



The Development of Early Childhood's Maritime Textbook Based on Local Wisdom in Gili Indah Village, North Lombok Regency West Nusa Tenggara

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Abstract. This study is aimed at producing a specific product in the form of a maritime textbook for teachers of early childhood education that meet elements of an acceptability. In addition, this study also examines the effectiveness of using developed maritime textbook. To find the research aims, researchers applied an R&D design which is the ADDIE model. The data consist of qualitative dan quantitative data. The product of this study was maritime textbooks for early childhood education teachers. The product is then validated by 12 experts. Based on the experts' comments, the product was revised. The final revised product was tested involving 18 early childhood education teachers in a limited group trial. The researchers employed a rating scale that was developed based on the Joint Committee on Standards for Educational Evaluation. The current development is carried out to produce a maritime textbook that has acceptability. The acceptability of the maritime textbook covered four aspects i.e., usability, implementation, accuracy, and suitability. Based on the research findings, the developed maritime textbook has met the aspects of acceptability and based on the limited field testing, the developed maritime textbook based on local wisdom was effective in facilitating learners to improve their maritime comprehension.

Keywords: Local wisdom · environmental knowledge · maritime · early childhood education

1 Introduction

The local wisdom status which was applied to coastal areas can be used as control over human beings who have unlimited needs and desires. The existence of local wisdom greatly affects the preservation of the human environment as a place to live and especially in coastal areas. Local wisdom is a life value system that is inherited from one generation to the next in the form of religious, cultural, or customary activities which are generally in

the oral form of a social form system. The existence of local wisdom in the community is the result of a hereditary adaptation process over a very long period to a living environment. Revealed local wisdom as an adaptation strategy that emerges from within the community itself to fix social problems related to people's lives [1]. In addition, Ridwan revealed that local wisdom can be understood as a human effort by using his/her mind or cognition to act and behave towards something, object, or event which occurs in a certain place [2].

If the abovementioned comprehension is arranged etymologically, wisdom can be understood as a person who can use his/her mind in acting and thinking as a result of something, object, or event that occurs [3]. In addition, as a term, wisdom is often interpreted as an event. The local word specifically refers to a limited value system as well. As an interaction space that has been designed in such a way that it involves a pattern of relationships between people and their physical environment.

In this case, Indonesia is known as an archipelagic country in the world which is geographically very strategic for national and international shipping lanes. The marine territory owned by Indonesian must be seen as the real challenge to be managed, maintained, and protected for the National interest of Indonesian [4]. In this case, the Indonesian sea has become a national asset that can be used as an ecosystem, energy source, food source, and

acts as a medium of inter-island communication, trade place, and sociocultural exchange. One of the places that have this potential is Lombok Island, West Nusa Tenggara, especially in Gili Indah. However, to realize this, qualified human resources are needed in managing the existing potential. Meanwhile, currently, people in Gili Indah can see the potential they have so they are more dependent on life on the land.

People on the coast of Gili Indah Island consisting of Gili Trawangan, Gili Air and Gili Meno need to understand how to take advantage of the potential of the sea as a form of local wisdom that can increase environmental knowledge. The majority of people in Gili Indah is working as hotel employees, construction workers, and entrepreneurs such as selling food and being tour guides for tourists. In this case, the potential of the sea, which they have not been optimally touched so that the philosophy of "My Grandmother is a Sailor" has not been described to the people of Gili Indah. Seeing the large number of coastal people who prefer to work on the land as the solution to survive their lives, it can be concluded that the Gili Indah community has not yet received a touch of development in the environment so they have not been able to get the advantages of the sea optimally.

The development of the environment is a mandatory thing that must be done as a form of support in maintaining the sustainability of the potential of coastal natural resources and marine resources [5]. In addition, this support can be a force in creating sustainable community life. Besides, the support can be a power to create sustainable people's life. If seeing people who live abroad, especially in Europe and other coastal countries and other developed islands, many people work as a sailor, fishermen, transporters of goods with various categories, marines, crews of dredgers in coastal waters, marine sports such as surfers and diver, and work in marine environmental organizations [6]. This already illustrated how people already have environmental knowledge so they can optimize their marine potential. One of their efforts is to understand the importance of the sea through maritime education level [7].

