Cultivating the Pancasila Student Profile in Early Childhood Using the Garuda Book: An Innovative Method in Indonesian Educational Practices

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Abstract

This study examines the effectiveness of the Garuda Book, a tailored educational tool for instilling the Pancasila Student Profile in early childhood education within Indonesia's Independent Curriculum framework. Utilizing a Research and Development (R&D) approach, this research involved creating, implementing, and evaluating the Garuda Book in an early childhood educational setting at RA Nurul Hadina. The study's methodology incorporated the development of project activities linked to the curriculum, including "I Love the Earth" and "I Love Indonesia," with the book designed for durability and child appeal. Data collection entailed various questionnaires assessing media and material validity and the effectiveness of the Garuda Book in imparting Pancasila values. Results indicated a significant improvement in children's understanding and embodiment of Pancasila values post-intervention, as evidenced by increased scores in assessments related to faith, diversity, cooperation, independence, critical reasoning, and creativity. However, challenges such as teachers' limited understanding of the independent curriculum were noted, necessitating further training. This study's findings underscore the potential of contextually relevant educational tools like the Garuda Book in early childhood education, contributing substantially to pedagogical practices aimed at value formation. Future research could explore such tools' long-term impacts and adaptability across diverse educational contexts.

Introduction

The significance The concept of national identity and value formation in early childhood education is a subject of considerable global and societal importance, particularly within Indonesia's evolving educational landscape (Liang et al., 2020; Nugraha, 2023; Wijatmoko et al., 2023). The Indonesian curriculum, especially in early childhood education, plays a pivotal role in shaping the future of the nation's citizens (Mahanani et al., 2022; Nakajima et al., 2019; Proulx & Aboud, 2019). At the heart of this is the incorporation of Pancasila values, the foundational philosophical theory of the Indonesian state, in the educational framework. The significance of Pancasila in molding young minds is not just a national concern. Still, it extends to the broader discourse in educational academic dressing. This subject is crucial for understanding how early childhood education can contribute to developing well-rounded, well-rounded,lue-oriented individuals in society (Dahnial et al., 2021; Nurani et al., 2022).

Previous studies have highlighted the dynamic nature of Indonesia's educational curriculum, which often transforms with leadership changes and policy directions(Usman et al., 2023; Yanzi et al., 2022). These changes are not merely administrative but impact the core direction of education, underscoring the curriculum's crucial role in educational success. The shift towards an Independent Curriculum, initiated in 2019 by the Ministry of Education and

Culture, represents a strategic move to align national education goals with contemporary needs (Nursalam et al., 2023). This policy shift responds to the evolving educational landscape, aiming to cultivate human resources that are academically competent and have the desired student profile (Hidayat et al., 2023).

Early childhood education is a critical stage, incorporating five vital developmental areas before children progress to elementary school: religious and moral values, physical-motor skills, cognitive abilities, language, and social-emotional growth (Government Regulation of the Republic of Indonesia, 2021). Additionally, there is a growing recognition of the need to enhance other facets of child development, particularly values (Government Regulation of the Republic of Indonesia, 2022). Pancasila, as the foundational ideology of the Indonesian state, deeply rooted in traditional, cultural, and religious values, predates the formation of the state itself and is a principle that all citizens are expected to uphold.

According to Karsayuda and Tektona (2021), Pancasila reflects individual and collective ideals. In light of increasing norm violations, the Ministry of Education and Culture is actively working to implement effective policies to address these issues (Paci-Green et al., 2020). This makes it essential to embed Pancasila values from a young age. The Pancasila Student Profile, aligning with the ideal Indonesian student profile, is an initiative in this direction (Rusnaini et al., 2021). This profile, comprising six dimensions, guides teachers and students in a curriculum centered on independent learning (Laila et al., 2022). The integration of the Pancasila student profile into the education system, particularly in elementary schools, is a process that takes time (Irwan & Tiara, 2022). Applying this profile through project-based learning enables students to engage in enjoyable, flexible, and interactive learning experiences, fostering a deep connection with their environment and enhancing essential competencies (Shofa, 2021; Sopacua & Rahardjo, 2020; Syofyan et al., 2022).

