



The Sundanese Cultural Story Book As A Learning Media For Local Wisdom-Based in Pancasila and Civic Education Learning For Elementary School Students In Bandung

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Abstract. The policy of this local content program is based on the fact that Indonesia has a diverse culture. Therefore, it is necessary for elementary school students in Bandung as the capital of West Java province to get to know the local culture, namely Sundanese culture. Based on the problem analysis, it was found that Sundanese cultural literacy knowledge is still low among elementary school students in Bandung. Moreover, teachers have never made PPKn learning media based on local wisdom. So related to this problem, made based on an analysis of the needs and characteristics of elementary school students, students need Sundanese cultural story books as a PPKn learning media based on local wisdom. This research was carried out with the aim of producing a storybook based on local wisdom of Sundanese culture as a learning media for PPKn grade V elementary school. The research was conducted using the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) development model. Storybooks based on local wisdom of Sundanese culture as a PPKn learning media are feasible to be used in PPKn class V elementary school learning in Bandung on socio-cultural diversity materials by obtaining the results of the feasibility test from twelve experts who have different scientific characteristics, namely material, media, cultural and language experts. The results of the validation carried out by the experts based on calculations using Aiken's V show that the entire V index > 0.78 (V of the Aiken table).

Keywords: Storybooks, Learning Media, Local Wisdom

1 Introduction

1.1 Introduction

In elementary school learning, teachers have the flexibility to conduct learning in accordance with students' abilities and also make adjustments to the local context and content (Mulyasa, 2023). The policy of this local content program is based on the fact that Indonesia has a diverse culture. Cultural diversity is a wealth for the Indonesian

nation, so the Indonesian nation must be proud and must preserve the nation's culture. Cultural diversity is one of the PPKn learning materials in elementary schools in Indonesia. Therefore, PPKn learning must make adjustments to the context of local content. Local content in the form of local values and wisdom is categorized into three components: 1) cultural local content (one example of cultural local content is cultural heritage, 2) social local content (one example of social local content is social community such as districts and sub-districts), and 3) physical local content (physical local content means like natural scenery such as mountains and beaches) (Ummi Kaltsum et al., 2021).

In fact, there is still very little learning in elementary schools that adjusts to the context of local content, namely in the form of local wisdom values. Bandung is the capital of West Java province, which is the third largest city in Indonesia. The people of Bandung are not all Sundanese. There are many immigrant communities such as Javanese, Betawi, Minang, Malay, Bugis, Ambon, and others. So that Sundanese cultural traditions are not too attached to the people of Bandung as the capital of West Java, especially for elementary school children. Learning about local cultural traditions is part of local wisdom. In the analysis of the need for knowledge of Sundanese cultural values in elementary school students in Bandung, the results of 52% do not understand Sundanese cultural traditions.

Learning local wisdom can help students understand their identity, so that when every child has understood their identity, then children will not be easily influenced by culture from outside that is contrary to noble values. Therefore, elementary school students must be familiar with the values that apply in the social order that are guidelines for daily behavior in the community, which is known as local wisdom (Miranti et al., 2021). Miranti also mentioned in her research that learning based on local wisdom is in accordance with the goals of education which is one of the efforts to inherit culture to underlie the growth of character values. Local wisdom or local culture is an important source of value in people's lives, so integrating local wisdom values into learning text materials is very important (Uge, et al., 2019).

Integrating local wisdom values into learning materials can be through storybooks. Researchers have proven that storybooks can reflect cultural values. Cultural values contained in a society are introduced to children through storybooks so that these cultural values are easily integrated into children's lives (Göbel et al., 2018; Sanders et al., 2018; Ratminingsih et al., 2020; Farkas et al., 2020). Kim (2018) in his research uses folklore to teach cultural values to early school students, as a practice that is considered relevant to help children develop and maintain cultural competencies through integrating cultural experiences and cultural values into their learning environment so that they will form their own morals (Kim et al., 2018). Therefore, knowledge of local wisdom or cultural values must start from the earliest possible age. Knowledge of local wisdom for the Indonesian people will take the form of social learning so that people must be able to control their environment by applying cultural values (Lawanda, 2019).

