Developing Local Culture-Based Teaching Module to Enhance Children's Cultural Appreciation

Nani Nuriani   Magister Pendidikan Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram

Dadi Setiadi   Magister Pendidikan Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram

Asrin Asrin   Magister Pendidikan Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram

Sri Subarinah   Magister Pendidikan Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram

Sukri Sukri   Magister Pendidikan Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram

General background: Early childhood education plays a pivotal role in shaping cognitive, affective, and psychomotor development, with cultural integration enhancing meaning and identity. **Specific background:** In North Lombok, despite rich traditions, globalization has eroded cultural practices and language use among children, creating an urgent need for culturally grounded pedagogy. **Knowledge gap:** Previous studies emphasized cognitive aspects of local culture but lacked comprehensive teaching modules explicitly designed to foster cultural appreciation in early childhood. **Aims:** This study aimed to develop and validate a local culture-based teaching module for early childhood education in North Lombok. **Results:** Using a modified 3-D model (define, design, develop), the module was validated by experts (design 79%, language 87%, material 96%, practitioner 94%) and trialed with 92 students, achieving an average effectiveness score of 88%, categorized as "developing as expected." **Novelty:** Unlike prior works, this module integrates multiple cultural elements (games, food, clothing, customs, language) into both print and digital formats, with comprehensive components (CP, TP, ATP, IKTP, RPPH, assessments, and LKS). **Implications:** The findings demonstrate that a culturally based module can effectively enhance children's appreciation of local heritage, offering both practical tools for educators and theoretical contributions to culture-based early education

Highlights:

- Integration of local culture strengthens children's identity.

- Validated module shows high feasibility and effectiveness.

- Novel contribution: complete print–digital learning tools.

Keywords: Teaching Module, Local Culture, Early Childhood, Cultural Appreciation

Introduction

Early Childhood Education (ECE) plays an important role in building the foundation of a child's development, which includes cognitive, affective, and psychomotor aspects, and emphasizes learning through play and social interaction. Playing and learning in real experiences is very important for shaping a child's personality.[1] The early childhood education curriculum needs to be adapted to the local cultural context to be meaningful. North Lombok is rich in local culture (customs, arts, language, games, cuisine, clothing, and traditions), supported by regional regulations KLU No. 3/2022 and No. 6/2020.[2] However, globalization and cultural acculturation threaten local identity, as seen from the decline in the use of regional languages and the participation of the younger generation in traditions. Therefore, early cultural education is important to foster appreciation and preserve cultural heritage through collaboration between the government, educational institutions, and society.[3] Culturally-based teaching modules serve as a solution to instill values, meanings, and cultural pride, while also building character and identity in children. Introducing local culture at an early age fosters love and pride for the nation's culture, positively impacting the development of children's character and identity, as well as their contribution to cultural preservation.[4]

The integration of local culture such as batik enriches the learning experience, enhances creativity, artistic skills, and cultural awareness of children.[5] Meanwhile, character education based on local culture is effective in shaping a character generation in accordance with the values of Pancasila.[6] Although previous research results were positive, the focus was more on cognitive aspects. Specific studies on the development of teaching modules based on local culture to enhance cultural appreciation in early childhood are still limited. The novelty of this research is the development of a teaching module based on the local culture of North Lombok specifically aimed at early childhood, with a focus on enhancing cultural appreciation through knowledge, attitudes, and behaviors. The produced module is integrated into both print and digital media with complete components (CP, TP, ATP, IKTP, RPPH, assessments, and LKS), making it different from previous research that emphasized cognitive aspects or focused solely on one cultural element. This research is expected to provide a practical contribution in the form of ready-to-use learning tools for early childhood education teachers, as well as a theoretical contribution in strengthening models of learning based on local culture.