Early childhood is a pivotal period for human development, requiring suitable stimulation for optimal growth at each developmental stage (Sitepu et al., 2022). This period often called the 'golden age,' is when children are most susceptible to positive and negative influences (Nurzannah et al., 2023). At this early stage, play-based learning is essential, as it is the most effective development method (Sitepu et al., 2021).

In early childhood education, engaging media plays a crucial role in learning. This study explores how to create books that effectively convey the principles of Pancasila, enhancing children's comprehension of these values. Through this research, it is anticipated that children will grasp the Pancasila values more readily, fostering their growth into morally strong individuals. Additionally, the findings will assist parents in more effectively imparting these values, leading to children exhibiting wiser behavior and making better choices.

The combined efforts of schools and parents are instrumental in nurturing personal resilience in children, anchored in Pancasila values, and contributing to the development of national consciousness (Salouw et al., 2020). In alignment with its educational vision, the government has introduced an independent curriculum policy to produce students who can apply Pancasila values in their school life. This policy emphasizes the crucial roles of the government, community/parents, and schools, particularly teachers (Marwin et al., 2022). The teaching methodology adopted is Student-Centered Learning (SCL), a child-focused approach rather than teacher-centric. SCL is implemented in intracurricular and extracurricular activities, including projects reinforcing student profiles (Dowansiba & Hermanto, 2022). These projects encourage critical thinking, a key component of Pancasila student profile development, emphasizing essential reasoning skills(Ayu & Murni, 2023).

The significance of early childhood as a formative period in human life cannot be overstated, necessitating appropriate stimulation for optimal development (Hensley, 2020; Papavlasopoulou et al., 2019). Recognizing early childhood as a golden age, where children are highly impressionable, underscores the importance of careful and targeted educational interventions. Using game media and other engaging learning tools becomes crucial at this stage, facilitating the development of positive traits and foundational values (Bakhanova et al.,

2020; Tang et al., 2020). These early experiences lay the groundwork for children's future development, emphasizing the critical nature of early educational interventions.

Despite the advancements and efforts in integrating Pancasila values into early childhood education, several limitations and controversies persist. The independent curriculum, while innovative, is not uniformly implemented across all educational institutions, leading to disparities in the realization of the Pancasila Student Profile (Ayu & Murni, 2023; Dowansiba & Hermanto, 2022). Furthermore, there is a gap in applying these principles at institutions like RA Nurul Hadina, which are unfamiliar with the independent curriculum. This highlights the need for research and interventions tailored to assist educators in effectively implementing these curricular changes and achieving the desired student profiles.

This study evaluates the effectiveness of the 'Garuda' book as a teaching tool for instilling Pancasila values in young children at RA Nurul Hadina. The aim is to explore how this specifically designed educational tool can facilitate a deeper understanding of Pancasila among young learners, thereby contributing to their moral and intellectual development. By addressing the gaps in current practices and offering innovative solutions, this research aims to enhance the effectiveness of Pancasila education in early childhood settings. Ultimately, the study seeks to provide insights into how educational tools can be optimized to foster a generation of individuals who are not only academically adept but also embody the core values of Pancasila, thereby making a significant contribution to the field of early childhood education.