Storybooks based on local wisdom of Sundanese culture as a PPKn learning media will be developed using the ADDIE model learning design. ADDIE is a product development paradigm and not a mere model, ADDIE's steps stand for *Analyze*,

Design, Develop, Implement, and Evaluate (Branch, 2009). The ADDIE model describes what happens and determines what needs to happen, the ADDIE model provides researchers and practitioners in this study with an appropriate structured approach and critical feedback to conceptualize, create, and test an enhanced version of the product to be created, and its implementation that incorporates enhanced design principles and praxis (Guitert et al., 2020). **Storybooks based on local wisdom of Sundanese culture are very important to be used as a PPKn learning media for elementary school students in Bandung, West Java, which is where the Sundanese tribe is located.**

1.2 Research questions

Based on the discussion above, our research research questions in the context of elementary schools in the Bandung area, West Java province:

1. How is the design of the development of storybooks based on local wisdom of Sundanese culture as a learning media for PPKn Elementary Schools in Bandung?
2. What is the feasibility of storybooks based on local wisdom of Sundanese culture as a learning media for PPKn Elementary Schools in Bandung?

2 Literature review

Storybooks for children are a familiar thing. They have been accustomed to storybooks since an early age, even if only by looking at pictures. Storybooks have an appeal for children. However, in its development, storybooks can be used in classroom learning as resource books and enrichment books. Storybooks usually display narrative text accompanied by pictures as illustrations so that students can understand well. With the creativity and technological ability possessed by a teacher, he can design a storybook according to the material and learning objectives that will be achieved in the learning. Storybooks are always accompanied by text and illustrations, this is explained by Rothlein L and Meinbach A (1991) in (Rahmadi, 2018) that a picture story book is a story book in which there are writings and pictures as illustrations. This opinion is also supported by (Uscianowski et al., 2020) who said that children's storybooks integrate two important things, namely text and illustrations. The illustration here can be likened to an image that is adjusted to the text in the story. It is different from the opinion (Sutherland and Arbuthnot, 1991) who say that a picture story book has a "structured story" which is a real story. A real story referred to by Sutherland is a type of nonfiction storybook or is a story of a true story in human life. The Sutherland Statement (1991) is supported by (Larsen et al., 2018) That said, the results of recent research show that children love realistic stories. Children's interest in real stories is an opportunity for teachers to put learning materials into a real story packaging.

According to (Ratminingsih et al., 2020) That storybooks are very helpful for students to be able to feel situations that are almost the same as the stories written which also include pictures so that they can see the situation visually and develop their imagination. With storybooks, students can develop their imagination and will also be

able to experience situations that are almost the same as the stories written. Therefore, text and pictures will greatly influence or can foster a feeling or character in children who read it according to the content of the story to be presented. Children's storybooks are tools or media that can be used in creative and effective learning in character formation because in storybooks there are instilled good values in children which are part of the learning material (Sari and Wardani, 2021).

Storybooks are used in learning according to Musfiroh (2018) The objectives are: 1) Cultural transmission approach or *cultural transmission approach*, With this approach, it can educate and the child's personality will be well formed; 2) Cognitively and affectively, children's storybooks can simulate the formation of knowledge and attitudes, starting with interpretation, comprehensiveness, to inference on moral values contained in children's storybooks; 3) the child will have a reference to the moral message conveyed in the storybook after reading it; 4) Storybooks that aim to instill characters such as honesty, cooperation, responsibility and others will affect their social and emotional intelligence. Musfiroh also explained that storybooks also have several characteristics, namely: themes, mandates, characters and characterization, storylines, points of view or *point of view*, setting, language and illustration (Musfiroh, 2008). According to Emmons (2018), to get a good illustration, the author should collaborate with an illustrator (Emmons et al., 2018).

Local wisdom has other terms such as local skills, local genius, local resources, local aesthetics, local norms, and ethics by utilizing the application of local cultural values in the social life of the community to achieve peace and prosperity (Zakiah & Marini, 2023). Local wisdom as a good and correct value is recognized and implemented by the community in interacting between humans and their environment for generations (Marriage and Death, 2018). Local wisdom is also an entity that combines aspects of intelligence and creativity combined significantly as the dignity and dignity of human beings in a society for the advancement of the nation's civilization (Married and Married, 2021). Each region has different local wisdom, but all of them have the truth of the relationship, namely: the relationship with God, the relationship with nature, the relationship with fellow humans in living together in society. Local wisdom also illustrates the concept of humanity growing and maturing, the concept of unity is realized, common welfare is regulated by the principle of wisdom and the concept of justice is realized in daily life. Local wisdom must be learned and understood by all members of society, especially a pluralistic and multicultural society like Indonesia (Eko & Putranto, 2019).