Method

The research conducted is R & D (Research and Development). The development model used in this research is the 4-D development model developed by Thiagarajan et al. (1974) which consists of four stages in the development procedure, namely: (1) Definition (define) (2) Design (design) (3) Development (develop) (4) Dissemination (disseminate). However, in this research, the researcher modified it to 3-D because it only goes up to the development stage without going through the dissemination stage. The data collection techniques in this research are expert validation instruments (design, language, material and practitioners), observation assessment sheets for product trials, and documentation. The analysis of data from expert validation instruments (design, language, material and practitioners) uses the average calculation formula according to the product feasibility assessment criteria that can be seen in the following formula and table:

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

Explanation:

P : Percentage/Feasibility
$\sum x$: Total Score Obtained
$\sum x_i$: Highest Score Count

Presentase	Criteria
90% - 100 %	Very Worthy
75% - 89%	Worthy
65% - 74%	Quite Worthy

55% - 64%	Less Worthy
0% - 54 %	Not Worthy

Table 1. Product Feasibility Score Percentage

Based on the table above, the culturally-based teaching module is deemed suitable with a minimum average percentage of 75%. Meanwhile, the data analysis on the product trial uses the average calculation formula according to the criteria for the success of the product trial, which can be seen in the following formula and table 2:

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

Explanation:

P : Level of child development achievement

F : Many children achieve developmental indicators.

N : Total number of children

100% : Percentage

Percentage of Product Test Success Rate	Criteria
90%-100%	Developing Very Well (BSB)
75%-89%	Developing According to Expectations (BSH)
65%-74%	Starting to Develop (MB)
55%-64%	Starting to Appear (MM)
0%-54%	Not Developed (ND)

Table 2. Percentage Level of Success Scores for the trials

Based on the table above, the locally-based teaching module is stated to have successfully increased the appreciation of local culture among children with a minimum average percentage of 75%.

Results and Discussion

The researchers obtained several research results from the product development carried out using a development model modified into 3-D. This includes 3 stages: the definition stage (define), the design stage (design), and the development stage (develop). The stages are as follows:

1. Definition Stage

It began with a needs analysis for the development of teaching modules based on local culture in Early Childhood Education (PAUD) Lombok Utara. Field observations indicated that there were no teaching modules based on local culture in Lombok Utara, due to a lack of teacher understanding about the integration of local culture, limited training, and insufficient teaching materials. This analysis concluded the necessity for new teaching modules as an additional reference for teachers. Furthermore, an analysis of the students showed that their understanding of the local culture of Lombok Utara was very low, hence a teaching module based on local culture was designed to enhance their knowledge and understanding of the cultural heritage of Lombok Utara.[6] Designing teaching modules based on local culture requires a deep understanding of the values, practices, and cultural symbols that are integrated, along with careful planning, including the selection of relevant themes, the development of authentic materials, and engaging learning activities.[7]

2. Design

At this stage, after defining, the researcher designs the module, where the preparation begins with determining the learning materials consisting of traditional games (sir-siran), local languages (KLU), traditional foods (opak-opak), customs (menjungi), and traditional clothing (jong and sapuk). The development of the module must be based on

the analysis of needs and conditions, including the identification of materials and available resources.[8] Next, the concept map is created based on the predetermined material. The learning concept map in this teaching module serves as a visual framework that connects various aspects of North Lombok culture.[9]

This means that this concept map presents an overview of the various interconnected aspects of North Lombok's culture. Its purpose is to facilitate understanding of the cultural diversity of North Lombok and the relationships among its elements, thus serving as an aid in formulating structured CP, TP, ATP, and IKTP.[10] Learning Outcomes (LO) are the final competencies that students aim to achieve through teaching modules based on the local culture of North Lombok. Learning Objectives (LOs) outline the LOs in the form of goals for each meeting. The Learning Objective Pathway (LOP) illustrates the steps that must be taken to achieve the LOs, while the Learning Objective Achievement Indicators (LOAI) are used to assess whether the objectives have been met.[11]