Methods

The study adopted a Research and Development (R&D) methodology, concentrating on the development and assessment of the 'Garuda Book'. This tool is aimed at fostering the Pancasila student profile in early childhood education at RA Nurul Hadina. The R&D method, as defined by (Sugiyono, 2019), involves producing specific products and testing their effectiveness. Our adaptation of this method encompassed the first five steps of Sugiyono's ten-step procedure, ensuring a tailored approach to our research objectives.
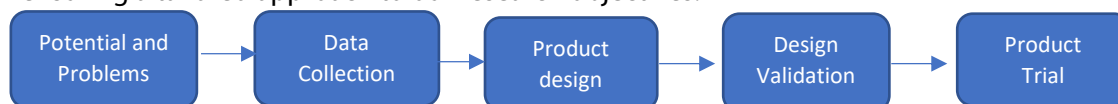

Figure 1. R&D Research Procedure Diagram

The Garuda Book, the central focus of our study, is an innovative educational tool tailored for early childhood learning. It integrates project activities aligned with independent curriculum themes such as "I Love the Earth" and "I Love Indonesia." The book is crafted with durability in mind, featuring a robust and thick structure and engaging animated cartoon illustrations on A4-size paper, making it appealing and accessible to young learners.

Our research followed a structured process, beginning with developing the Garuda Book and culminating in its implementation and evaluation in an educational setting. The book includes seven distinct project activities, each correlating with a specific learning theme from the independent curriculum. These activities were designed for early childhood education institutions with teacher facilitation.

The primary tool in this study was the Garuda Book itself. Its design and content were meticulously planned to ensure it served as an effective medium for delivering the intended educational experiences. The book's content, layout, and illustrations were all crafted to support the learning themes and encourage engagement among young learners. Data were collected through a comprehensive approach involving various questionnaires: media validation, material validation, and Pancasila student profile assessment. These questionnaires employed a checklist response format, allowing for straightforward, efficient data collection from media validators, material validators, and users. The collected data were then analyzed to assess the effectiveness of the Garuda Book in achieving its educational objectives (Creswell & Creswell, 2017).

To ensure the reliability and validity of our study, we employed a rigorous validation process for both the material and the media used. This process included evaluations based on specific criteria and indicators outlined in our material and media assessment indicator tables. By adhering to these predefined criteria, we aim to maintain a high educational quality and relevance for your research outputs.

Table 1. Material assessment indicators

Number	Criteria		Indicator
1	Content Feasibility Aspects	a.	Material Suitability
		b.	Material Accuracy
		c.	Theoretical Update
		d.	Encourage Curiosity
2	Aspects of Feasibility of Presentation	a.	Presentation Techniques
		b.	Presentation Support
		c.	Learning Presentation
3	Contextual Assessment Aspects	a.	Contextual Nature
		b.	Contextual Component

This table serves as a comprehensive assessment framework, ensuring that the Garuda Book meets high educational standards and aligns with the learning needs of young children.

Next is the Garuda Book's media design assessment, which includes evaluating the cover and content design. Aspects such as visual harmony, layout consistency, and clarity of typography are measured to ensure that the book's appearance is aesthetically appealing and supports student understanding. Using color, fonts, and illustrations effectively is crucial to making learning materials engaging for young children and facilitating the teaching process. This Media Evaluation Indicator also ensures that the book's design meets both aesthetic and functional criteria, with the placement of design elements like titles, subtitles, and image captions not impeding understanding. The primary function of this indicator is to provide clear guidance for book creators on how to design learning materials that are not only informative but also engaging and accessible to children.

Table 2. Pancasila Student Profile Indicators

Number	Indicator
1	believe and fear God Almighty
2	global diversity
3	cooperation
4	Independent
5	critical reasoning
6	creative

Source: Curriculum and Educational Assessment Standards Agency, Ministry of Education, Culture, Research and Technology, Republic of Indonesia, 2022

These indicators help researchers measure the progress and effectiveness of using books in the context of early childhood education, ensuring that the educational goal of realizing the Pancasila student profile is achieved. Through this assessment, researchers can understand the extent to which the Garuda Book contributes to developing student character and competencies through the principles of Pancasila, which are an essential foundation in the Indonesian education system.

The population for this study comprised students from RA Nurul Hadina, with a census sampling technique employed, wherein the entire population served as the sample. This approach allowed for comprehensive data collection and analysis, contributing to the robustness of our findings.

