



## **Development of Learning Media for Acehese Culture Picture Books to Get to Know Local Culture in Early Childhood**

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### **Abstract**

**Purpose** – This research aims to see the development of picture book learning media with the theme of Acehese culture to stimulate children to know the local culture.

**Design/methods/approach** – This type of research is research and development or often referred to as Research and Development (R&D). The type of data in this research and development consists of two types of data, namely qualitative and quantitative data. Researchers took qualitative data by conducting observations, interviews, and documentation. The quantitative data were obtained from research respondents, which included: material experts, media experts, cultural experts, and learning media users.

**Findings** – The development of picture book media is designed using Corel Draw with design layouts, picture illustrations, smoothing snaps, giving and giving to content/material experts, media experts, and cultural experts to find out the media that has been designed. (2) The results of the experts get a percentage of 100%, media experts get a percentage of 96%, cultural experts get a percentage of 96%, small-scale trials are 3.9, and large-scale trials are 4.6.

**Research implications/limitations** – Based on developing the media and testing the learning media for picture books with the theme of Acehese culture to stimulate children to know the local culture of Aceh. Constraints faced related to internet connection and mastery of using Corel Draw in designing books.

**Practical implications** – This research contributes in-depth knowledge that the media for learning books with the theme of Acehese culture can stimulate children to get to know the local culture.

**Originality/value** – This research contributes to understanding and introducing Acehese culture from early childhood education as a basis for children not to forget the cultures that developed in Aceh.

**Keywords** Development, Learning, Media, Book, Acehese culture

**Paper type** Research paper

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## 1. Introduction

Indonesia has so much cultural diversity (Forshee, 2006). Culture is the national identity, and every culture cannot be separated from the cultural values of its society in ancient times (Putera, 1999; Adams, 2020; Wheeler, 2001). With culture, Indonesia can know the true national identity. Indonesian cultural diversity has very thick values passed down by the nation's predecessors (Affandy, 2017; Bjork, 2003). However, in reality, many generations of this nation have become increasingly distant from the cultural knowledge in their local area (Agustin, 2011).

Culture is very influential on a person's personality, and vice versa. In personality development, culture is needed since culture will continue to develop through this personality (Teman, 2005). In a developed society, the driving force is the individuals who are in the society. The height of a community's culture can be seen from the individual's quality, character, and ability (Al-Nashr, 2010). Humans and culture are two interrelated things. Humans' ability to reason shapes culture, and its values become a moral foundation in human life (Imam, 2012; Boer & Fischer, 2013). A person who behaves according to cultural values, especially ethical and moral values, will be called a cultured human (Khamalah, 2017). Furthermore, human development cannot be separated from the overall cultural values (Syarif et al., 2016).

Culture and society have the power to control, shape, and mold individuals (Setyaningrum et al., 2018; Wolfe & Selznick, 1993). Moreover, humans are individual beings and social creatures, so individual development and behavior are very likely to be influenced by culture (Umanailo, 2015). It could be said that to form human character, it is most appropriate to use a cultural approach.

Acehnese culture is a collection of cultures from various tribes in Aceh (Sutrisno et al., 2020; Hadi, 2010; Silvini et al., 2020). Indonesia's diversity of arts and culture makes this province have its charm (Tour. Ethn. State Asian Pacific Soc., 2019; Priyanto, 2016). In literary arts, this province has 80 folktales found in the languages of Aceh, Aneuk Jame, Tamiang, Gayo, Alas, Haloban, Kluet (Fairuz & Rahman, 2015). Newborn children will live in an environment where there are many cultures and customs. This is because children tend to imitate things in their environment at an early age. This is the first process they do in fulfilling curiosity and responding to environmental stimulation. Children will imitate everything they see, hear, and feel from the environment. In the following process, the child will learn to recognize all the behaviors they imitate and begin to distinguish which ones are acceptable and have a positive impact and which ones are not acceptable. After distinguishing between good and evil, the children begin to get used to good behaviors and are given reinforcement according to the prevailing values and norms.

Efforts to form a child's understanding and the foundation of a child's personality as a whole are essential; for example, a child imitates a cartoon character who likes to throw things when fighting and usually does it when the child is playing with his friends (Mutiah, 2010). Parents and teachers help children understand that throwing things at friends is unacceptable because it will hurt friends and impolite them. In this situation, the child will learn to distinguish which behavior is acceptable to society, which is unacceptable. Meanwhile, good behavior that children imitate is given reinforcement and praise or other gifts so that the good behavior will repeat itself and tend to stay. This habit and understanding of the child's behavior is then internalized in their character and becomes a component in forming their personality.

Children must be accustomed to being in a positive environment to promote positive habits (Kozicki et al., 2005; Fraser-Thomas et al., 2005; Kurniawan, 2015). The environment around the child includes family, school, and community. Culture becomes part of that environment. Education in the family inherits cultural values passed down from one generation to another (Inanna et al., 2020; Suraya et al., 2016). Parents educate their children according to how their ancestors educated their children (Xie & Goyette, 1997; Zarate, 2007; Keith & Herring, 1991). A cultured family, school, and community environment provides opportunities for character education to develop positive cultural noble values in the world of education (Pratte, 2009; Asriati, 2012).

In Indonesia, there is still a lack of supporting learning media based on Acehese culture. Because of this, educators are more likely to choose the same learning media, such as displaying audiovisual fi and recordings (Rahayu et al., 2019; Alwi, 2017; Hartono et al., 2019). Today's students are more likely to enjoy learning experiences embedded with digital activities such as a game because these games are based on a primordial form of learning, "play and learn," from which they benefit as educational tools (Papadakis & Kalogiannakis, 2020). Much existing learning media emphasize made by foreign parties in learning so that children tend to know more about Doraemon, Superman, and other foreign superheroes than the heroes from their local area. According to one of the teachers at the Islamic KB-TK Al-Azhar Cairo Ach for themes and sub-themes other than Acehese culture, the school already has them, but for the themes and sub-themes of Acehese culture, early childhood education institutions do not have any special learning media. Therefore, it is necessary to develop picture book learning media with the theme of Acehese culture to stimulate children to get to know about the local culture.