This concept map also guides the planning of relevant learning activity steps.[12] This means that concept maps not only show the relationships between materials, but also serve as a guide in organizing the steps of learning activities. As a result, every activity designed remains relevant and aligned with learning objectives. The activity steps (RPPH) provide a clear and systematic guide for teachers in implementing learning, facilitating implementation, and ensuring that learning objectives are achieved. Additionally, cultural experiences are brought to life through activities such as traditional role-playing of Menjungi, exploring the local food Opak-Opak, and using North Lombok language in everyday learning, thus not only introducing local culture theoretically, but also through direct experiences, social interactions, and emotional involvement of the children.[13]

Furthermore, the steps in the activities provide context for conducting assessments, developing assessment instruments such as initial assessment instruments, observation sheets, and anecdotal records that serve as a basis for analyzing and measuring the level of appreciation for local culture in children, which includes aspects of knowledge, behavior, and attitude. The observation sheets, anecdotal records, and student worksheets complement each other in providing a comprehensive picture of student development.[14]

At this stage, expert validation was also conducted to determine the feasibility of the developed teaching module. The results of the module validation yielded an average score of 94%, categorized as very feasible. The validation results indicate that the teaching module has met the feasibility criteria, based on the validation carried out by the researcher, which included validation from design experts, language experts, subject matter experts, and practitioner teachers. A summary of all validation results from the validators can be seen in the following table 3:

No	Assessment item	Assessment results	Category
1	Design validation	79%	layak
2	Language validation	87%	layak
3	Material validation	96%	Sangat layak
4	Practitioner validation	94%	Sangat layak

Table 3. Recapitulation of All Validation Results

3. Develop

After conducting the product feasibility test, the next step will be to conduct a product trial. The trial of the local culture-based teaching module was carried out in two early childhood education centers (PAUD) in North Lombok, namely PAUD Sifa Anjani NWDI and PAUD Kejora, involving 92 students. The results of the trial showed that the local culture-based teaching module can enhance preschool children's appreciation for local culture in North Lombok, as evidenced by an average score of 88% in the trial, categorized as developing as expected. This is in line with the opinion that education utilizing local cultural wisdom plays a positive role in enhancing children's appreciation for the culture they possess.[15] Children's awareness of culture plays an important role in preserving Indonesia's cultural heritage as a whole. The results of the trial can be seen in the following table:

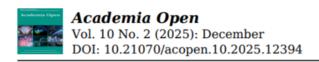| Description	Sifa Anjani Early Childhood Education and Kejora Early Childhood Education
Number of students	92
Total final score	3.344
Percentage	88%
Category	BSH

Table 4. Recapitulation of Product Testing Results

Based on the results of validation and trial, the culturally-based teaching module has design specifications that include several elements, such as the cover, preface, brief description of the material, module identity, overview, concept map, initial assessment, learning outcomes, learning objectives, flow of learning objectives, achievement indicators, steps of activities (RPPH), assessment instructions, observation assessment sheets, anecdotal records, and student worksheets.[16] The teaching module should also include general information (title, author, institution, educational level, class, subject, time allocation), learning outcomes (formulation of learning outcomes and their indicators), SMART learning objectives (Specific, Measurable, Achievable, Relevant, and Time-bound), as well as learning activities (introduction and core activities).[17] Thus, the teaching module is designed to meet the educational needs that are suitable for early childhood and relevant to the cultural context of North Lombok.

This culturally-based teaching module has several advantages that make it a suitable tool for enhancing cultural appreciation in early childhood. Where the local culture of North Lombok serves as the main foundation, ensuring that every aspect of learning is closely connected to the culture of North Lombok, from games and language to traditions and local community values.[18] By instilling local wisdom sustainably, children can learn about empathy, social responsibility, and the importance of living in harmony, which can ultimately help prevent violent behavior from an early age.[19] A holistic and child-centered learning approach is implemented through thematic learning and play-based learning, creating enjoyable, relevant, and meaningful experiences for children, allowing them to learn while playing and interacting. Learning in Early Childhood Education (ECE) cannot be separated from the play method, as children at this age learn through play.[20]

Enhancing appreciation of local culture in North Lombok is a top priority in this teaching module, such as knowledge, attitudes, and behavior towards one's own culture, thus forming a generation with a strong identity and awareness of their cultural heritage. Character is an important aspect that determines the progress of a nation. The character of a nation greatly depends on the quality of its human resources (HR). Therefore, quality character needs to be nurtured from an early age so that children are accustomed to positive behaviors.

