

Development of video media based on local wisdom in introducing cultural literacy in early childhood at Idhata Kindergarten

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Abstract

The research aims to develop video media based on local wisdom to introduce cultural literacy to early childhood at Idhata Kindergarten. The problem encountered is that educators only use image media during learning activities. The method used is research and development (R&D) ADDIE model consisting of five stages, namely analysis, design, development, implementation and evaluation. Data collection includes questionnaires, interviews and documentation. The analysis technique uses quantitative data analysis and qualitative data. The results obtained in this study show the average value in conducting the trial, namely that the small group obtained a score of 3.48 and the large group obtained a score of 3.68 with good criteria. Based on the explanation, it can be concluded that the development of video media based on local wisdom can be used to introduce cultural literacy to early childhood children aged 5-6 years.

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INTRODUCTION

Early Childhood Education (ECED) is a coaching effort aimed at children aged 0-6 years. In early childhood, children are experiencing very rapid development, which is called the golden period (Suyadi & Selvi, 2019). Based on the provisions contained in the Regulation of the Minister of Education and Culture Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education, article 1 states that Early Childhood Education (ECED), abbreviated as PAUD, is a coaching effort aimed at children from birth to 6 (six) years of age. This effort is carried out through providing educational stimuli with the aim of supporting growth, physical and spiritual development so that children are ready to enter further education. The 2013 Curriculum for Early Childhood Education aims to encourage optimal learner development through meaningful and enjoyable learning experiences (Dhani, 2020).

The National Literacy Movement Guidelines (2017) suggest that literacy is very important not only for early childhood but also for parents and all citizens. The six basic literacies include reading and writing literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and cultural and civic literacy. Literacy is not limited to reading, writing and counting. Over time, the scope of literacy has broadened. Barratt-Pugh, C., & Rohl (2020) state that literacy needs to be implemented at a practical level, not just the achievement of children's cognitive ability to know. More than that, literacy is a manifestation of children's participation in the social and cultural environment so that it can shape their perspective, knowledge, values and communication skills. In order to understand the noble culture that originates from local wisdom values, children need to get guidance through local cultural literacy from an early age. Cultural literacy is the knowledge and skills in understanding and behaving towards Indonesian culture as a national identity. Meanwhile, civic literacy is the knowledge and skills in understanding the rights and obligations as citizens. Cultural literacy is the ability to understand and behave towards culture as the identity of the Indonesian nation. Cultural literacy is the ability to understand and behave towards culture as the identity of the Indonesian nation. Cultural literacy is a person's ability to practice culture as the identity of the Indonesian nation. Cultural literacy is a person's knowledge in understanding about history and assumptions about culture in reading and writing activities (Aulinda, 2020). Based on observations, it appears that children's ability to apply cultural literacy still needs to be improved. This lack of ability can be caused by the misalignment of the times with the methods and learning media used to introduce cultural literacy to children. It is very important to apply cultural literacy, especially in early childhood, because literacy is an expression of children's participation in the social and cultural environment. Through literacy, children can shape their worldview, knowledge, values and communication skills. To understand and appreciate the noble culture derived from local wisdom values, it is necessary to foster local cultural literacy from an early age for children. Learning media is very influential in the learning process. (Rahma, 2019) states that learning media is one of the tools for teachers to convey teaching material, increase children's creativity and increase children's attention in the learning process. However, sometimes teachers ignore the use of media, even though using learning media, especially video media, can make children motivated in learning and easily understand the learning explained by watching videos. As stated by (Arsyad, 2019), learning media is recognised as a tool used to communicate the content of learning materials. The existence of learning media is important in the teaching process to ensure smooth learning in accordance with classroom conditions. The use of videos in the learning process can increase student learning motivation, assist students in understanding subject matter, increase student independence and involvement in the learning process and increase student understanding of subject matter (Batubara, 2017).

Local wisdom is not just a culture within a community; it is an integral aspect that cannot be separated from the identity of the community itself. Local wisdom is values that are passed down from one generation to the next (Firmansyah et al., 2023).