In order to carry out the learning process in early childhood well, good learning media is needed (Aksu et al., 2015; Korthagen, 2004; Fitroh & Sari, 2015). The learning media must have a holistic service principle, sustainable service, and non-discriminatory service based on constructive Acehese culture. The learning media must make children learn actively, innovatively, creatively, and in a fun way so that students are more likely to develop and strengthen their initiative, attention, persistence, and love for learning (Kalogiannakis & Papadakis, 2020). As an area that upholds the value of education, Aceh requires learning media that can hone a child's cognitive skills. This study's effort in using learning media such as picture books is expected to get positive findings in developing children's religious, moral, and knowledge values. This effort also looks for the need to hone children's emotional, social intelligence by retelling what is known about Acehese culture with the people in their environment. Departing from this problem, the researcher considers it important to study "Learning Media Picture Books with the Theme of Acehese Culture to Stimulate Children in Knowing Local Culture." Therefore, in learning at early childhood education, there are learning media that can introduce Acehese culture maintained storage.

## 2. Methods

This study is commonly referred to as a type of Research and Development (R&D). Research and development methodology aims to find, improve, develop, produce, and test products until standardized products are produced by indicators (Gay, 1991). There are two types of data in research and development, qualitative data and quantitative data. The researcher took the qualitative data observation document view and data documentation (Sugiyono, 2012). Meanwhile, quantitative data were obtained from research respondents, including material experts, media experts, cultural experts, and users of picture books learning media with the theme of Acehese culture to stimulate children to get to know their local culture. Both data were then converted into qualitative data to determine the resulting product's quality and feasibility. The research was conducted at the Al-Azhar Cairo Islamic Kindergarten School, located on Jalan Mutiara Lamgugob, Banda Aceh. Al-Azhar Cairo Islamic Kindergarten School is a school for early childhood children aged 3-6 years.

The first thing to pay attention to in the development of picture book learning media with Acehese culture is that children can recognize the existing culture in Aceh, and children enjoy using picture book learning media with the theme of Acehese culture. The model used in this research is the teaching material development research which refers to the 4-D (Four D) development model. The development steps were as follows:

### 2.1. Defining Stage

This stage aims to determine and define the learning conditions that begin with analyzing the objectives of the material constraints developed by the device. This stage includes: (1) needs analysis; (2) formulation of learning objectives; and (3) material analysis.

### 2.2. Planning Stage

The purpose of this stage is to prepare a prototype learning device. This stage includes (1) Preparation of preparation themes resulting from the definition stage. (2) Selection of appropriate media to deliver the subject matter.

### 2.3. Development Stage

This stage aims to produce clear aims tools that have been revised based on input from experts. This stage includes the following steps: (1) validation of the device by experts followed by revision; (2) limited trials with real students; (3) The results of stages (1) and (2) are used as the basis for revision. The next step is further testing with students who match the real class.

### 2.4. Deployment Stage

This is the stage of using tools that developed on a wider scale, for example, in other classes, in other schools, and by other teachers. For more details, see the table below:

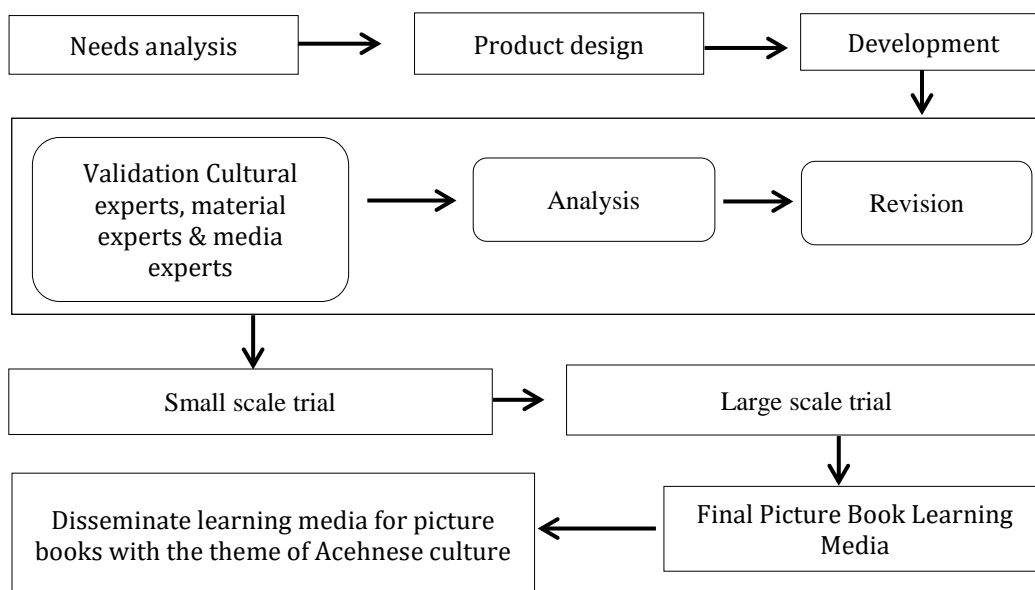


Figure 1. The Picture Book Learning Media Development Model

The content/material validation instruments, media design validation instruments, Indonesian language teacher validation instruments, and attractiveness and effectiveness testing instruments are presented in the following table 1.