Conclusion

Based on research and development results, the teaching module based on the local culture of North Lombok has been successfully designed with design specifications that include cover, preface, module identity, overview, concept map, initial assessment, learning outcomes, learning objectives, flow of learning objectives, achievement indicators, steps of activities (RPPH), assessment guidelines, observation sheets, anecdotal notes, and student worksheets. The validation results from experts and field trials indicate that this module falls into the very feasible category and can enhance children's appreciation of the local culture of North Lombok. Thus, the objective of developing the module to instill understanding and love for local culture from an early age can be achieved, while also providing a positive contribution to learning in early childhood education.

Acknowledgments

References

[1] H. Manora, N. L. Khasanah, and M. Akip, "Manajemen Kurikulum Merdeka untuk PIAUD," Bouseik Jurnal Pendidikan Islam Anak Usia Dini, vol. 2, no. 4, pp. 123–133, 2023, doi: 10.37092/bouseik.v1i1.546.

[2] N. M. Fatmawati, M. Hayati, and S. Muthohar, "Analisis Pergeseran Stigma Gender Guru Pendidikan Anak Usia Dini," Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, vol. 2, no. 2, pp. 133–143, 2023, doi: 10.31004/obsesi.v7i2.4265.

[3] Z. Rahman and M. Mastuni, "Hubungan Persepsi Kesejahteraan Guru PIAUD terhadap Minat Menjadi Guru," ALSYS, vol. 1, no. 4, pp. 143–153, 2021, doi: 10.58578/alsys.v1i1.8.

[4] N. Fitri, R. Z. Kamsir, A. Hasan, H. Hasibuan, J. Mirdad, and A. Afriwe, "Pengaruh Gadget terhadap Aspek Perkembangan Bahasa pada PIAUD," Aulad: Jurnal Early Childhood, vol. 2, no. 4, pp. 90–100, 2022, doi: 10.31004/aulad.v5i1.282.

[5] R. A. U. Hidayat, P. Hidayat, and S. Umayah, "Pengetahuan dan Pemahaman Guru-Guru Pendidikan Islam Anak Usia Dini (PIAUD) terhadap Literasi Kritis di Indonesia," Al-Athfaal: Jurnal Ilmu Pendidikan Anak Usia Dini, vol. 6, no. 2, pp. 223–235, 2021, doi: 10.24042/ajipaud.v4i2.9806.

[6] H. Manora, N. L. Khasanah, and E. Ertati, "Implementasi Manajemen Evaluasi Pembelajaran Terpadu untuk Pendidikan Islam Anak Usia Dini (PIAUD)," Bouseik Jurnal Pendidikan Islam Anak Usia Dini, vol. 8, no. 4, pp. 344–355, 2023, doi: 10.37092/bouseik.v1i2.646.

[7] M. Jannah, K. Z. Putro, and A. Tabiin, "Potret Sikap Toleransi Mahasiswa Program Studi PIAUD dalam Penerapan Moderasi Beragama di IAIN Pekalongan," Ulumuddin: Jurnal Ilmu-Ilmu Keislaman, vol. 6, no. 2, pp. 444–455, 2022, doi: 10.47200/ulumuddin.v12i1.992.

[8] N. F. Afrih Lia and S. Sekar Sari, "Paikem Model Pembelajaran Alternatif bagi Anak Usia Dini," Jurnal Early Childhood Character Education, vol. 2, no. 4, pp. 123–133, 2021, doi: 10.21580/joecce.v1i1.6612.

[9] Jumrah, "Developing an Intensive Course Model in Improving English Language Skills of Students of Early Childhood Islamic Education Department (PIAUD)," International Journal of Language Education, vol. 1, no. 2, pp. 88–98, 2019, doi: 10.26858/ijole.v1i1.7435.

