table 2 the media validation that has been carried out, a total score of 86 has been obtained with a final percentage. From the results of these calculations it can be concluded that the 'Bolokuncoro' picture story learning media is included in the very valid criteria and is very suitable for use in product trials. However, to perfect the learning media used, the researcher made several improvements

based on the suggestions and responses given by media experts. This stage is the initial revision stage which is carried out based on suggestions and input from the validator during the initial media trial. Product revisions to the media were carried out based on criticism and suggestions given by experts. So that it can fix the media and make the media as perfect as possible. The first revision made was a revision of the material. Improvements were made to some ambiguous sentences in the material so that there would be no misinterpretation of the sentences used. While the criticisms and suggestions given by media experts are to make improvements to the main menu section of the application by changing the menu button and selecting the color of the media. The result of the initial product revision is show in [Figure 2](#).



**Figure 2.** Initial Product Revision Results

At the first stage of the field trial regarding the effectiveness of the '*Bolokuncoro*' picture book media design in interactive learning the introduction of cultural literacy which was carried out in the PAUD unit of the city of Surakarta. Then it was tested with a user response questionnaire, as show in [Table 3](#).

**Table 3.** User Response Questionnaire Results Data

No	Indicator	Score	Percentage
1	The medium is easy to work with	25	100%
2	The instructions for using the media are easy to understand	24	96%
3	The symbols used on the media are appropriate	23	92%
4	The language used is easy to understand	24	96%
5	The media used can foster interest in learning	24	96%
6	The media used can attract the attention of users	24	96%
7	Image quality on media	23	92%
8	The composition / integration of colors in the media	22	88%
9	Font selection	23	92%
10	Font size selection	22	88%
11	Learning media can provide opportunities for learning	24	96%
12	provide assistance with learning	25	100%
13	The description of the material in the learning media is clear.	23	92%
14	Pleasure in using the media	23	92%
15	The desire to learn to use the media	24	96%
<b>Results</b>		<b>353</b>	<b>94.67%</b>

Based on [Table 3](#) the calculating the feasibility percentage of the '*Bolokuncoro*' picture story learning media. From the results of the calculations that have been carried out, an overall percentage result of 94.13% has been obtained which is included in the very feasible criteria. From this it can be concluded by the researcher that the pictorial story media '*Bolokuncoro*' can be said to be feasible to use. The learning media developed is the illustrated story media "*Bolokuncoro*". This media can be accessed by students anywhere and anytime. Picture story media developed as a way to attract students' attention. Thus, the

learning process in PAUD becomes more interactive. The use of picture story media can improve the speaking skills of PAUD students. In accordance with the name of the media, this pictorial story media "Bolokuncoro" contains various pictures accompanied by local wisdom stories "Bolokuncoro". The existence of illustrated stories as a learning medium is able to introduce interesting local wisdom. The pictorial story media "Bolokuncoro" was developed by drawing characters which were then colored using the Photoshop application. If the picture has been colored, then it is equipped with a background that matches the storyline. Not only pictures, the media is equipped with story text using the Adobe Illustrator application to fill in the text. The picture stories that are ready are then attached to the iSpring suite 11 application. So that the end result is not just a story book, but there is a lightweight application that can be accessed using a cellphone/laptop. Recapitulation of material validation test results is show in Table 4.

**Table 4. Recapitulation of Material Validation Test Results**

No	Rated aspect	Inquiry Number	Score	Percentage
1	Content program material	1, 2, 3, 4	16	80%
2	Material Eligibility	5, 6, 7, 8	18	90%
3	Material Presentation	9 and 10	10	100%
<b>Total score</b>			<b>44</b>	<b>88%</b>

Base on Table 4 material validation on the a) content aspect of the material program obtains a percentage of 80%. b) Material Feasibility Aspects, Validation of material feasibility aspects with a percentage of 90%. Based on the feasibility assessment criteria, the material has a very feasible category and can be used without revision. c) Aspects of Material Presentation, In the aspect of presenting the material, it gets a percentage of 100%. This percentage is included in the very feasible category without any revision. So that the presentation aspect of the material can be used in research and is very feasible to use. The follow-up is to realign the images with the existing material topics Media is equipped with images that must be relevant to the material. Based on these three aspects with the percentages mentioned, the average percentage of material validation can be 88%. The following is the result of the analysis based on Table 5 regarding the results of the expert validation test for the pictorial story media "Bolokuncoro".