Table 1. Content/Material Expert Instruments

No	Criteria
1.	The suitability of the material in the development of picture book learning media
2.	The suitability of basic competencies with the Aceh cultural curriculum
3.	The clarity of each letter presented in the picture book learning media
4.	The presentation can attract children in learning
5.	The depth of the material presented
6.	Teaching materials can stimulate the introduction of Acehnese culture to children
7.	Variations of material presented in picture book learning media
8.	Design of picture book learning media
9.	Selection of images on each material
10.	Image display quality

Table 2. Media Expert Validation Instruments

No.	Criteria
1.	Cover design according to the content of the material
2.	The fonts used are suitable for children aged 5-6 years
3.	The clarity of character in each of the Aceh cultural images presented
4.	The picture matches the material
5.	Attractive image layout
6.	The image size on the book is just right
7.	The layout of the book is interesting
8.	The writing layout is appropriate
9.	The image used is interesting
10.	The colors used are suitable for children aged 5-6 years

Table 3. Cultural Expert Validation Instruments

No.	Criteria
1.	The suitability of learning media with an Acehese culture that you want to introduce to early childhood
2.	The suitability of existing material in picture book learning media with Acehese culture
3.	Learning media of this picture book can explain to children about the traditional Rumoh Aceh
4.	Learning media of this picture book can explain to children about Acehese traditional clothing
5.	Learning media of this picture book can explain to children about one of the traditional dances of Aceh
6.	Learning media of this picture book can explain to children about one of the special foods of Aceh
7.	This picture book learning media can explain to children about the heroes of Aceh and one of the attitudes that are characteristic of these heroes.
8.	This learning media can attract children's curiosity about Acehese culture
9.	The images presented on the learning media are by the Acehese culture that exists in life around Aceh.
10.	Instructional media materials attracted children to see firsthand Acehese culture

### 3. Result

#### 3.1. Development of Learning Media for Acehese Culture-Themed Picture Books to Stimulate Children in Getting to Know Local Culture

This study of learning media in picture books used the Thiagarajan (4D) model in the development process. The development carried out based on the steps adapted from the Thiagarajan (4D) steps in the development process is described.

#### 3.2. Needs Analysis Stage

The first stage in this development research is a needs analysis by observing the Al-Azhar Cairo Islamic Kindergarten School. The analysis phase results are used as a reference for developing picture book learning media products with the theme of Acehese culture.

Table 4. The Aceh Cultural Curriculum

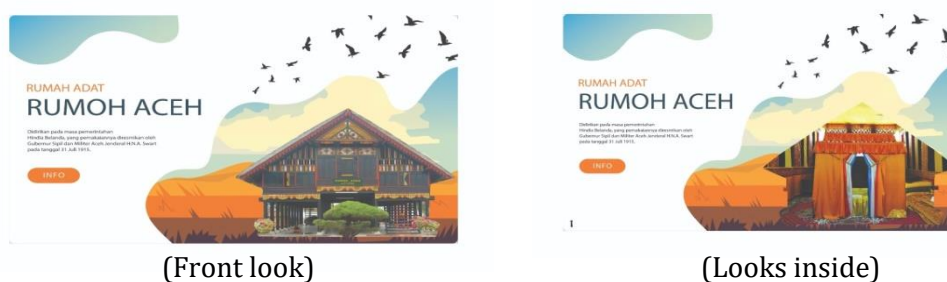
Basic Competence	Progress Achievement Indicators	Cultural Value Development
Believing in the existence of God through His creation	Children can get to know the surrounding environment	
Rewarding yourself alone, other people, the and environment about a sense of gratitude to God	Children know to be grateful Children can appreciate the Acehese culture	
Have a behavior that reflects the attitude of curiosity	Children can get to know Acehese. We are fostering a sense of pride in children of the region, Aceh.	
Get they are getting know the parts of dy, function, and their movements to fine and gross motor development.	Children can mimic the movement of Ranup Lampuan dance. Children can coordinate hand movement the dance.	

Using parts of the body for the development of fine and gross motor skills. Delivering on what and how surrounding objects can be recognized (name, color, shape, size, pattern, nature, sound, texture, function, and characteristics of the other) with the results of the work	Children can do some simple dance moves  Children can recognize textures, sizes, and colors. Children can find thereabout Acehnese culture	Get to know Acehnese the culture Maintain Acehnese culture so that it does not become extinct
I understand expressive language (expressing verbal and nonverbal languages).	Children can find new vocabulary words Children can communicate with their friends Children can say new vocabulary in information books.	
Demonstrate the ability to speak expressively (expressing verbal and nonverbal languages).		
Get to know early literacy through play	Children can keep the book well children can retell the content of the reading	
Demonstrate early literacy skills in various forms of work	Children can count in dance movements, recognize colors, textures, and tastes.	

After the identification of the curriculum was carried out, it was continued by conducting a field study by analyzing the subjects in the Al-Azhar Cairo Islamic Kindergarten School, i.e., children aged 5-6 years in grade B, to determine the characteristics of the child in the material to be raised in the development process. The results of the subject analysis were obtained from interviews with class teachers who stated that children only briefly knew Acehnese culture because not all of them came from Aceh, and parents at home sometimes did not introduce Acehnese culture directly to children. Most children originally from Aceh already know Acehnese culture such as, Acehnese specialties, Aceh traditional Rumoh, Ranup Lampu dance, but some children who are not from Aceh are less aware of this (Interview with Ibu Dewi on 7 May 2019, 10:00). After that, the researcher conducted an analysis by formulating instructional objectives regarding the themes and sub-themes that would become the learning material in picture books. The formulated themes and sub-themes are as follows: a) Aceh traditional house, b) Traditional Acehnese clothing, c) Acehnese traditional dance, d) Aceh traditional weapons, e) Acehnese food, f) Heroes of Aceh.

### 3.3. Aceh Traditional House

In this material, children are introduced to a brief history of the person who built the Aceh traditional house, the location of the Aceh traditional house, as well as the room toor the contents of this Aceh rumoh. This aims to stimulate children to know the Aceh traditional rumoh which became the previous house form in 1915. Rumoh Aceh was founded by the Dutch East Indies.