Malay local wisdom that needs to be introduced to early childhood includes weaving gill patterns, traditional clothing and jepin dance. One form of Pontianak Malay local wisdom is weaving gill patterns which is the original weave of the Malay community of Pontianak. Malay traditional clothing is usually used during big day celebrations, namely during the anniversary of the city of Pontianak. Jepin dance which is one of the traditional art forms from West Kalimantan adapted from Malay art, Islamic religion and Malay culture. By developing local wisdom-based video media, especially Malay culture in the Pontianak area, it is hoped that it

can make a significant contribution in helping children get to know Pontianak Malay local wisdom more closely. Through this video, it is hoped that they can understand and appreciate valuable heritage such as gillnet weaving, traditional clothing, and jepin dance, which are important parts of local wisdom that need to be learnt. Based on the above problems, researchers are interested in developing a video media based on local wisdom in introducing cultural literacy in early childhood at Idhata Kindergarten Pontianak.

METHOD

This research uses the research and development (R&D) method. Sugiyono (2020) research and development is a research method used to produce a product and to test the feasibility and effectiveness of the product. The research uses quantitative data and qualitative data. The sample in this study were all children aged 5-6 years in class B2 totalling 14 children. This research with the ADDIE development model analysis (analysis), design (design), development (development), implementation (implementation) and evaluation (evaluation) Robert Maribe Branch.

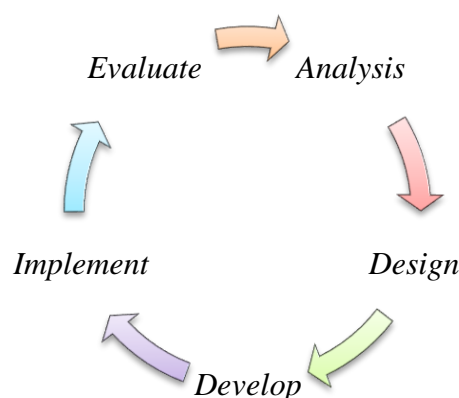


Chart 1. Development Steps of the ADDIE Model
 (Robert Maribe Branch, 2019)

Local wisdom-based video media in introducing cultural literacy in early childhood that is quality, innovative and creative that can be used by teachers in the learning process. This video was made using the Canva application and WaveEditor application as recording. The use of video media can also be accessed offline on computers and mobile phones.

The development stages of the ADDIE model in this study use five stages, namely (1) the analysis stage, problem analysis and analysis of early childhood characteristics. (2) design stage, making videos and using music and sound editing. (3) development stage, validation test. (4) implementation stage (implement), there are two activities carried out at this stage, namely: a) testing on students and educators' responses. (5) evaluation stage, the results of the questionnaire both validation of material experts and media experts. As well as the assessment of the video media response questionnaire filled in by the teacher and the assessment of the child's format sheet.

Data collection in this study is a questionnaire filled out by the teacher according to the understanding of each child. The questionnaire consists of 5 items. Each item is measured using a Likert scale with 5 rating scales, namely SB (very good) getting a score of 5, B (good) getting a score of 4, C (enough) getting a score of 3, (TB) not good getting a score of 2 and (STB) very bad getting a score of 1.

Data analysis in this study used qualitative and quantitative data analysis. Qualitative descriptive analyses are activities such as early childhood observations, interviews, and comments or suggestions from validators. Comments and suggestions given by validators are used as improvements to the development of videos in introducing cultural literacy. Quantitative data analysis is obtained from the value given by the validator in the form of numbers and then will be percentageed.

Validation analysis. The data collected from this study are the results of the validation of local wisdom-based video media by validators. Feasibility data in the form of a Likert scale. The validation analysis uses a Likert scale based on the validation sheet. Giving validation scores using the formula:

$$P = \frac{\sum x}{n} \times 100\%$$

Description:

P: Percentage Score

$\sum x$: Number of answers

n: Maximum score

the validation category based on the final score is then presented on a scale of 0%-100% with a validation test score based on the table

Table 1. Media Validation Test Score

Interval	Kategori
0%-20%	Invalid
21%-40%	Less Valid
42%-60%	Moderately Valid
61%-70%	Valid
71%-100%	Very Valid

Validation will be dismissed if the score is $\geq 61\%$ with a valid category and can be used without revision. If the value reaches $\geq 61\%$ and there are still revisions, the media must be revised.