Furthermore, Sakurai, Takuro and Taisuke stated that in Okayama, Japan had long developed a marine learning program and the result of their research stated that students' perceptions and emotional closeness about the sea increase every year [8]. This illustrated that developed countries such as Japan have implemented maritime learning from an early age which can indirectly foster the understanding of having knowledge of the coastal environment.

Reflecting on the actions which had been taken by the Japanese government, the efforts that can be made by the Indonesian government in improving human resources, especially to be able to manage the marine resources through the education sector [9]. According to Indrawanto, the Indonesian government realize a new program named maritime curriculum. As for the maritime curriculum, students are expected to be able to design and carry out various activities to solve the problems of coastal places [10]. The maritime curriculum program is based on the knowledge of maritime history, maritime cultural values, and maritime potential to increase love for the homeland and spirit to defend the country with maritime character [11]. In addition, maritime education aimed to build a pattern of thought on oneself and the environment as a maritime nation and state in thinking, acting, and behaving [12, 13]. Besides, maritime education also aimed to shape human behavior and procedures as a community towards the sea and increase all the potential of marine wealth to fill the needs of people [10]. Generally, it can be concluded that maritime education aimed to provide broad knowledge regarding the management of marine quality [14].

In Indonesia, maritime education had been applied at the level of early childhood education to higher education. Especially in this case, the focus is on maritime education at an early age. Early childhood education in this case is the level of education before the basic education level which is a coaching effort aimed at children from the born baby until six years old through giving the education to help physical and spiritual growth and development so that the children have redline in entering further education. Early childhood education is important because in the early years of life the child's brain can develop very quickly so that it can properly receive and absorb various kinds of information [15]. This is the reason why maritime education is very good for early childhood.

Maritime education for early childhood is considered one of the solutions that can improve human resources and especially in managing Indonesia's marine resources. In addition, until now there are many obstacles in implementing maritime education in Indonesia due to the lack of integration between ministries in terms of coordination of work-planned programs [16]. Besides that, according to [9] and [11] schools do not have the curriculum and operational guidelines that are prepared and implemented according to regional conditions and student needs, especially in coastal places. Another obstacle is the lack of practitioners or experts working in the maritime world. This statement is suitable with the opinion of Baylon and Santos [14], Gekara [17], and Pallis and Adolf [18] stated that there is a lack of practitioners in maritime education, so the process of maritime culture is very low transfer to the students because of the lack of material.

Especially at the early childhood education unit level, the provision of maritime themes had never been taught due to limited abilities and the absence of guidelines used as a reference for delivering material to students [19].

Observing the situation, a practical solution is needed, named good coordination at the ministerial level in carrying out the programs that had been developed. Besides, in supporting the maritime learning process to run effectively, a curriculum and operational guidelines such as textbooks are needed to be prepared and implemented according to regional conditions and the needs of the students [7]. In addition, the use of the experts needs to be upgraded with qualified competence that is suitable for the scientific field [14]. In achieving the goals, of this research, a textbook will be developed as a guide that can be used by early childhood education teachers in delivering material related to maritime affairs which had a lot of scientific content and maritime cultural skills based on local wisdom. In the future, hoped this activity can build superior and competitive Indonesian and have the character of local wisdom, especially on the island of Gili Indah. This discussion can explain the role of early childhood education by using curriculum tools in the form of teaching materials that are developed based on regional conditions and student needs so they can optimize the marine potential of the coastal people of Gili Indah Lombok, West Nusa Tenggara, Indonesia.

2 Literature Review

2.1 Local Wisdom

The role and status of local wisdom as a law or regulation implemented in coastal places is very important, considering that from a historical point of view, it was obtained in a very long process and passed down orally by people from generation to generation. In addition, the terms of the purpose of the application are named as control over human nature whose needs and desires are not limited, it allows the existence of local wisdom to greatly affect the sustainability of the human environment as a place to live, especially in coastal places. According to Naping, Safriadi & Musywirah [20] local wisdom is very important to apply. In this case, local wisdom is a life value system that is inherited from one generation to the next generation in form of religion, culture, or customs which are generally in the oral form of a social system of society.