(Front look)

(Looks inside)

Figure 2. Traditional Rumoh Aceh

### 3.4. Traditional Acehnese Clothing

In this material, children are introduced to the traditional clothes worn by Acehnese men and women when welcoming important guests such as the president, governor, mayor, and others. The Acehnese traditional clothes are also worn at weddings. These clothes are also worn in dances, such as the Ranup Lampu dance, and also worn in other events of traditional interest.

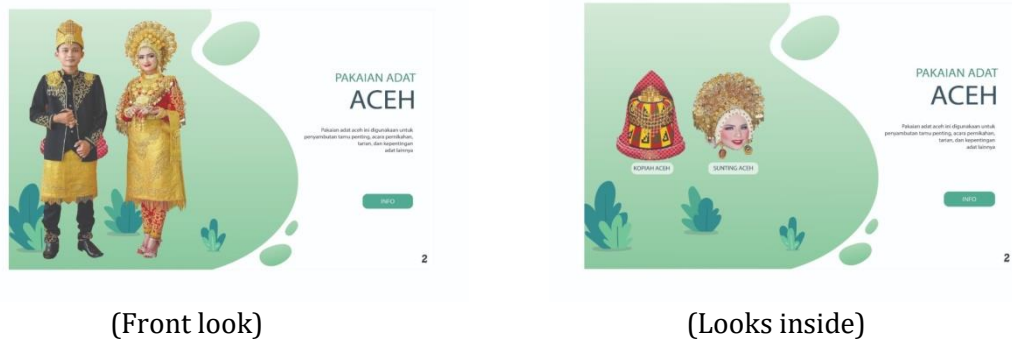


Figure 3. Traditional Acehnese Clothing

### 3.5. Aceh Traditional Dance (Ranup Lampuan)

In this material, children are introduced to the first time this dance was created. The dance was created in 1959 by a famous artist from Aceh named Yusuf. The name of this dance is taken from the words "Ranup" and "Lampu". Ranup in Acehnese means "Sirih", while "Puan" is a place/container. Acehnese "betel" is a symbol of guest breeding or respect for someone who is respected.

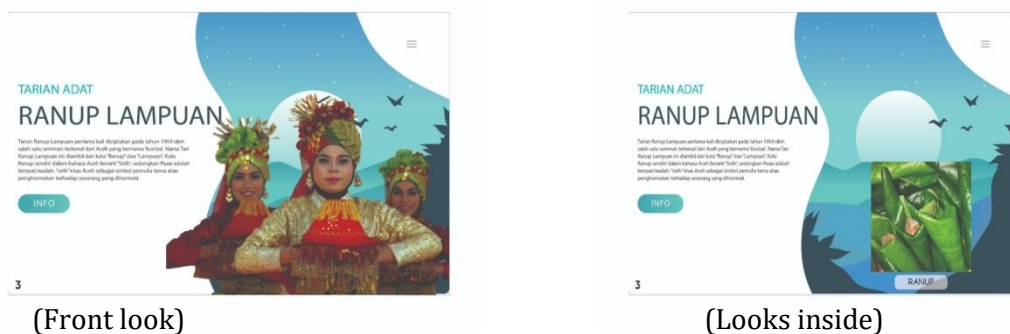


Figure 4. Traditional dance of Aceh

### 3.6. Aceh Traditional Weapons (Rencong)

In this material, children are introduced to rencong (Acehnese: Rintjong), which is a traditional weapon belonging to the Acehnese tribe. Rencong is a symbol of self-identity, courage, and toughness of the Acehnese tribe. Therefore, with this material, children are expected to have a tough and brave attitude.



Figure 5. Traditional Weapons of Aceh (Rencong)

### 3.7. Typical Food of Aceh (Timphan)

In this material, children are introduced to one of Aceh's traditional cakes, Timphan, which is a kind of fast food originating from Aceh. The ingredients for making timphan consist of flour, banana and coconut milk. All these ingredients are then stirred until chewy. Then, the dough is made lengthwise and filled with *serikaya* or grated coconut mixed with sugar. Next, the dough is wrapped in banana leaves and steamed (boiled without being soaked in water) for one hour. Timphan is generally served in formal occasions as a snack, such as at weddings and Islamic holidays.



(Front look)



(Inside look)

Figure 6. Typical Acehnese Food (Timphan)

### 3.8. Aceh heroes

In this material, the children are introduced to two Acehnese heroes. They are a married couple, Teuku Umar and Tjut Nyak Dhien. They were very brave and tough heroes. During their time, the Dutch lost, and Aceh won against the invaders.



(Front look)



(Inside look)

Figure 7. Heroes of Aceh

### 3.9. Bibliography

The bibliography is information about the sources of image content and material content.



Figure 8. Bibliography



### 3.10. Author Profile

The author profile is a short bio of the author.

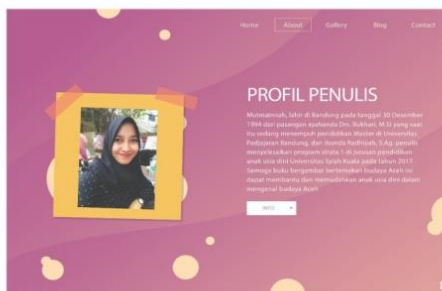


Figure 9. Author Profile

After the preparation for the picture book learning media is complete. Adity test is carried out to the content/material experts, media experts, and cultural experts to determine the feasibility level of the designed media in its usage in the learning process. Revisions were made to make improvements to the designed media.