Result

3.1. Potential Problems

A significant challenge was the lack of teachers' understanding of the independent curriculum. This curriculum is pivotal for realizing the Pancasila student profile and aspect of early childhood education in Indonesia. It became evident that teachers require more comprehensive training and knowledge to effectively implement this curriculum and achieve the desired outcomes in instilling the Pancasila values in students.

3.2. Data collection

The study entailed a comprehensive evaluation of the self-directed curriculum used in early childhood education at RA Nurul Hadina. This comprehensive review covered all aspects of the Pancasila student profile. The profile encompasses various criticisms such as faith and devotion to God Almighty, appreciation of global diversity, the spirit of cooperation, finance, critical reasoning, and creativity. Collecting and analyzing data on these parameters was crucial to understanding curriculum implementation and the extent to which it aligns with the objectives of Pancasila.

3.3. Product Design

Following the data collection and analysis, the focus shifted to designing the Garuda book. This educational resource was tailored to align with the four themes of the independent curriculum: "I Love the Earth," "I Love Indonesia," "Playing and Working Together," and "My Imagination." The design of the Garuda book was intended to be an educational tool and an engaging and interactive medium for young learners. By incorporating these themes, the book aimed to facilitate a comprehensive understanding and appreciation of the Pancasila values among early childhood students, thus contributing to the broader objective of nurturing well-rounded individuals aligned with Indonesia's educational goals.

3.4. Validation Assessment

This research was carried out using the Garuda Book media, designed with images and colors that are attractive to children. This book can help educators to create project activities as a form of independent learning in an independent curriculum to achieve the Pancasila student profile, namely faith and devotion to God Almighty, global diversity, mutual coon, independence, critical reasoning, and creativity. The activities designed in this book are based on four themes in the independent curriculum: hearth, I Love Indonesia, Playing and Working Together, and My Imagination. These four themes were developed into seven projects: making cans, planting chilies, making traditional clothes, making getups, making cucumber iced drinks, making kites, and making works from cardboard.

Figure 1. Garuda Book Media Images

After the Garuda Book learning media was designed, the next step was to validate the media, which was carried out by Mr. Raden Aris Sugianto, S.Kom., M.Kom as a Multimedia Practitioner / ITSI Information Systems & Technology Lecturer who was considered competent in assessing this media.

Table 3. Media Assessment Results

Number	Criteria	Indicator		Scoring scale					Information
				1	2	3	4	5	
				SK	K	C	L	SL	
1	Cover Design	a.	The appearance of the layout elements on the front, back and rear covers is harmonious, rhythmic, unified and consistent				√		Worthy
		b.	The colors of the layout elements are harmonious and clarify their function					√	Very Worth It
		c.	The letters used are attractive and easy to read					√	Very Worth It
		d.	Don't use too many font combinations					√	Very Worth It
		e.	Book Cover Illustration					√	Very Worth It
2	Book Content Design	a.	Layout Consistency					√	Very Worth It
		b.	Harmonious Layout Elements					√	Very Worth It
		c.	Complete Layout Elements					√	Very Worth It
		d.	The placement of titles, subtitles, illustrations and image captions does not interfere with understanding					√	Very Worth It
		e.	Don't use too many fonts					√	Very Worth It
		f.	Use of variations in letters (bold, italics, all capitals, small capitals) is not excessive				√		Worthy
		g.	Normal text layout width					√	Very Worth It
		h.	The spacing between lines of text is normal					√	Very Worth It
		i.	Normal spacing between letters					√	Very Worth It
		j.	The level/hierarchy of titles is clear, consistent and proportional					√	Very Worth It
		k.	Able to express the meaning/significance of an object.					√	Very Worth It
		l.	Able to express the meaning/significance of an object					√	Very Worth It
		m.	Creative and dynamic					√	Very Worth It
	Total			0	0	0	8	80	
	Total score		88						**Very Worth It**
	Average		4.89						
	Percentage		97.8 %						

Apart from media validation, material validation also needs to be done. Confirmation of the material was carried out by Mr. Veryawan, M.Pd, namely the PIAUD IAIN Langsa Aceh Lecturer and Facilitator of the Early Childhood Education Level Mobilization School Progr, am who was considered competent in assessing material from the Garuda book.

