

DEVELOPMENT OF TEACHING MATERIAL BASED ON MASSENREMPULU LOCAL WISDOM FOR EARLY CHILDHOOD EDUCATION IN ENREKANG REGENCY

ABSTRACT

This research is research and development using the ADDIE Model which aims to (1) reveal in detail the need for Massenrempulu local wisdom-based teaching materials for PAUD in Enrekang Regency, (2) describe the validity of Massenrempulu local wisdom-based teaching materials for PAUD in Enrekang Regency, and (3) describe the practicality of teaching materials based on Massenrempulu local wisdom for PAUD in Enrekang Regency. The subjects in this research were TK Negeri Percontohan Enrekang Regency. The data in this research were obtained from validity tests based on expert opinions, practicality tests based on teacher responses, and effectiveness tests based on the results of pre-test and post-test students' learning motivation. Based on the results of validity, practicality and effectiveness tests, it can be concluded that Massenrempulu local wisdom-based teaching materials are valid, practical and effective for use in PAUD in Enrekang Regency.

Keywords: *teaching materials, local wisdom, Massenrempulu*

INTRODUCTION

PAUD is education that is very important in preparing a generation that is qualified and able to face challenges in an era of very rapid technological development. This is very crucial considering that a person's intelligence potential and the basics of behavior are formed from an early age. Therefore, the growth and development of children aged 0 to 6 years is often called the golden age because children's intellectual development is very rapid, reaching 70% (Anwas, 2012).

Early childhood is often referred to as the preschool period where children usually enter a Play Group or Kindergarten. Playgroups or Kindergartens are a form of educational service for early childhood children before entering the basic education stage. Kindergarten children are in the age range of 4-6 years which is included in the early childhood development period. Early childhood is a period of individual development that occurs in the age range of 2 to 6 years [13,14,15]. When a child is in the play group category, he will be able to develop various potentials both psychologically and physically, this development includes moral and religious values, independence and also social and emotional. The development of religious and moral values is an important thing that every child must have (Utamy et al., 2021).

Early childhood education is an important part of the National Education System which is currently receiving considerable attention from the government. The concept of early childhood education is an adoption of the concept of Early Child Care and Education which is also part of Early Child Development (ECD). This concept explains efforts to improve the quality of human resources (HR), starting from children aged 0-6 years. Providing good teaching materials at this level will help a lot in physical and spiritual growth and development, so that children are ready to face further education (Fakhrudin, 2010). Vygotsky stated that higher thinking activities in children can be formed through the social and cultural relationships in which the child lives. The environment has a big influence on children's development, both the community environment and the school environment. The relationship between educators and children has a very significant influence. Therefore, in providing learning, teachers integrate unique local values to be introduced to children in the hope that this learning will become a meaningful experience in their social environment (Vygotsky, 1978).

Developing learning materials based on Massenrempulu local wisdom for early childhood education (PAUD) in Enrekang Regency is a crucial effort aimed at enriching children's learning experiences while preserving their cultural heritage. These materials, which incorporate local values, not only help children understand and appreciate their culture but also enhance their sense of identity and responsibility towards their environment and community. By immersing children in their cultural context from a young age, these materials foster a deep connection to their roots, instilling a profound appreciation for the rich

tapestry of traditions that define their community. Moreover, this approach cultivates a sense of pride and belonging, empowering children to embrace their cultural identity with confidence and resilience. Beyond academic learning, these materials serve as conduits for social and emotional development, nurturing empathy, compassion, and a spirit of cooperation among young learners (Bruner, 1997).

The research uniquely focuses on incorporating Massenrempulu local wisdom into teaching materials, highlighting its importance in preserving cultural heritage and fostering cultural identity among young learners. This approach deviates from generic early childhood education materials, emphasizing the significance of culturally relevant learning experiences. The study addresses the need for contextually relevant learning materials, emphasizing the importance of aligning teaching materials with the specific cultural and environmental context of Enrekang Regency. This aspect distinguishes the research from generic approaches to early childhood education materials, which may not always cater to the diverse needs and backgrounds of children in different regions.