[10] Y. F. Lismanda, "Use-Technical Skills Mahasiswa PIAUD Unisma dalam Literasi Media Digital," Widyagogik: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar, vol. 3, no. 3, pp. 149–159, 2020, doi: 10.21107/widyagogik.v7i2.7090.

[11] A. K. Siregar, "Peningkatan Kemampuan Berpikir Kritis Mahasiswa PIAUD pada Mata Kuliah Neurosains dengan Metode Pembelajaran Accelerated Learning," Buhuts Al-Athfal: Jurnal Pendidikan dan Anak Usia Dini, vol. 6, no. 3, pp. 166–176, 2022, doi: 10.24952/alathfal.v2i2.6004.

[12] L. Alistiana, "Proses Kreativitas dan Apresiasi Seni dalam Pembelajaran Seni Tari bagi Mahasiswa PIAUD UIN Sunan Ampel Surabaya," Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah, vol. 9, no. 2, pp. 123–133, 2020, doi: 10.54069/attadrib.v3i2.106.

[13] S. Wahyuni, K. Khadijah, Y. Budianti, and M. Maisarah, "Pengembangan Kurikulum Merujuk KKNI pada Prodi PIAUD," Al-Athfaal: Jurnal Ilmu Pendidikan Anak Usia Dini, vol. 5, no. 2, pp. 123–133, 2021, doi: 10.24042/ajipaud.v4i1.8334.

[14] A. S. Salimah, M. I. Al-Kautsar, M. Aisya, and M. A. Al-Kautsar, "Strategi Pendidikan Islam Anak Usia Dini (PIAUD) dalam Mengembangkan Kecerdasan Spiritual," Bouseik Jurnal Pendidikan Islam Anak Usia Dini, vol. 3, no. 1, pp. 199–210, 2023, doi: 10.37092/bouseik.v1i1.550.

[15] F. Ernawati, "Penjaminan Mutu Calon Guru Anak Usia Dini di Perguruan Tinggi Kota Surakarta," Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, vol. 1, no. 4, pp. 123–133, 2022, doi: 10.31004/obsesi.v6i6.3245.

[16] S. Suyadi, "Pendidikan Islam Anak Usia Dini dalam Perspektif Neurosains: Robotik, Akademik, dan Saintifik," Edukasia: Jurnal Penelitian Pendidikan Islam, vol. 2, no. 4, pp. 123–133, 2019, doi: 10.21043/edukasia.v13i2.3255.

[17] Y. Siron, "Pengembangan Blended Learning untuk Calon Guru PAUD pada Mata Kuliah Pendidikan Anak Berkebutuhan Khusus," Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung, vol. 2, no. 4, pp. 133–143, 2022, doi: 10.22460/ts.v8i2p71-89.2302.

[18] S. Mania, N. Nurhasanah, N. Syam, S. Shermila, and F. K, "Manajemen Desain Lingkungan Pendidikan Anak Usia Dini di Pusat Tumbuh Kembang Anak Pendidikan Islam Anak Usia Dini Alauddin Makassar," NANAEKE: Indonesian Journal of Early Childhood Education, vol. 6, no. 4, pp. 177–185, 2018, doi: 10.24252/nananeke.v1i1.6904.

[19] A. Hafiz, "Tracer Study Alumni Prodi Pendidikan Islam Anak Usia Dini STAIN Gajah Putih Takengon," Jurnal As-Salam, vol. 1, no. 5, pp. 123–133, 2020, doi: 10.37249/as-salam.v4i1.150.

[20] S. Subandji, M. F. Shofa, and R. N. Syamsiyati, "Analisis Kompetensi Pendidik PAUD pada Alumni Program Studi PIAUD FIT IAIN Surakarta," Jurnal Pendidikan Anak, vol. 2, no. 3, pp. 123–133, 2020, doi: 10.21831/jpa.v9i1.30651.