Table 4. Material Assessment Results

Number	Criteria		Indicator		Scoring scale					Information
					1	2	3	4	5	
					SK	K	C	L	SL	
1	Content Feasibility Aspects	a.	Material Suitability						√	Very Worth It
		b.	Material Accuracy						√	Very Worth It
		c.	Theoretical Update						√	Very Worth It
		d.	Encourage Curiosity						√	Very Worth It
2	Aspects of Feasibility of Presentation	a.	Presentation Techniques						√	Very Worth It
		b.	Presentation Support						√	Very Worth It
		c.	Learning Presentation					√		Worthy
3	Contextual Assessment Aspects	a.	Contextual Nature						√	Very Worth It
		b.	Contextual Component						√	Very Worth It
	Total				0	0	0	4	40	
	Total Score				44					**Very Worth It**
	Average				4.89					
	Percentage				97.8%					

3.5. Trials

Following the Garuda Book media validation by media and material experts, the subsequent phase involved conducting pilot tests at RA Nurul Hadina with a group of 67 children. This evaluation was based on indicators aligned with the Pancasila profile, encompassing beliefs and piety towards the Almighty, appreciation of global diversity, collaborative spirit, self-reliance, and wellandal thinking and creativity. The initial assessment of product effectiveness involved a preliminary trial focusing on the student's proficiency in the Pancasila profile before engaging in the Pancasila profile project activities featured in the Garuda Book (pre-test). Subsequently, the children participated in a series of project activities, which included creating trash bins from recycled bottles, preparing cucumber juice, making getuk (a traditional sweet treat), and crafting kites. The children were re-evaluated using the same criteria (post-test) after these activities.

Table 5. Pre-test and Post-Test Scores for Pancasila Student Profile

Number	Name	Mark		Number	Name	Pre Test	Post Test
		Pre Test	Post Test	20	Aisha	79	102
				21	Aldi	102	99
				22	Aleta	110	105
1	Aqidatul	105	144	23	Arfan	122	125
2	Arista	95	130	24	Arsyila	122	95
3	Arishah	115	151	25	At Tariq	53	61
4	Adam	119	145	26	Agil	117	117
5	Divas	106	110	27	Azka	120	112
6	bad	111	133	28	Azra	122	131
7	Hannah	88	104	29	Habibuddin	129	131
8	Qais	112	138	30	Hafizah	76	56
9	Gani	123	142	31	Hanan	64	73
10	Khalisa	101	134	32	Fatih	108	116
11	Arsy	115	132	33	Zayn	125	129
12	Al Fatih	119	139	34	Zeshaan	70	104
13	Azka	115	136	35	Salma	77	100
14	Mirza	104	139	36	Yafi	121	129
15	Nurul	116	144	37	Think	151	163
16	Nadhifa	113	135	38	Cindy	109	152
17	Zain	109	142	39	Humaira	127	145
18	Zahira	122	144	40	Hamas	127	143
19	Almira	109	136	41	Pure	140	161

42	Giandra	135	122	57	Arzhaka	98	146
43	M. Arasyid	140	156	58	Elvino	126	172
44	Erdoğan	128	136	59	Faeyza	121	138
45	Nayla	110	152	60	Fikri	125	154
46	Qinna	118	163	61	Habib	122	156
47	Kanza	121	138	62	Kamila	105	150
48	sahira	129	170	63	Khalisa	121	164
49	Syauqia	118	163	64	Lashira	103	141
50	Zakir	91	114	65	Azbi	117	159
51	Zhafran	90	131	66	Zidane	111	140
52	Amiran	120	139	67	Maira	127	141
53	hala	94	110	Total		7,432	8,881
54	Azra	100	153	Average		110	132
55	Abizar	91	111	Percentage		51%	61%
56	women	103	135				