Table 2. Quantitative Data to Qualitative Data Conversion Guide

Scale	Formula	Average Score	Category
5	$X > Xi + 1.8 \times sbi$	$>4,2$	Very Good
4	$Xi + 0.6 \times sbi < X \leq Xi + 1.8 \times sbi$	$>3,4 - 4,2$	Good
3	$Xi - 0.6 \times sbi < X \leq Xi + 1.8 \times sbi$	$>2,6 - 3,4$	Fair
2	$Xi - 0.6 \times sbi < X \leq Xi - 1.8 \times sbi$	$>1,8 - 2,6$	Deficient
1	$X \leq Xi - 1.8 \times sbi$	$\leq 1,8$	Very Poor

Description:

X_i : is the average value $\frac{1}{2}$ (ideal maximum score + ideal minimum score)

S_{bi} : is the standard deviation $\frac{1}{2}$ (ideal maximum score - ideal minimum score)

RESULTS AND DISCUSSION

Result

- a. Development of Local Wisdom-Based Video Media in Introducing Cultural Literacy to Early Childhood at Idhata Kindergarten Pontianak

The development of local wisdom-based videos goes through several stages, namely; the analysis stage at the analysis stage includes problem analysis and analysis of early childhood characteristics to obtain information related to the product being developed.

In the implementation of learning, researchers see the problems faced, namely the low ability of educators to create creative and innovative learning video media, causing a lack of stimulation needed to encourage child development, because the environment closest to children tends to coexist with local wisdom. Teachers still tend to use monotonous media such as pictures used by teachers when learning about local wisdom. However, it needs to be recognised that the use of learning video media can also

provide various valuable benefits for children's development. The balance between local wisdom and technological advances can form a holistic foundation for children's growth and learning.

In this study, researchers developed local wisdom-based video media in introducing cultural literacy, especially the Malay culture of pontianak, namely tenun corak gill, traditional Malay clothing, and jepin dance. Analysis of early childhood characteristics in Idhata Kindergarten Pontianak, based on Piaget's theory that the characteristics of early childhood are real thinking. In introducing local culture, teachers can take children to weaving craftsmen, invite children to wear traditional clothes and invite children to dance jepin dances. To overcome the limitations of space and time, it is necessary to have learning video media based on local cultural wisdom that can overcome these limitations.

The design stage, as for the steps in video design, namely: a) video making includes the preparation stage in the preparation stage including writing a script or video manuscript, the recording stage at this stage is recording the object used as an explanation of the material, namely gillnet pattern weaving, traditional Malay clothing and jepin dance, after all the materials or objects are collected, the next stage, the last stage is the editing stage or the editing stage with canva.

The development stage, at this stage of video making, needs to pay attention to lighting and the angle of the image or video so that the video looks clear and interesting. The explanation material is arranged in order. After that, fill the video with sound using the WaveEditor application. The video is formed in Mp4 format. Before the video is tested on children, it is first validated by experts, namely material experts and media experts.

b. Feasibility of Local Wisdom-Based Video Media in Introducing Cultural Literacy to Children at Idhata Kindergarten Pontianak

Before the video is tested on children, the feasibility test is first carried out. The feasibility test aims to determine that the media to be used must be feasible to be applied to children. The feasibility test of video media in this study has two aspects that are tested, namely material aspects and media aspects. The results of the feasibility validation of video media carried out by experts, namely material experts and media experts as follows:

Table 3. Validity of Video Media Based on Local Wisdom

Aspect	%	Criteria
Material	91.42	Very Feasible
Media	93.33	Very Decent
Average	92.37	Very Decent

Based on the table above, it shows that expert validation of the material aspect obtained a score of 91.42% with very feasible criteria and the media aspect also obtained 93.33% with very feasible criteria. From these results it can be concluded that these results indicate that local wisdom-based video media is feasible to be tested on children, because the value obtained from the validation of material and media experts $\geq 61\%$. Because if the value is $\geq 61\%$ then the media is feasible and declared valid to be tested on children.

c. Educators' and Learners' Response to Local Wisdom-based Video Media at Idhata Kindergarten Pontianak

Analysis of educators' responses was carried out through the use of response questionnaires filled out by educators. Researchers provided a questionnaire which contained several statements. Based on the results obtained from the educator's response, it obtained an average value of 3.33 with the criteria agreeing, which indicates that the level of educator response is quite good. Meanwhile, students' responses, which were evaluated through a small scale, received a score of 3.48%, while on a large scale obtained a score of 3.68%. There was an increase of 2% from the value initially obtained. From these results, it can be concluded that the application of local wisdom-based video media to introduce cultural literacy to early childhood in PAUD is considered quite practical. This conclusion confirms that the media can be effectively integrated by teachers as an efficient learning tool.