According to Touwe [21], local wisdom is the application of ancestral values in the order of people's lives, among others, aimed to maintain the natural environment sustainably. Besides that, local wisdom can be interpreted as a way of life and knowledge as well as various life strategies in the form of activities and knowledge as well as various life strategies in the form of activities carried out by local people in responding to various problems in meeting their needs. In this case, local wisdom can be defined as a collection of knowledge and ways of thinking in the culture of a human group, which is the result of observation over a long period of time. Aulia et al. [22] explained that the form of local wisdom that exists in society can be in the form of values, norms, beliefs, and special rules.

These various forms affect the function of local wisdom to be diverse as well. Local wisdom functions for the conservation and preservation of natural resources, development of human resources, development of culture and science, advice, beliefs, literature, and taboos. Meanwhile, in maintaining local wisdom in order to survive, it is necessary to pay attention to the challenges that will be faced in the future. According to Saharuddin.

[23] the challenges of local wisdom can be in the form of population growth, modern technology and culture, large capital, poverty and inequality, and community difficulties in meeting basic needs often lead to social problems in the use of natural resources.

The Indonesian people are blessed with many kinds and fields of local wisdom, in various forms, throughout the archipelago. One example is in the environmental field, especially for people who lining on the coast of Gili Indah, West Nusa Tenggara, Indonesia must be able to apply the philosophy of “My Grandmother was a Sailor” in order to improve their standard of living. This philosophy is a pearl of local wisdom that has a moral message for children on the coast so that they can express themselves as tough sailors and are accustomed to facing the pressures in the middle of the sea. In addition, the moral values contained teach the young generation of Indonesian to be able to love and preserve the maritime potential of the Indonesian nation. In this case, Indonesia is an archipelagic country that has a very wide sea where the island of the archipelago is surrounded by oceans, so this philosophy is very suitable to be instilled in the people on the coast of Indonesia.

However, with the number of immigrants from other countries slowly shifting the center of life in Indonesia, which was originally located at the coast to protrude into the mountain valleys. Little by little identity as a sailor, began to be left behind. Until finally working as fisherman or ship captain, no longer attracts the interest for the youth. According to Dian.

[24]the lack of information about the history of shipping and trade activities in Indonesia, which involves the sea as a connecting medium, had contributed to the slow-down in the development of the maritime world in Indonesia. Seeing this phenomenon, local wisdom is very necessary to be applied to the younger generation as a form of natural transfer of knowledge.

2.2 Early Childhood Education

Education can be interpreted as the process of changing the attitudes and behavior of a person or group of people in maturing humans through teaching and training efforts [25]. Especially, in this case, early childhood education can be defined as a level of education before the basic education level which is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that the children have read line to enter further education, which is held on formal, nonformal, and informal channels [26]. In addition, Hatch [27] said that early childhood education should emphasize learning that leads to cognitive development.

Education for early childhood is very important because it can improve children's development, both cognitive, affective, and psychomotor because from the learning process children can determine the direction and quality of subsequent education. Skjaeveland (2017) stated that early childhood learning experiences gained through interaction with their environment can stimulate children to have a good interest and understanding of something. Early childhood education is actually an educational process that aims to develop the basic potential of children through the simultaneous and sustainable development of developmental aspects (Sulistiani & Arya, 2014). An educational process that can develop aspects of children's development simultaneously and continuously

will occur if the educational process is adapted to the experience, environment, and daily conditions of children.

Skjaeveland [28] stated that the early childhood learning process must be adapted to the environmental conditions in which they live by prioritizing local wisdom-understanding based. In this case, the development of basic potential will be maximized if the educational process is based on experience, knowledge, and life issues faced by children in daily life. Therefore, early childhood education in the island place that is close to the coast needs to be prepared, and the contents of the educational process designed to be adapted to the characteristics of the local people.

2.3 Maritime Education Guidebook

Through maritime education, it is expected that education program services can balance all dimensions of competence, intelligence, and scope of development of every early childhood who follows education in PAUD institution units so that it becomes more effective and optimal. In general, the context and content of maritime education that can be introduced to children, among others, can be maritime history, maritime cultural values, maritime potential, values of love of the homeland and positive character of maritime, as well as the superiority of Indonesia as a maritime nation and country. Each context and content of the material is integrated into every unit of early childhood education (PAUD) ranging from the education unit level curriculum (KTSP) to its operation in learning [26].