The validity and revision of this learning media are in the form of quantitative data and qualitative data. The data were obtained through two stages of assessment, i.e., expert validation and field testing. Quantitative data were obtained from a Likert scale assessment questionnaire. Qualitative data were in the form of assessments derived from validator suggestions. The following are the scoring criteria used in the validation process

Table 5. Criteria for Validation Questionnaire Scoring

Score				
1	2	3	4	5
Very less good	Not good	Pretty good	Good	Very good

Table 6. Classification of Feasibility Level by Percentage

Percentage (%)	Level of validity	Information
84 < score ≤ 100	Very Worth it	No revision
68 < score ≤ 84	Well worth it	No revision
52 < score ≤ 68	Decent enough	Partial Revision
36 < score ≤ 52	Not worth it	Revision
20 < score ≤ 36	Not feasible	Revision

### 3.11. Content/Material Expert Validation Results

#### 3.11.1. Quantitative Data

Quantitative data from material content expert validation by Dewi Fitriani, M.Ed. can be seen in full in the table 7.

Table 7. Results of Content/Material Expert Validation

No.	Criteria	Percentage	Level of Validity	Information
1.	The suitability of the material in the development of picture book learning media	100%	Very Valid	No Revision
2.	The suitability of basic competencies with the Aceh cultural curriculum	100%	Very Valid	No Revision
3.	The clarity of each letter presented in the picture book learning media	100%	Very Valid	No Revision
4.	The presentation can attract children in learning	100%	Very Valid	No Revision
5.	The depth of the material presented	100%	Very Valid	No Revision
6.	Teaching materials can stimulate the introduction of Acehnese culture to children	100%	Very Valid	No Revision

7.	Variations of material presented in picture book learning media	100%	Very Valid	No Revision
8.	Design of picture book learning media	100%	Very Valid	No Revision
9.	Image selection in each material	100%	Very Valid	No Revision
10.	Image display quality	100%	Very Valid	No Revision
	Overall Analysis	100%	Very Valid	No Revision

Information:

- P = the percentage sought
- $\sum X$  = total respondents' answers in 1 item
- $\sum X_1$  = highest total answers in 1 item
- 100 = constant number
- $P = \frac{\sum X}{\sum X_1} \times 100\%$
- $P = \frac{50}{50} \times 100\%$
- $P = 100\%$

Based on the above calculations, the observations made by content/material experts as a whole reach 100%. If it is matched with the eligibility criteria, then this achievement score is included in the very valid criteria.

3.11.2. Qualitative Data

Qualitative data from content/material expert validation by Dewi Fitriani, M.Ed. can be seen in the table below:

Table 8. Expert Suggestions for Content/Material Improvement

Name of Expert Content/material	Criticism and suggestions
Dewi Fitriani, M.Ed.	Adding information and pictures to the cover and adding the type of book Adding color design to the cover Add is adding and progress achievement indicators.

3.11.3. Product Revisions

The first change in the initial product and the final product lies in the cover image. In the initial product, the image displayed is a traditional house from West Sumatra, then the final product is replaced with a traditional Aceh house according to the title of picture book learning media with the theme of Acehnesse culture. The second change is the addition of KI and KD adjusted to the Aceh curriculum.



Figure 10. Product Revision

3.12. Media Expert Validation Results

3.12.1. Quantitative Data

Quantitative data from media validation by Drs. Tamarli, M.Si. can be seen in the table 9.

Table 9. Validation Results of Media Experts

No.	Criteria	Percentage	Level of Validity	Information
1.	Cover design is according to the content of the material	100%	Very Valid	No Revision
2.	The fonts used are suitable for children aged 5-6 years	100%	Very Valid	No Revision
3.	The clarity of character in each of the Aceh cultural images presented	80%	Valid	No Revision
4.	The picture matches the material	100%	Very Valid	No Revision
5.	The image layout is attractive	100%	Very Valid	No Revision
6.	The image size on the book is just right	100%	Very Valid	No Revision
7.	The layout of the book is interesting	100%	Very Valid	No Revision
8.	The writing layout is appropriate	80%	Valid	No Revision
9.	The image used is interesting	100%	Very Valid	No Revision
10.	The colors used are suitable for children aged 5-6 years	100%	Very Valid	No Revision
	Overall Analysis	96%	Very Valid	No Revision

Information:

P = the percentage sought

$\sum X$  = total respondents' answers in 1 item

$\sum X_1$  = highest total answers in 1 item

100 = constant number

$P = \frac{\sum X}{\sum X_1} \times 100\%$

$P = \frac{48}{50} \times 100\%$

$P = 96\%$

Based on the above calculations, the overall observations made by media experts reached 96%. If it is matched with the eligibility criteria table, this achievement score is included in the very valid criteria.

### 3.12.2. Qualitative Data

Qualitative data from the validation of media content expert by Drs. Tamarli, M.Si. can be seen in the table below:

Table 10. Media Expert's Advice on Improvement

Media Expert Name	Criticism and suggestions
Drs. Tamarli, M.Si	It can already be used

### 3.13. Cultural Expert Validation Results

#### 3.13.1. Quantitative Data

Quantitative data from media validation by Dr. Yusri Yusuf, M.Ag. can be seen in the table below:

Table 11. Validation Results of Cultural Expert

No.	Criteria	Percentage	Level of Validity	Information
1.	The suitability of learning media with an Acehese culture that you want to introduce to early childhood	100%	Very Valid	No Revision
2.	The suitability of existing material in picture book learning media with Acehese culture	100%	Very Valid	No Revision
3.	Learning media of this picture book can explain to children about the traditional Rumoh Aceh	80%	Valid	No Revision

4.	Learning media of this picture book can explain to children about Acehnese traditional clothing	100%	Very Valid	No Revision
5.	Learning media of this picture book can explain to children about one of the traditional dances of Aceh	100%	Very Valid	No Revision
6.	Learning media of this picture book can explain to children about one of the special foods of Aceh	100%	Very Valid	No Revision
7.	This picture book learning media can explain to children about the heroes of Aceh and one of the attitudes that are characteristic of these heroes.	100%	Very Valid	No Revision
8.	This learning media can attract children's curiosity about Acehnese culture	100%	Very Valid	No Revision
9.	The images presented on the learning media are by the Acehnese culture that exists in life around Aceh.	100%	Very Valid	No Revision
10.	Instructional media materials attracted children to see firsthand Acehnese culture	80%	Valid	No Revision
	Overall Analysis	96%	Very Valid	No Revision

**Information:**

P = the percentage sought

$\sum X$  = total respondents' answers in 1 item

$\sum X_1$  = highest total answers in 1 item

100 = constant number

$$P = \frac{\sum X}{\sum X_1} \times 100\%$$

$$P = \frac{48}{50} \times 100\%$$

$$P = 96\%$$

Based on the above calculations, the overall observations made by cultural experts reached 96%. This achievement score is included in the very valid criteria if it is matched with the eligibility criteria table.