METHODS

This is research and development (R&D) using ADDIE Model. Development research is an effort to develop an effective product (Hanafi, 2017). The subjects of this research were TK PAUD Negeri Percontohan of Enrekang Regency. The research instruments used were teacher needs questionnaires, validity questionnaires, and practicality questionnaires. The validity analysis was obtained from the results of the assessment of material experts and media experts, while the practicality analysis was obtained based on the teacher's assessment. Then, interpretation and decision making regarding the quality of the development product are given using the product validity and practicality criteria below:

Table 1. Validity and Practicality Criteria

No.	Intervals	Criteria
1	81% - 100%	Very Good
2	61% - 80%	Good
3	41% - 60%	Neutral
4	21% - 40%	Bad
5	0% - 20%	Very Bad

Source: (Sofnidar & Yuliana, 2018)

RESULT

Data from the needs analysis shows that the majority of teachers in TK PAUD Percontohan of Enrekang Regency feel that there is an urgent need for the development of teaching materials based on local Massenrempulu wisdom. The data shows on the figure below:

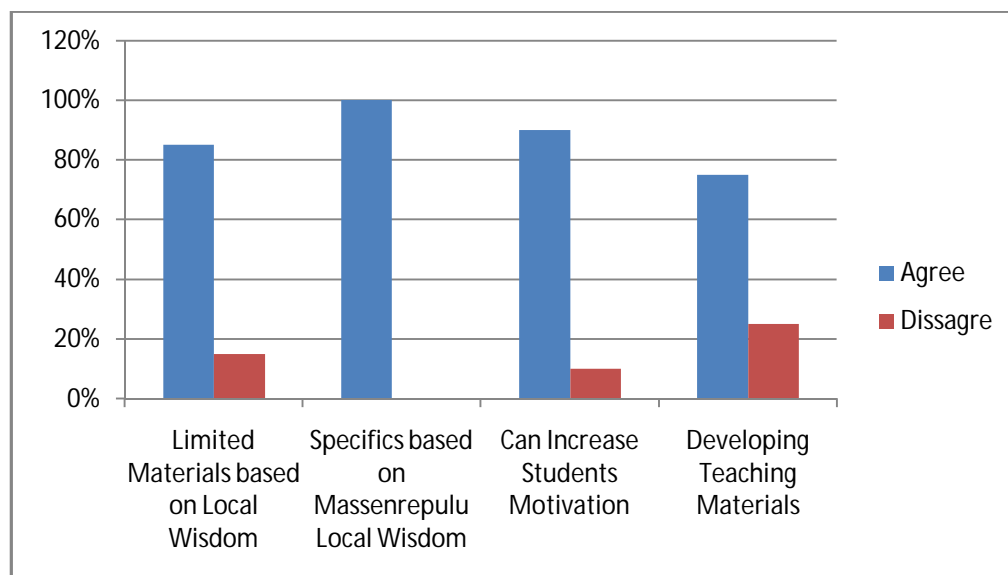


Figure 1. Teacher Need Analysis

Based on the survey data presented, it appears that the majority of respondents agree with the limitations of local wisdom-based materials, with 85% of respondents agreeing and only 15% of respondents disagreeing. This shows that there is awareness of the importance of enriching learning materials with local wisdom to provide students with a deeper understanding of local culture and traditions.

Furthermore, the data shows that all respondents agree with the specifics based on Massenrempulu's local wisdom. This indicates that the local wisdom of Massenrempulu is considered relevant and important to be integrated into teaching materials, perhaps because this wisdom specifically reflects the unique cultural values and traditions of a particular region.

However, although the majority of respondents agree that local wisdom-based materials can increase student motivation (90% agree), and most also express readiness to be involved in the process of developing teaching materials (75% agree), there are still a small number of respondents who do not fully agree with these two statements. These data show that there is a strong need for the development of teaching materials based on Massenrempulu local wisdom in Early Childhood Education (PAUD) in Enrekang Regency.

The table presents the results of the material validity assessment conducted by two expert validators on the developed teaching material products. Each aspect is rated on a scale from 1 to 5, where 1 indicates the lowest level of agreement and 5 indicates the highest level of agreement. The table includes ten aspects evaluated by the validators, and their respective scores are provided.