Table 5. Pre-test and Post-Test Scores for Pancasila Student Profile

The table reflecting the impact of the Garuda Book in instilling the Pancasila Student Profile in early childhood presents insightful findings on its effectiveness as a learning medium. The data shows a significant improvement in scores from pre-test to post-test among the majority of participants, indicating that the Garuda Book's activities and teachings, which include crafting trash cans from used bottles, making shaved cucumber juice, getuk, and kites, have positively influenced the children's abilities in areas aligned with the Pancasila profile. This profile encompasses values such as faith, devotion to God Almighty, appreciation of global diversity, mutual cooperation, independence, critical reasoning, and creativity. The increase in average scores from 110 to 132 and the growth in percentage from 51% to 61% highlight a substantial enhancement in the Pancasila Student Profile attributes among the children. Each child's progress is also notable, providing insight into the varied responses to the learning activities and materials in the Garuda Book.

These findings are particularly significant in the context of this research, suggesting that the Garuda Book is an effective tool for educating young children on Pancasila's values, which is vital in early childhood education for the formation of foundational values. While the results are promising, it is crucial to consider other factors that may influence these outcomes, such as the children's learning environment, teaching methodologies, and individual differences. Further analysis or additional studies could offer deeper insights into these aspects. In summary, this research underscores the potential of the Garuda Book as a valuable educational resource in instilling the Pancasila Student Profile in early childhood, making a significant contribution to educational research.

Discussion

The research centered on the Garuda Book as an innovative medium to embed the Pancasila Student Profile in early childhood, an initiative aligned with the principles of the Indonesian Independent Curriculum. This curriculum is lauded for its emphasis on flexibility, creativity, and the inculcation of foundational values in education, addressing the diverse needs of modern learners. The Pancasila Student Profile is designed to foster qualities such as faith, cooperation, and critical thinking, which are increasingly vital in a rapidly changing global landscape. Introducing such educational tools reflects a broader shift towards more adaptive and relevant educational practices, catering to the evolving dynamics of student engagement and learning requirements (Fadillah & Yusuf, 2022; Syifauzakia, 2023). This context sets the stage for exploring the effectiveness of the Garuda Book in achieving these educational aspirations.

The study revealed several key findings. It highlighted a significant gap in teachers' comprehension and application of the Independent Curriculum, suggesting a need for

comprehensive training and support systems. The Garuda Book's thematic focus on environmental stewardship, creativity, and collaborative activities aligns with the curriculum's objectives. Its media and material were subjected to rigorous validation assessments, achieving high approval ratings (97.8%), underscoring its potential as a compelling educational tool. The empirical evidence from the trials, notably the marked improvement in the Pancasila Student Profile (average scores rising from 110 to 132), illuminates the book's substantial impact on enhancing key developmental attributes in children (Rindrayani, 2020; Sitepu et al., 2021).

Comparing these outcomes with existing literature, this study echoes the findings of Sriandila et al. (2023) and Ashfarina (2023), reinforcing the efficacy of the Independent Curriculum in bolstering student profiles. The specific examination of the Garuda Book as an educational medium provides fresh insights into how targeted learning resources can effectively underpin and amplify curriculum objectives. This contrasts the challenges in consistent curriculum implementation highlighted by Fadillah and Yusuf (2022), suggesting that specialized resources like the Garuda Book could address these disparities.

The notable enhancement in the Pancasila Student Profile post-intervention can be attributed to the Garuda Book's alignment with the ethos of the Independent Curriculum. Its content is crafted to be engaging and age-appropriate, incorporating themes that resonate with the developmental stages of early childhood. These themes, which include environmental awareness, cooperation, and creative exploration, are presented in a format that captivates young learners and fosters experiential learning. This strategic design approach, blending educational rigor with playful interaction, is instrumental in facilitating the effective assimilation of desired values and skills among the children(et al., 2020; van der Bijl-Brouwer & Price, 2021).