### 3.13.2. Qualitative Data

Qualitative data from the validation of cultural expert by Dr. Yusri Yusuf, M.Ag. can be seen in the table 12.

Table 12. Cultural Expert's Suggestions for Improvement

Name of Cultural Expert	Criticism and suggestions
Dr. Yusri Yusuf, M.Ag.	1. Information about Aceh houses can be added 2. Information about the Ranup Lampu dance was changed 3. Attitudes toward heroes are eliminated or reviewed

### 3.14. Child Assessment Results

#### 3.14.1. Small Scale Trial Phase

A small-scale trial of this product was carried out on May 10, 2019, at the Al-Azhar Cairo Islamic Kindergarten School, Banda Aceh. This product trial was specifically directed for children aged 5-6 years in grade B. This picture book learning media was used during core activities which last for 30 minutes. This small-scale trial involved five children. The documentation during small-scale trials and product trial results are as figure 11.



Figure 11. Small Scale Trial Phase

Small-scale trials were carried out by introducing picture book learning media to 5 children. The teacher first introduced the material available in picture book learning media with the theme of Acehese culture. The teacher also told the children the themes and sub-themes on that day. Before explaining the materials content, the teacher asked the children first about their knowledge of Acehese culture. Then the teacher asked the children's experiences about these sub-themes, and when all the children have responded, the teacher provided the information related to existing material in the picture book learning media.

Table 13. Small Scale Trial Results

No.	Rated aspect	Score	Average	Category
1.	Get to know the traditional rumoh (house) of Aceh	21	4.2	Very good
2.	Get to know the traditional clothes of Aceh	22	4.4	Very good
3.	Get to know traditional Aceh dances	21	4.2	Very good
4.	Get to know the traditional weapons of Aceh	20	4.0	Good
5.	Get to know Acehese specialties	19	3.8	Good
6.	Get to know the heroes of Aceh	19	3.8	Good
7.	Children can distinguish between Aceh houses and their own houses	21	4.2	Very good
8.	Children can already know the traditional Acehese clothes, edit, and Acehese kupiah	18	3.6	Good
9.	Children begin to be interested in traditional Aceh dances	22	4.4	Good
10.	Children can already get to know the typical Aceh cakes and how to make them	15	3.0	Pretty good
11.	Children can already get to know traditional Aceh weapons	17	3.4	Good
12.	Children can already distinguish between Acehese and national heroes	15	3.0	Pretty good
13.	Children easily understand the contents of the material in picture books	20	4.0	Good
14.	Children enjoy learning using picture book learning media	20	4.0	Good
No.	Rated aspect	Score	Average	Category
15.	Display colors and images according to the child	25	5.0	Very good
	Total	295	19.7	
	Average		3.9	Good

Small-scale trials of learning media products with the theme of Acehese culture were included in the "Good" category with an average score of the children's assessment of 3.9 out of 15 indicators involving five children. After testing the product, the product is implemented.

### 3.14.2. Large Scale Trial Phase

A large-scale trial of this product was carried out on June 19, 2019, at the Al-Azhar Cairo Islamic Kindergarten School, Banda Aceh. This product trial was specifically directed for children aged 5-6 years in grade B. This picture book learning media was used during core activities which last for 30 minutes.



Figure 12. Large Scale Trial Phase

A large-scale trial was carried out by introducing picture book learning media to 10 children. The teacher first introduced the material in picture book learning media with the theme of Acehese culture. The table below presents the results of the large-scale trial:

Table 14. Large Scale Trial Results

No.	Rated aspect	Score	Average	Category
1.	Get to know the traditional rumoh (house) of Aceh	50	5.0	Very good
2.	Get to know the traditional clothes of Aceh	50	5.0	Very good
3.	Get to know traditional Aceh dances	43	4.3	Very good
4.	Get to know the traditional weapons of Aceh	45	4.5	Very good
5.	Get to know Acehese specialties	45	4.5	Very good
6.	Get to know the heroes of Aceh	45	4.5	Very good
7.	Children can distinguish between Aceh houses and their own houses	46	4.6	Very good
8.	Children can already know the traditional Acehese clothes, edit and Acehese kupiah	44	4.4	Very good
9.	Children begin to be interested in traditional Aceh dances	47	4.7	Very good
10.	Children can already get to know the typical Aceh cakes and how to make them	43	4.3	Very good
11.	Children can already get to know traditional Aceh weapons	44	4.4	Very good
12.	Children can already distinguish between Acehese and national heroes	47	4.7	Very good
13.	Children easily understand the contents of the material in picture books	45	4.5	Very good
14.	Children enjoy learning using picture book learning media	48	4.8	Very good
15.	Display colors and images according to the child	50	5.0	Very good
	Total	692	46.1	
	Average		4.6	Very good

The number of assessment scores based on large-scale trials of instructional media products with the theme of Acehese culture is in the "Very Good" category with an average score of the results of children's assessments of 4.6 out of 15 indicators involving 10 children. Referring to the conversion table, picture book learning media with the theme of Acehese culture according to children aged 5-6 years is very good.