Table 2. Material Validity

No	Aspect	Validator 1	Validator 2
1	The relevance of the material to the aspects you want to develop in children	3	3
2	The depth of the story description is appropriate to the child's level of development	4	3
3	The storyline is developed coherently	4	5
4	The number of pages is suitable for children	4	5
5	The number of sentences on each page is appropriate for children	4	5
6	The story can be easily understood by children	5	4
7	Encouraging the emergence of children's curiosity is developed in children	5	4
8	Appropriate context of local wisdom in the story	5	5

9	Suitability of local wisdom content with children's daily	4	5
10	Encourage children to practice the content of the material	4	4
Average		4.2	4.3
Percentage		84%	86%

The assessment results show that both validators generally provided high scores across most aspects, indicating a positive evaluation of the teaching materials. The lowest scores were given for the relevance of the material to the aspects intended for child development (3 by both validators), and the depth of the story description appropriate to the child's development level (4 by Validator 1 and 3 by Validator 2). The highest scores were achieved for aspects such as the appropriateness of the context of local wisdom in the story, which both validators rated as 5.

Validator 2 tended to give slightly higher scores compared to Validator 1, particularly in aspects like the coherence of the storyline, the number of pages, and the suitability of the content with children's daily lives. Both validators gave consistent high scores (4 or 5) for aspects like the story being easily understood by children, and encouraging the emergence of curiosity in children. The average scores were 4.2 for Validator 1 and 4.3 for Validator 2, corresponding to percentages of 84% and 86%, respectively.

This indicates that the teaching materials are considered valid and effective, with some room for improvement in certain areas as indicated by the variance in scores.

Furthermore, the table below provides an overview of the level of validity of teaching materials based on media expert assessments. There were two experts, who provided assessments, the results of which can be seen in the table below:

Table 3. Media Validity

No	Aspect	Validator 1	Validator 2
1	The accuracy of the size of books as teaching materials for early childhood	5	5
2	Accurate selection of color, size and type of letters	5	4
3	Color harmony of objects/elements and background in the image	4	4
4	Accuracy in selecting objects/elements based on the storyline	2	3
5	Suitability of books to the characteristics of early childhood	4	4
6	The accuracy of choosing the type of paper as teaching material for early childhood	5	5
7	Image quality on every page of the book	2	4
8	The book packaging is attractive to young children	4	4
9	The title of the book represents the content of the story	2	4
10	Attractive book cover	3	3
Average		3.6	4.0
Percentage		72%	80%

Table 3 presents the results of the media validity assessment conducted by two validators on the suitability and quality of various aspects related to teaching materials designed for early childhood education. The assessment encompasses ten key aspects, each rated on a scale from 1 to 5 by Validator 1 and Validator 2. The aspects evaluated include the accuracy of book size, selection of colors and typography, color harmony of objects and background in images, accuracy in selecting objects based on the storyline, suitability of books to the characteristics of early childhood, choice of paper type, image quality, attractiveness of book packaging and cover, and alignment of the book title with the story content.

The results indicate that both validators generally provided favorable ratings for most aspects, with some discrepancies observed between their evaluations. Validator 2 consistently awarded higher scores compared to Validator 1 across several aspects, such as accurate selection of color, size, and type of letters, image quality, and attractiveness of the book packaging and cover. However, both validators rated the accuracy of choosing objects based on the storyline relatively lower, suggesting potential areas for improvement in aligning visual elements with the narrative. Despite minor variations, the average scores for Validator 1 and Validator 2 were 3.6 and 4.0, respectively, corresponding to percentages of 72% and 80%. These results indicate overall satisfactory validity of the teaching materials, with Validator 2 showing a slightly more positive assessment compared to Validator 1. The practicality test in using teaching materials based on local wisdom, *Massenrempulu*, was given to 5 teachers at TK PAUD Negeri Percontohan of Enrekang Regency. The assessment results can be seen in the table below:

Table 4. Practically Test Result

No	Respondents				
	M	JS	H	AI	RG
1	5	5	5	5	5
2	5	4	4	4	4
3	4	4	4	4	5
4	3	4	4	4	4
5	4	4	4	4	5
6	5	5	5	5	5
7	4	5	5	5	5
8	5	5	5	5	4
9	5	5	5	5	5
10	5	5	5	5	5
Average	4.5	4.6	4.6	4.6	4.7
	90%	92%	92%	92%	94%

Data analysis shows that all the variables measured get a high average score, namely between 4.5 to 4.7 out of a maximum scale of 5. This shows a very good level of satisfaction among respondents with the variables assessed. The average percentage score ranges from 90% to 94%, which shows that respondents are generally satisfied with the various aspects assessed. RG respondents, with an average of 4.7 is the highest level of assessment. This indicates that the *Massenrempulu* local wisdom-based teaching materials that have been developed meet the expectations and needs of the respondents.