To produce the optimal quality of diversification and integration of maritime education based on the above stages, its operation still refers to the principles used in the implementation of the curriculum 2013 early childhood education, namely: child-centered, contextually developed curriculum, covering all dimensions of competence and development programs, development programs as the basis for the formation of children's personality, pay attention to the level of child development, Consider the child's learning, holistically integrative, learn through play, provide learning experiences, pay attention and preserve socio-cultural characteristics. The statement was reinforced by MacQuarrie, Nugent & Warden [4] who revealed that nature-based learning is a type of early childhood education that is very popular today and where learning emphasizes a sociocultural context that can have a major influence on children's learning practices in daily life.

The maritime teaching book which developed in this case is compiled by carrying religious values and character values such as honest leadership, creativity, responsible spirit, discipline, love of the sea, maintaining the sea, and preserving the marine environment. The application of values is done through routine habituation applied while the child is in the PAUD unit. Learning activities are carried out with fun, creative, and participatory principles. The learning model used is a group, the realization of its activities in one day children play while learning with various activities. The special program developed in this teaching book is the flagship program of the maritime early childhood education unit in the form of: (1) optimizing the materials and tools in the sea coastal environment as the main natural material medium; (2) introducing and embed maritime education early on, including the introduction of maritime- related arts and culture; (3) the introduction of local wisdom related to the marine environment; (4) the development

of the child's talents and interests with regard to maritime; (5) maritime ecotourism activities; (6) parenting activities; (7) family fun day; and (8) art performance activities from and by children. Learning activities are carried out by utilizing the environment and wrapped in local cultural wisdom. These are excellent in.

improving the understanding of learners [4]. In addition, learning using the environment is considered a learning and play process that is very suitable for the needs of early childhood [29].

The learning strategies used in the teaching book developed for Gili Indah Islands early childhood education unit are as follows: (1) invite children to know the environment of the islands more carefully which includes biological potential, geography, socio-culture, profession, and transportation. Through indoor and outdoor activities;

(2) foster a child's love for island areas that include biological potential, geography, socio-culture, profession, and transportation; (3) foster a sense of belonging, and respect for children about the environment of their islands that includes biological potential, geography, socio-culture, profession and transportation; and (4) introduce to children about the environmental management of their islands that include biological potential, geography, socio-culture, profession, and transportation.

3 Method

3.1 Research Design

This research used a research and development design model. According to Cresswell [30], R&D design is used to produce a product and test its effectiveness of a particular product. According to Sugiyono [31], R&D design is to find, develop, and validate a product. Based on this explanation, the development of an early childhood maritime teaching book based on local wisdom is a process or steps taken to develop new products or improve the products used by paying attention to the validation of these products used in educational activities. This developed product is a solution to the problems experienced by the world of non-formal education, especially in the field of early childhood education for children who live on the beaches of Gili Indah, Lombok, West Nusa Tenggara, Indonesia to better know and love the nautical potential.

The research and development methods used in this research refer to the ADDIE development model. This is in line with research conducted by Astuti et al. [32] where they conducted research and development using the ADDIE model. The collection of marine potential data in Gili Indah Village, Indonesia was conducted using survey and interview methods, namely: 1) interviews with selected respondents (community leaders and natural tourism park agencies) to get information about the diversity of marine potential in Gili Indah, 2) observations and direct surveys to get a direct picture of the state of the research area, and 3) literature studies related to the marine potential in Gili Indah Village. While the collection of data to see the effectiveness of the teaching book is shepherded using the other scale. Furthermore, these stages can be described as found in Table 1.

The purpose of the development of the product in the form of this textbook adjusts with the concept of The Joint Committee on Standards for Educational Evaluation (1981) where the development is done to produce a product that has elements of acceptability

Table 1. Stage of ADDIE Model

Stage	Description
Analysis	The initial needs analysis was done by gathering information and formulating a general description of the textbooks that will be developed according to the characteristics of the environment and users
Design	The draft of the maritime education learning program includes: 1) purpose, 2) target, and 3) potential nautical
Develop	Develop a prototype of a maritime textbook based on local wisdom which was validated by twelve experts and conduct focus group discussions to discuss the elements of acceptability
Implementation	The maritime textbook based on local wisdom products was implemented to be tested for effectiveness
Evaluate	The evaluation stage is carried out by testing product quality by early childhood education teachers

or the acceptability of which includes four aspects, among others: the usefulness, feasibility, accuracy, and appropriateness. As for in analyzing the aspects of stretcher used quantitative analysis. The quantitative data obtained from the assessment of the expert test and assessment test group limited or the user which in this case is the teacher of early childhood education as the users by filling in the format of the assessment that has been provided by the researchers.