### 3.15. The Appropriateness of Acehese culture-Themed Picture Book Learning Media to Stimulate Children in Getting to Know Local Culture

#### 3.15.1. Feasibility of Learning Media Based on Content/Material Experts

The validation of the content/material of learning media was carried out by lecturers and teachers who were competent in the Acehese culture-based early childhood education curriculum, such as Dewi Fitriani, M.Ed. She is also an assessor of the National early childhood education and is involved in making the Acehese culture-based early childhood education curriculum. She is currently a lecturer at Ar-Raniry State Islamic University, Banda Aceh. The validity results that the content/material expert has given show a percentage of 100%. The results of the validation of the

content expert/material for the picture book learning media with the theme of Acehese culture are described in detail below: *First*, the suitability of the material in the development of picture book learning media obtains a percentage value of 100%. This shows that the material on the development of picture book learning media with the theme of Acehese culture is by the age and characteristics of children aged 5-6 years in Al-Azhar Cairo Islamic Kindergarten School, Banda Aceh. *Second*, the conformity of basic competencies with the Aceh cultural curriculum obtains a percentage value of 100%. This shows that the material on the development of picture book learning media with the theme of Acehese culture is in accordance with the Acehese culture-based early childhood education curriculum. *Third*, the clarity of each letter presented in the picture book learning media obtains a percentage value of 100%. This shows that the clarity of each letter in the learning media is appropriate for the child. *Fourth*, the presentation can attract children's interest in learning to obtain a percentage value of 100%. This shows that the presentation of learning with the theme of Acehese culture is very good so that it does not confuse children in the learning process. *Fifth*, the depth of the material presented obtains a percentage value of 100%. This shows that the depth of the material has helped children get to know the Acehese culture. *Sixth*, teaching materials can stimulate the introduction of Acehese culture to children obtaining a percentage value of 100%. This shows a change in children when the teacher uses this picture book learning media to stimulate children to know the local culture, especially Acehese culture. *Seventh*, variations of material presented in picture book learning media get a percentage value of 100%. This shows that the variation of the material presented in picture book learning media is not monotonous because there are good sub-themes that the teacher will teach children within one week face to face. *Eighth*, an attractive picture book learning media design gets a percentage value of 100%. This shows that the design used is suitable for children aged 5-6 years. *Ninth*, the selection of images on each material obtains a percentage value of 100%. This shows that the images presented are by the material on the picture book learning media with the theme of Acehese culture. *Tenth*, the quality of the image display gets a percentage value of 100%. This shows that the quality of the image displayed is clear and can easily be seen by children in the learning process.

### *3.15.2. Feasibility of Learning Media Based on Media Experts*

The picture book media validation was carried out by a competent lecturer in early childhood education learning media, Drs. Tamarli, M.Si., is a media expert at the Aceh education office. He is also involved in making picture book learning media for children aged 3-6 years in collaboration with the Aceh education office. The results of the validity that have been given by the media expert show a percentage of 96%. This shows that this picture book learning media has a very good qualification value in terms of design appearance. No revision is needed by comments and suggestions from the meexperts. The results are described in detail below: *First*, cover design according to the content of the material obtains a percentage value of 100%. This shows that the cover design with the material content is appropriate. *Second*, the typeface used is appropriate for children aged 5-6 years, obtaining a percentage value of 100%. This indicates that the appropriate typeface is used. *Third*, the clarity of character in each of the Aceh cultural images presented obtains a percentage value of 80%. This indicates that the clarity of the displayed characters is appropriate. *Fourth*, images according to the material obtain a percentage value of 100%. This indicates that the image is correct. *Fifth*, an attractive image layout gets a percentage value of 100%. This shows that the layout of picture book learning media is very attractive to be happy when they see it. *Sixth*, the size of the images on the book exactly gets a percentage value of 100%. This shows that the image size used in picture book learning media is appropriate. *Seventh*, the layout of an interesting book gets a percentage value of 100%. This shows that the layout in the book is interesting. *Eighth*, the layout of the writing is by the percentage value of 80%. This indicates that the writing layout is appropriate. *Ninth*, the image used is attractive and gets a percentage value of 100%. This indicates that the image is dancing. *Tenth*, the colors used are appropriate for children aged 5-6 years to obtain a percentage value of 100%. This shows that the color used is appropriate.

### 3.15.3. Feasibility of Learning Media Based on Cultural Experts

The picture book culture validation was carried out by a competent lecturer in Acehese culture, Dr. Yusri Yusuf, M.Ag. He is a cultural expert in book-making at the Aceh education office. Currently, he also serves as Deputy Chancellor 1 and is also a lecturer at the Indonesian Cultural Arts Institute (ISBI), Aceh Besar and Syiah Kuala University, Aceh Besar. The results of the validity that cultural experts have given show a percentage of 96%. This shows that this picture book learning media has a very good qualification value in terms of culture. The results of the picture book culture expert's validation with the theme of Acehese culture are described in the following details: *First*, the suitability of learning media with an Acehese culture that wants to be introduced to early childhood gets a percentage value of 100%. This shows that the learning media with Acehese culture are appropriate. *Second*, the suitability of the material in the picture book learning media with Acehese culture obtained a percentage value of 100%. This shows that the material is suitable. *Third*, Learning Media, this picture book can explain to children about Aceh traditional Rumoh getting a percentage value of 80%. This shows that the material is suitable. *Fourth*, Learning Media, this picture book can explain to children about Acehese traditional clothing to get a percentage value of 100%. This shows that the material is suitable. *Fifth*, Learning Media, this picture book can explain to children about one of the Acehese traditional dances getting a percentage value of 100%. This shows that the material is suitable. *Sixth*, Learning Media, this picture book can explain to children about one of the Acehese specialties obtaining a percentage value of 100%. This shows that the material is suitable. *Seventh*, Learning Media, this picture book can explain to children about the heroes of Aceh and one of the attitudes that are characteristic of these heroes getting a percentage value of 100%. This shows that the material is suitable. *Eighth*, this learning media can attract children's curiosity about Acehese culture and get a percentage value of 100%. This shows that the material is suitable. *Ninth*, the images presented on the learning media are by the Acehese culture that exists in life around Aceh. The images obtain a percentage value of 100%. This shows that the material is suitable. *Tenth*, instructional media materials made children interested in seeing Acehese culture firsthand with a percentage value of 80%. This shows that the material is suitable.