Discussion

This research produces a product in the form of local wisdom-based video media that is used to introduce cultural literacy in early childhood. The stages of making the media include, analysis, media design, media making to student trials. Kurniawati et al., (2019), state that learning media that use elements of images, writing, and sound (video) can increase attention, bring children to understand ideas and get very complex information and to overcome the limitations of time, size and place. Learning videos are very useful for use as learning media, besides that video media has advantages so that it must be developed and used in learning activities, especially for early childhood. Some of the advantages of using video media include: 1) videos add a new dimension to learning, videos present moving images to children in addition to the accompanying sound; 2) videos can also display a phenomenon that is difficult to see in real life (Gusliati et al., 2019).

The importance of implementing local cultural learning in early childhood is not only reflected in the 2013 curriculum, but is also a major foothold in early childhood education in Indonesia. Within this framework, the curriculum provides ample space for learning experiences that are closely related to Indonesia's rich culture. Local cultural literacy is not just an add-on, but a key element that stimulates learners' knowledge and understanding. As stated by (Hasanah & Deiniatur, 2019), literacy is not only about the basic skills of reading, writing and counting. More than that, literacy also involves respect for diversity, good attitudes towards others and behaviour that reflects the noble values of local wisdom. Therefore, learning about local culture in children is not only an effort to broaden their horizons but also a place to instil positive character in accordance with local wisdom values.

By strengthening this approach, early childhood learning does not only function as a process of providing information, but as an effective means of shaping children's character, in line with the rich and diverse values of local wisdom. The importance of embedding local culture in education, as highlighted by Oktavianti et al (2017), is not only related to learning. More than that, it has a deeper purpose, which is to shape the identity and identity of the nation. Thus, learning local culture in early childhood is not only about teaching about cultural heritage, but also developing a sense of pride and awareness of the values inherent in our local wisdom. By strengthening this approach, early childhood education can serve as a strong foundation that not only develops academic skills, but also shapes children's character as an integral part of Indonesia's cultural diversity.

One of the regions that has cultural roots is Pontianak city, which is the capital of West Kalimantan province. Forms of local wisdom that exist in Pontianak city are gillnet pattern weaving, traditional Malay pontianak clothing and jepin dance.

Corak Insang weaving typical of Pontianak city has a high cultural value. The high cultural value of Corak Insang weaving is because the fabric was present during the heyday and greatness of the Pontianak Malay sultanate which was only used by the Sultan and his relatives (Imaniyah & Wahyuningsih, 2022). In addition, the marketing is also separate and the motifs used describe the life of the Malay Community who inhabit the area along the Kapuas River (Nurmaningsih, 2022). Which contains philosophical meaning as a means of life (to breathe) in fish, part of the life of fishermen, as an expression of love for nature and the environment as well as the spirit of maritime and provides encouragement to continue to spur on in development (breathing, living and moving) (Rahmawati, 2016). According to (Melati et al., 2020), The philosophy of this gill pattern is closely related to the people of Pontianak city, many of whom have always lived on the banks of the Kapuas River and become fishermen for a living.

Clothing according to Nasruddin (2020) is a symbol that gives the identity of a person's social status in society. Malay pontianak traditional clothing is often called Baju telok belangga which is used by men, while for women it is worn as a cloth / subordinate to baju kurung.

This Jepin dance mesmerises with its beauty that combines the harmony of local culture, especially Malay culture, and Islamic religious values. Through its captivating performance, this dance is not only a vehicle to spread the message of Islam, but also a symbol of cultural acculturation that carries a message of goodness. That way, people can understand and absorb the teachings of Islam more deeply. Apart from being a means of da'wah, Jepin Dance also summarises the richness of art and entertainment. This art not only plays an important role in conveying religious messages, but also provides joy and aesthetic beauty in every

performance. The people of West Kalimantan make Jepin Dance an integral part of major celebrations, ranging from traditional Malay wedding ceremonies to welcoming big guests, even at the peak of cultural festivals. Thus, Jepin Dance not only adorns special occasions, but also enriches and strengthens the cultural diversity that exists in this region.

Through the existence of this video media, it is hoped that it can be an effective means of introducing Malay cultural literacy to early childhood. The main goal is for children to understand and get to know more about the local wisdom of the community, especially Pontianak Malay culture. The use of videos based on local wisdom values is expected to make it easier for children to understand and absorb the material presented.

CONCLUSION

This research produces local wisdom-based video media (MV) to introduce Malay cultural literacy in early childhood. Local cultural literacy in early childhood is an integral part of the 2013 Curriculum, aiming to instill national identity and identity. The research focuses on Pontianak local wisdom, including gillnet weaving, Malay traditional clothing, and Jepin Dance. Through this video media, it is expected that early childhood can better understand and love local wisdom, build identity, and care for the nation's cultural heritage.

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