The implications of this study are profound, underscoring the significance of well-designed educational media in early childhood education. The positive impact of the Garuda Book on the Pancasila Student Profile indicates the vital role such tools can play in actualizing the goals of modern curricula. This is especially pertinent in today's educational context, which demands a holistic approach to learning, intertwining cognitive development with nurturing social and ethical values. These findings contribute a valuable perspective to the ongoing discourse on optimizing educational tools to support comprehensive learning outcomes, particularly in fostering critical thinking, creativity, and societal awareness from an early age (Teo, 2019).

The promising results of this study warrant a cautious interpretation, considering the myriad factors that can influence educational outcomes. Variables such as individual learner differences, the pedagogical approach of educators, and the overall learning environment are critical elements that can impact the effectiveness of educational media like the Garuda Book. This complexity necessitates a multifaceted approach to educational research and curriculum development, advocating for further investigation into how these diverse factors interact and influence the utilization of educational resources (Bhugra et al., 2023; Hennessy et al., 2022; Purvis et al., 2020; Smeplass, 2023). Additional research in this area would be invaluable in refining and tailoring educational strategies and tools to accommodate the varied learning landscapes of early childhood education.

The findings of this research have substantial implications for early childhood education. They suggest that thoughtfully crafted educational media, exemplified by the Garuda Book, can instill essential societal values and skills in young learners. This aligns seamlessly with the goals of the Indonesian Independent Curriculum, emphasizing the critical role of innovative and contextually relevant educational tools in modern teaching practices. The study contributes significantly to the body of knowledge on early childhood education, offering a pragmatic and culturally informed model for integrating essential values and competencies into educational

frameworks. This research reinforces the importance of curriculum-aligned educational media and provides practical insights for educators and curriculum developers seeking to foster well-rounded, value-driven learning experiences in early childhood.

Conclusion

The research conducted on the Garuda Book, aimed at instilling the Pancasila Student Profile in early childhood, has yielded significant insights, affirming its effectiveness as an educational tool in line with the Indonesian Independent Curriculum. The study initially focused on understanding teachers' challenges with the independent curriculum, emphasizing the need for enhanced training. In-depth data collection and analysis of the Pancasila Student Profile led to the thoughtful design of the Garuda Book, characterized by its engaging content and aesthetic appeal. Rigorous validation by multimedia and material experts demonstrated its high quality, with the field trials at RA Nurul Hadina confirming its substantial impact on improving the Pancasila profiles among children. These findings indicate that well-crafted educational media like the Garuda Book can profoundly influence the imparting of societal values and skills in young learners. However, it is crucial to acknowledge the study's limitations, particularly the influence of external factors such as the learning environment and specific teaching methodologies. Future research should explore the long-term effects of such educational tools and their adaptability in varied educational contexts. Overall, this study underscores the potential of innovative, culturally relevant educational resources in early childhood education and contributes significantly to the field by offering practical insights for integrating essential values and competencies into educational frameworks, thereby reinforcing the critical role of curriculum-aligned educational media in shaping the foundational values and skills in young learners.

Data availability statement

Supporting data in this research can be accessed publicly via the link https://drive.google.com/drive/folders/1XsmPLBtGKgqu9Tkaw6yCnyv59Y3-O2ye?usp=sharing In the form of material assessment results, media assessment results, raw questionnaire data, and processed data results.

Statement of Interests statement

This research was carried out to fulfill the Tri Dharma obligations of higher education and to help PAUD educators create a project activity where project activities are an essential part of the independent curriculum. So, this Garuda book can provide inspiration and benefits for PAUD educators. Apart from that, there are no other interests.

Additional information

This research does not stop here. The results of this research will later become a reference for carrying out community service activities by the demands of the Tri Dharma of Higher Education.

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