### 3.15.4. Feasibility of Learning Media Based on Child Assessment

The trial phase was carried out in 2 stages, small-scale trials and large-scale trials. The aspect that is assessed in the trial is the aspect of using the learning media. Based on small-group trials conducted for five children, the average score was 3.9. Referring to the conversion table, the average small group trial is included in the range  $3.4 < X \leq 4.2$  with the good category.

Then, a large-scale trial with ten students was conducted and obtained an average score of 4.6. Referring to the conversion table, the average large group trial falls in the range  $X < 4.$ , categorized as very good. Therefore, the feasibility level of the media based on student assessments is in the very good category. The media is suitable for use as picture book learning media with the theme of Acehese culture for children aged 5-6 years.

## 4. Discussion

Picture book learning media with the theme of Acehese culture can hone six intelligence (Yusuf et al., 2017). By using Learning Media with the theme of Acehese culture, children can hone their cognitive skill setting to know Acehese heroes' names. Children can also train their fine motor skills by drawing Aceh traditional houses like those in the picture book learning media and train children's art intelligence in coloring and children can also recognize colors. Using the picture book learning media, children can also develop religious and moral values by knowing heroes' attitudes. Then, when using the teaching materials, children can also hone their social-emotional intelligence by recounting what is known about Acehese culture with their friends and people around them.

Therefore, it is necessary to research "Acehese Culture-Themed Picture Book Learning Media to Stimulate Children in Getting to Know Local Culture" so that learning in early childhood education has learning media that can introduce Acehese culture in Indonesia. This is also meant



to prevent Acehese identity from fading. This study reviewed how the development of Acehese culture-themed picture book learning media to stimulate children to get to know the local culture and how the appropriateness of learning media for picture books with the theme of Acehese culture is to stimulate children to get to know local the location.

The research related to the preparation and development of teaching materials, in general, has been carried out by other researchers with different titles, places, variables, and methods, i.e., research written by Dian Agustin Purnamasari with the title "*Development of Picture Books for Science Subjects for Class 3 Semester 2 Material Principles of Weather and Its Effects on Humans at SDN Kebonagung Pasuruan*" (Purnamasari, 2011). This research raises the development of picture books in Science Subject Class 3 Semester 2 Subject of Weather and Its Effects on Humans, conducted at SDN Kebonagung Pasuruan. What distinguishes this research from this research is that picture books are used for elementary schools. However, this study is devoted to cultural themes and is used in early childhood education. The second research was by Imam Teguh Santoso entitled "*Development of Javanese Culture-Based Teaching Materials to Optimize Character Education in Children in the State Kindergarten Pembina Surakarta*" (Santoso, 2011). This study seeks to introduce Javanese culture by using teaching materials that only focus on wayang. However, as we know, the hallmark of Javanese culture is not the only wayang. Therefore, in developing picture book learning media, the researcher improved the development of picture book learning media with the theme of Acehese culture in depth, starting from introducing Acehese traditional rumoh (house), Acehese traditional clothes, Acehese traditional dances, Aceh traditional weapons, Acehese traditional food, and Acehese heroes.

## 5. Conclusion

Based on the media development process and testing of picture book learning media with the theme of Acehese culture to stimulate children to get to know the local culture, it can be described as follows: (1) The development of this picture book media was designed using Corel Draw and the development process used Corel Draw by first designing the layout of the book. Then, an illustration was drawn, which was operated by hand or manually. Next, the background was formed for laying the text of the Acehese cultural material, and the final result of the design of the picture book was refined using snape so that the image does not look rough. After the design of the picture book media was completed, printing was carried out. The printed material was then given to content/material experts, media experts, and cultural experts to determine the feasibility of the designed media. Based on the calculations, the observations made by content experts/materials overall reached 100%. Therefore, this achievement score was included in the very valid criteria. Furthermore, calculations by media experts reached an overall of 96%. This achievement score was included in the very valid criteria. Furthermore, the calculation by cultural experts as a whole reached 96%. Therefore, this achievement score was included in the very valid criteria. Moreover, small-scale trials of learning media products with the theme of Acehese culture were included in the "Good" category with an average score of 3.9 out of 15 indicators involving five children. After testing the product, the next step is to implement the product. Finally, the number of assessment scores based on large-scale trials of learning media products with the theme of Acehese culture is in the "very good" category with an average score of 4.6 out of 15 indicators involving 10 children. Referring to the conversion table, the picture book learning media with the theme of Acehese culture according to children aged 5-6 years is very good. (2) The results from content expert got a percentage of 100% including in the very decent category, a percentage of 96% was received from media expert and was included into the very feasible category, and from the cultural expert received a percentage of 96% categorized into the very feasible category. The results of the small-scale trial of 3.9 were in a good category, and the results of the large-scale trial of 4.6 were included in the very good category. (2) The results from the content expert received a percentage of 100% in the very feasible category, from the media expert received 96% percentage in the very feasible category, and from cultural expert received a percentage of 96% in the very feasible category. The 3.9 result of the small-scale trial was in a good category, and the 4.6 result of the large-scale trial was in the very good category.

## Declarations

### Author contribution statement

Mutmainnah understood the idea conveyed. Bukhari, Nur Farhana Mohd Radzif, and Rizki Kurniawati developed theories and calculated qualitative and quantitative data. Mutmainnah also helped analyze the research findings. Mutmainnah encouraged Bukhari to investigate acehnese culture to get to know local culture in early childhood while at the same time tidying up the manuscript to make it worthy of publication. All authors discussed the results and contributed to the final manuscript.

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### Data availability statement

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.






### Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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