Quantitative data expert tests and trials finite groups in the analysis with the statistics using SPSS to test the paired t-test to see the difference before and after using the product in the form of a textbook that was developed.

3.2 Participants

In this study, there are 12 experts consisting of 4 experts from early childhood education, 2 experts from the ministry of marine affairs and fisheries, 2 experts from the institute for development of early childhood education, 2 and 2 media experts. In the field testing, 18 teachers of early childhood education are involved in Gili Trawangan participants as many as 6 people, Gili Meno participants 6 people and Gili Air participants 6 people. In order to more clearly show the geographic location of the three Gili, it can be seen in Fig. 1.

3.3 Data Collection

The instruments used in this research is a rating scale developed based on the indicators of the development of the product or based on the concept of The Joint Committee on Standards for Educational Evaluation (1981) where the development is done to produce a product that has elements of acceptability or the acceptability of which includes four aspects, among others: the usefulness, feasibility, accuracy, and appropriateness. The

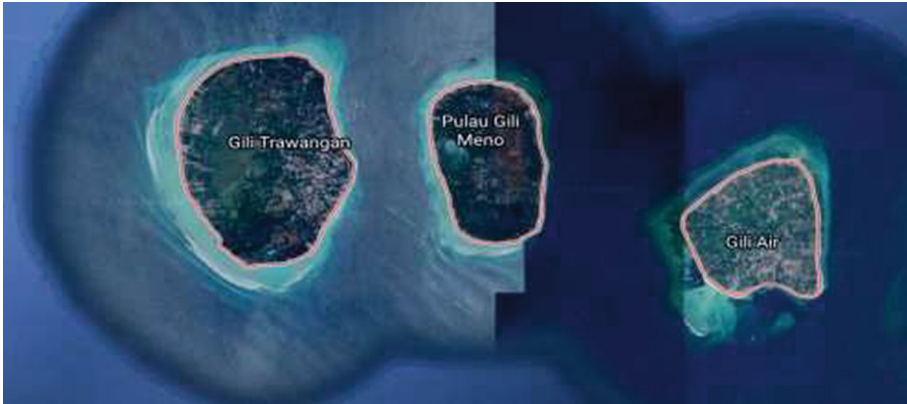


Fig. 1. Map of the Beautiful Gilis (Gili Terawangan, Gili Meno, and Gili Air)

rating scale developed has 10 items of the statement and uses a Likert scale with 4 selection criteria, namely: Strongly Agree (SS), Disagree (KS), Disagree (TS), and Strongly Disagree (STS). The results of the reliability test of the scale of assessment of test experts and users group limited obtained a Cronbach Alpha coefficient of 0.74.

3.4 Data Analysis

Quantitative data from expert test results and limited group trials were analyzed using the Statistical Package for the Social Sciences (SPSS) program Paired t-test to see the difference between the first assessment (T1) and the second assessment (T2) after the product prototype was developed in the form of maritime textbooks based on local wisdom in the revision stage.

4 Result

The Data collected in this research related to the assessment of test experts and the assessment of trial unlimited groups or users that teachers of early childhood education in the Beautiful Gili (Gili Terawangan, Gili Meno, and Gili Air) Lombok, Nusa Tenggara Barat, Indonesia. Based on the results of the assessment test experts, the experts' assessment can be presented in Table 2 and the results of the field assessment can be presented in Table 3.

From the table above, it can be seen that the results of the assessment test experts at the time $T1 = 366$, $M = 30.50$ and increased at the time of the second assessment because the product in the form of a textbook has been doing stage revision as suggested by experts so that the assessment at the time of $T2 = 424$, $M = 35.33$.