DISCUSSION

Based on the research data presented, it can be concluded that there is quite high awareness among teachers of the importance of developing local wisdom-based teaching materials in the context of early childhood education. The survey results show that the majority of teachers agree that their involvement in the process of developing teaching materials is an important key in increasing student participation and enriching their learning experience. This is in line with social constructivist theory which states that student-centered and contextual learning will speed up the learning process and strengthen students' understanding of the material being studied (Vygotsky, 1978). The integration of local wisdom is also considered to strengthen students' cultural identity, in accordance with the concept of multiculturalism education which emphasizes respect for cultural diversity (Banks & Banks, 2019).

In addition, the results of the analysis of teachers' needs for local wisdom-based teaching materials highlight the importance of recognizing the unique culture and environment in which students live. Teacher involvement in the process of developing teaching materials not only increases student participation, but also provides opportunities to strengthen the connection between the school curriculum and local realities. This is in accordance with constructivism theory which emphasizes learning that is centered on actual and relevant experiences for students (Piaget, 1969). By considering the needs and interests of students contextually, *Massenrempulu* local wisdom-based teaching materials are expected to provide a more meaningful and satisfying learning experience for students.

However, although the majority of teachers welcome the concept of developing teaching materials based on local wisdom, there are several obstacles that need to be overcome. One of them is limited resources,

such as the lack of literature or reference materials relevant to Massenrempulu local wisdom. This is in line with constructivist theory which emphasizes the importance of an adequate learning environment to support an effective learning process (Bruner, 1997). Apart from that, the suitability of teaching materials with the existing curriculum is also a major concern, considering the importance that these teaching materials can be integrated harmoniously with the established national curriculum. Adequate support and training from schools and local governments is also considered a crucial factor in overcoming these obstacles (Tomlinson, 2001).

In the process of designing teaching material products based on local wisdom, the use of software such as Adobe Illustrator is an important step to create quality materials. However, using this software is not easy and requires good technical skills from the user. This technical challenge is also influenced by the need for adequate hardware to run the software smoothly. As highlighted by (Harris et al., 2009) strong information and communication technology capabilities are essential in facing these challenges, especially in the current digital era.

From the perspective of material validation by experts, although the average percentage of validation reaches an adequate level, the variation in assessments among experts highlights the importance of incorporating feedback from various viewpoints. This underscores the need for reflection and adaptation to different feedback to improve and enhance the quality of the teaching materials. Nonetheless, the presence of room for improvement aligns with the evaluation theory by (Dick et al., 2004) which emphasizes the importance of a continuous evaluation cycle to improve learning products.

The evaluation outcomes serve as a testament to the commendable quality and effectiveness of the teaching materials crafted around the profound local wisdom of Massenrempulu. However, embedded within these positive findings lies the recognition of an ongoing quest for enhancement. Despite the materials' current efficacy, the discernment of potential areas for refinement underscores the dynamic nature of educational development. Achieving a state of pedagogical excellence demands a collaborative commitment from both seasoned experts and diligent developers. Their continuous engagement, coupled with an unwavering dedication to iterative improvement, forms the cornerstone of an ever-evolving educational landscape. It is through this relentless pursuit of perfection, fueled by the invaluable feedback loop, that these teaching materials can transcend their current state and ascend to new heights of instructional efficacy and impact.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded, among other things: the need for Massenrempulu local wisdom-based teaching materials for PAUD in Enrekang Regency is quite high, the Massenrempulu local wisdom-based teaching materials developed are considered valid in the high category for use for PAUD in Enrekang Regency, and the Massenrempulu local wisdom-based teaching materials developed are considered practical for use for PAUD in Enrekang Regency.

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Details of the AI usage are given below:

- 1.
- 2.
- 3.

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