**Table 5. Recapitulation of media validation test results**

No	Rated aspect	Inquiry Number	Score	Percentage
1	Display of learning materials	1, 2	18	90%
2	Legibility	3, 4	17	85%
3	Design precision	5, 6	19	95%
4	Technical quality	7, 8	16	80%
5	Instructional Quality	9, 10	16	80%
<b>Total score</b>			<b>86</b>	<b>86%</b>

Base on Table 5, which has been carried out: a) Display of learning materials, Material validation on the content aspect of the material program obtains a percentage of 90%. b) Legibility, Material validation on the readability aspect obtains a percentage of 85%. c) Design precision, Material validation on the aspect of design accuracy obtains a percentage of 95%. d) Technical quality, Material validation on the aspect of technical quality obtains a percentage of 80%. Based on the criteria for evaluating the content of the program, the material is eligible, which means it can be used with minor revisions. e) Instructional Quality, Material validation on the aspect of instructional quality obtains a percentage of 80%. Based on the criteria for evaluating the content of the program, the material is eligible, which means it can be used with minor revisions. Based on these five aspects with the percentages mentioned, the average percentage of media validation can be 86%. The percentage is included in the very feasible and usable category. However, there are some suggestions that can be applied by researchers and if they are not implemented too.

**Discussion**

Students can practice social activities in their surroundings through role playing activities. In accordance with research conducted that providing role-playing activities can make students learn social interaction at school (Halifah, 2020). In line with the opinion state that the use of picture story books has a positive influence that can improve children's speaking skills (Ratnasari & Zubaidah, 2019). In accordance with the opinion state that pictorial story learning media can make it easier for students to understand stories (Rosyana et al., 2021). Technology has become a popular system because it is effective and efficient

in learning activities as a medium (Mahesti & Koeswanti, 2021; Radya et al., 2023). In line with opinion state that with the use of technology, the learning process is more flexible and not boring (Anshori, 2020). The data obtained from the validation results were tested and analyzed in order to determine the validity of the product in terms of the results of material validation and media validation. The following is a discussion of the results of material validation and media validation of the pictorial story "Bolokuncoro".

Material aspect validation is in line with the opinion state that validation is carried out to determine the validity of the material according to each criterion (Oktaviani & Arini, 2021). The percentage is included in the very feasible and usable category. However, there are some suggestions that can be implemented by researchers and if they are not implemented, it is also okay. Media Validation, The stages of validation of the "Bolokuncoro" picture story media include aspects of the display of learning materials, aspects of readability, aspects of design accuracy, aspects of technical quality, and instructional aspects. Based on the criteria for evaluating the content of the program, the material is very feasible, which means it can be used without revision. Aspect validation is the media is equipped with images that must be relevant to the material (Saurina, 2016; Suryana, 2021). Based on the criteria for evaluating the content of the program, the material is very feasible, which means it can be used without revision. Linguistics is the main thing that needs attention so that the language used in the media is not too high and easily understood by students. Accuracy is also required in writing foreign terms or scientific names, so that there are no mistakes that can lead to misunderstandings (Sipayung et al., 2022; Syahyani, 2018). Based on the criteria for evaluating the content of the program, the material is very feasible, which means it can be used without revision. Accuracy describes a synergistic and complementary relationship between the elements in the visual. All visual elements when observed will function or must be related to the material, so that they can convey the goals to be achieved (Hastuti et al., 2020; Pebrianti, 2019). Based on the criteria for evaluating the content of the program, the material is eligible, which means that there are still revisions.

The pictorial story media design "Bolokuncoro" contains pictures accompanied by story characters and story text. Images created manually are then laid out using several applications. So that the final result becomes a picture story book. However, the end result is not only in the form of a book but in the form of a lightweight application file that can be accessed in a practical and of course more modern way. The results of the final validation of the material obtained an average percentage of 88%. The percentage is included in the very feasible and usable category. While the average percentage of media validation is 86%. The percentage is included in the very feasible and usable category. However, there are some suggestions that can be applied by researchers and if they are not implemented too. During the field test using the teacher's response questionnaire. The final score based on the total score divided by the maximum score obtained an average of 96% with a very decent category. There are several suggestions that can improve the media picture story "Bolokuncoro" that is, further research is needed using classes to determine the effectiveness of the media picture story "Bolokuncoro". Teachers are expected to be able to develop media by connecting existing local wisdom. Contains conclusions and suggestions. Conclusions include answers to research questions. Suggestions refer to the results of the study and take the form of practical actions, mention to whom and for what advice is intended. Written in essay form, not numerical form.

#### 4. CONCLUSION

Based on the research and development that has been carried out by researchers, it can be concluded that the analysis of the needs of learning media for the picture story "Bolokuncoro" requires interactive media by introducing local culture to Surakarta PAUD students. This is known by the teacher's mastery in designing games that are associated with the social environment. In addition, teachers have not been fully able to prepare interactive learning media and attract the attention of PAUD students by using pictures that are complemented by local cultural stories.

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