From the table above, it can be seen that the results of the field testing at the time $T1 = 622$, $M = 34.56$ and increased at the time of the second assessment because the product in the form of a textbook has been performing the revision of the corresponding input of the teacher as a practitioner in the field who uses the product so that the assessment at

Table 2. The Results Of The Assessment Test Experts

No	Expert (Initial)	First Score (T1)	Second score (T2)
1	A	31	37
2	B	32	36
3	C	30	35
4	D	30	33
5	E	30	37
6	F	30	36
7	G	30	35
8	H	31	36
9	I	30	34
10	J	30	35
11	K	32	36
12	L	30	34
	Amount	366	424
	Mean	30.50	35.33

the time of T2 = 649, $M = 36.06$. More data was collected and analyzed using the test and paired t-test. Descriptive characteristics of the assessment textbook that developed in pre-test (T1), and post-test (T2) for expert test and test group limited or the user, in this case, is the teacher presented in Table 4.

The results of the analysis of paired t-test show test assessment experts at the time of the first measurement T1 ($M = 30.50$, $SD = 0.79$) and increased at the time of the second measurement T2 ($M = 35.33$, $SD = 1.23$). Based on the results of these measurements look there is an increase of ($M = 1.50$, $SD = 1.61$) which means after doing a revision of the textbook developed test assessment experts to be increased. While based on the results of the test group limited made by teachers' early childhood education results obtained at the time of the first measurement T1 ($M = 34.56$, $SD = 2.22$) and increased at the time of the second measurement T2 ($M = 36.06$, $SD = 1.55$). Based on the results of these measurements look there is an increase of ($M = 4.83$, $SD = 1.11$) which means after doing a revision of the textbook developed assessment test group limited be increased. For more details then the increase that occurred at the time of the first measurement and the second to the expert test and field testing in Fig. 2

Table 3. The Results Of The Assessment Test Group Limited

No	Expert (Initial)	First Score (T1)	Second Score (T2)
1	A	37	39
2	B	35	37
3	C	37	37
4	D	33	34
5	E	37	37
6	F	37	37
7	G	34	36
8	H	33	33
9	I	33	35
10	J	31	36
11	K	33	36
12	L	34	35
13	M	36	38
14	N	34	34
15	O	30	35
16	P	38	38
17	Q	34	36
18	R	36	36
	Amount	622	649
	Mean	34.56	36.06

Table 4. Characteristics of Descriptive Acceptance Tests Textbook

Group	Expert test		User test	
	T ₁	T ₂	T ₁	T ₂
Mean	30.50	35.33	34.56	36.06
SD	0.79	1.23	2.22	1.55
T	15.12,	P <0.01	3.93,	P <0.01
SE	0.32		0.38	
N	12		18	



Fig. 2. Chart the Improvement Assessment Test Experts and Test Group Limited

5 Discussion

The results of the research and development of this show that education textbooks maritime for early childhood developed can be accepted by the user after performing the test experts and product revision. In the test, this study involved 4 experts of early childhood education, 2 experts from the ministry of marine affairs and fisheries, 2 people from the institute for development of early childhood education, 2 and 2 experts from the learning media. Assessment through the test of the expert in this case the use of the instrument in the form of a rating scale which was developed based on the elements of acceptability. The test results of the expert obtained were further matched with the assessment criteria that have been determined by the researcher.

Based on the results of the quantitative data test experts on aspects of the usefulness of the derived category of "Very useful" which shows textbook meets the criteria of usefulness or useful. Based on the results of the quantitative data, aspects of feasibility obtained the category of "Very appropriate" which shows the textbook has met the criteria for feasibility. Based on the results of the quantitative data, aspects of the accuracy obtained the category of "Very appropriate" which shows the textbook meets the criteria of accuracy while based on the results of the quantitative data, aspects of the suitability of the derived category of "Very appropriate" which shows textbook meets the criteria of conformity.

Further, the field testing was done by eighteen teachers of early childhood education, Assessment through trial group limited, in this case, uses instruments in the form of a scale of assessment of the same by test experts and developed based on the elements of acceptability. The results of the test group limited acquired subsequently matched with the assessment criteria that have been determined by researchers.

Based on the results of the quantitative data test experts on aspects of the usefulness of the derived category of "Very useful which shows textbook meets the criteria of usefulness or useful. Based on the results of the quantitative data test experts' aspects of feasibility obtained the category of "Very appropriate" which shows the textbook has met the criteria for feasibility. Based on the results of the quantitative data test experts' aspects of the accuracy obtained the category of "Very appropriate" which shows textbook meets the criteria of accuracy. While based on the results of the quantitative data test experts'



Fig. 3. Cover and Table of Contents of a Textbook Developed

aspects of the suitability of the derived category of “Very appropriate” which shows textbook meets the criteria of conformity. To give a clearer picture of the results of the developed products can be seen in Fig. 3.

The development of this textbook is already met with elements of acceptability, which indicates that this textbook is appropriate and feasible for use by teachers of early childhood education as a guideline in carrying out the learning process. As for the process of integration of education maritime in the textbook developed performed by means of grafting or grafting context and a charge of education maritime (starting from the objectives, materials, activities, and assessment) and performed better on the stage of preparation or planning, and implementation until the evaluation stage so that it becomes an activity that is structured. This statement is in accordance with the directives and policies of the Directorate of early childhood education [26] which allows applying the approach of diversification and integration of the education sector on a unit or agency of early childhood education so that it can be implemented as a whole and sustainable.

A Textbook developed for the assessment of already meet the elements of acceptability where better in the elements of usability, feasibility, accuracy, and suitability of the already meet the rules of product development. In this case, to produce the best quality, the contents of the textbook are already adjusted to the policy in the area where doing research in Gili Indah so that the local wisdom that is in accordance with the location of the region can be adjusted. In addition, the contents of the textbook are developed already showing the depth of competencies that can be taught to the learners and adapted to the purpose, needs, abilities, and geographical circumstances. Heirs and Manuel [33] revealed that education-based maritime should be adjusted with the goal of learning so that can improve the competence of learners in a maritime context. The statement is in line with Haun (2021) who stated theories of the material subjects should be regarding the needs of the learners or in this case students.

In addition, researchers already pay attention to diversifying the curriculum used in the development of this textbook also integrates education maritime optimal and child-centered. More material provided contextually can include all the dimensions of

competence and program development of the child as the basis for the formation of personality in accordance with the characteristics of the social culture. The statement is reinforced by Sulistiani and Mustami'ah [15] who revealed that the learning of maritime early childhood should be adjusted to the social and cultural as well as the stage-the stage of development of the child so that the material presented can be absorbed properly so that it can be implemented in daily life.

In addition, the textbook of maritime developed compiled with the carrying value - value- value of the character that loves the sea, sea-keeping, and preserving the marine environment. The implementation of character values is done through habituation routine is applied for the child to be in the education unit. Further, the learning activities are carried out with the principles of fun, creative, and participatory. In addition, the learning model used is a play group that therein contains a variety of positive activities. As for the special programs that exist in the development of the textbook of maritime can be used as the flagship program of the maritime because the application can optimize the materials and tools environment of the coastal ocean as a medium of learning, as well as the activities of parenting that can directly improve the understanding of parents in educating children to love and appreciate the potential of the sea that they have in accordance with local customs regulations. The statement is in line with MacQuarrie, Nugent and Warden [4] if the learning activities can be done by utilizing nature around and wrapped by local wisdom culture is a very good idea to increase understanding of the needs of learners who live in the coastal area.

6 Conclusion

Based on the results of research and development that have been obtained it can be concluded, that the textbook was developed already to meet the elements of acceptance or acceptability which includes four aspects, among others: usefulness, feasibility, accuracy, and appropriateness. In addition, after testing a limited group obtained the result that the textbook developed is effective in its application.

Research limitations and Direction of Future Research. This study is limited only to developing the product in the form of a textbook of maritime-based local wisdom to be used by teachers of early childhood education. In addition, this study also only limited to a trial group limited and does not do a test run on a broad group. The limitation of the first in this research is the location of the re-search is only limited to the coastal areas in Gili Indah, Nusa Tenggara Barat, Indo-nesia. Meanwhile, the next researcher to conduct research in different areas. Limita-tions of the study the second is not yet at the stage of dissemination products. Meanwhile, further research in order to conduct research and development with the same concept up to the stage of dissemination of products.

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