Sundanese culture is a culture of the Sundanese tribe. The Sundanese themselves are one of the ethnic groups with the second largest population (15.5%) among the other 633 ethnic groups in Indonesia and generally live in the provinces of West Java and Banten (Rizkiyani and Sari, 2022). Sundanese culture can be said to be a rich culture, not only rich in physical artworks, such as angklung musical instruments, and traditional Sundanese architecture, but also rich in performing arts (Subroto, 2022). Some of the Sundanese cultural traditions that will be discussed in this study are angklung, wayang golek, ngabotram, mangkuan and seren taun.

3 Method

This study uses the research and development (RnD) method using the ADDIE development model, which stands for *Analysis, Design, Development, Implementation, and Evaluation*. The model design developed by the researcher refers to the ADDIE model. The ADDIE model uses an appropriate structured approach and important feedback to conceptualize and test the product so that the product is made more perfect, and its implementation incorporates refined design principles and praxis (Guitert et al., 2020). The ADDIE model can be used for various forms of product development, such as models, learning strategies, learning methods, media, and teaching materials (Irvy, 2020). This research aims to create a picture storybook based on local wisdom of Sundanese culture as a learning media for PPKn for elementary school students in Bandung, West Java.

The research subjects are 25 students in grade V of UPI Bandung Pilot Laboratory Elementary School, West Java. The object of this research is a picture story book based on local wisdom of Sundanese culture. The data collection techniques used were interviews, observations, and questionnaire filling. The research instrument uses a validation sheet of material, media, culture and language experts. The research contained in the questionnaire was converted using the Likert scale in five levels of criteria, namely Very Good, Good, Sufficient, Lacking and Very Lacking.

4 Results and discussions

4.1 Storybook media development design

In this study, the ADDIE model is applied only up to *Development*. Research on development models using the ADDIE model (Branch, 2009) in the Research and Development (R&D) approach to the development of storybooks based on local wisdom of Sundanese culture as follows:

1. *Analyze*

In the initial stage of the analysis, the researcher conducts studies and analyses of relevant research with the aim of obtaining theoretical foundations that will support this research and development has a strong basis. Furthermore, looking for actual information in the field consisting of information about the needs of students and teachers used in PPKn learning. This analysis stage aims to determine the needs analysis and determine the learning objectives. The researcher divided the analysis into two analyses, namely needs analysis and material analysis.

a. Needs Analysis

Needs analysis is aspects that analyze the problems and needs expected in PPKn learning. Through needs analysis, information will be obtained on what problems exist in learning and what products are needed to help the learning process. The results of the needs analysis obtained information that:

1. Learning Pancasila and Citizenship Education (PPKn) on the material Socio-Cultural Diversity of the Community in the Context of Bhineka

Tunggal Ika expects students to be able to get to know their culture and preserve it.

2. Based on the environment of students who come from the West Java region, students need knowledge about Sundanese cultural traditions as local content from the West Java region.
3. Based on the characteristics of elementary school students, it is a concrete operation, so students need a product in the form of learning media that can turn abstract material into concrete things.

According to the analysis of these needs, students need PPKn learning media in the form of storybooks based on local wisdom of Sundanese culture on the material Socio-Cultural Diversity in the Context of Bhineka Tunggal Ika, one of which discusses Sundanese cultural traditions which is one of the parts of socio-cultural diversity in Indonesia. The analysis of the needs obtained is connected with the analysis of relevant research studies, so the storybook that will be developed uses elements of learning media in the form of texts and pictures as illustrations that are adapted to the character of elementary school students so that students will like and enjoy reading the storybook. So this product will help and benefit the implementation of PPKn learning in grade V of Elementary School as an inculcation of cultural values.

b. Curriculum Analysis

Curriculum analysis consists of interviews with teachers related to learning materials. Interviews with teachers were conducted with questions and answers about PPKn learning and the media used by teachers during learning. In the curriculum analysis, it was found that the material was quite broad and related to the real life of students in their daily lives related to the culture of their region, namely Sundanese culture. There are learning outcomes to identify, analyze, maintain and preserve the culture of the region. PPKn's learning outcomes can be seen in the table below:

Table 1. PPKn Class V Learning Outcomes for Elementary Schools

Phase	Learning Outcomes
B	Identify and present various forms of ethnic, socio-cultural diversity in the surrounding environment.
C	Analyzing, presenting the results of the analysis, respecting, maintaining, and preserving the culture in the surrounding environment.

2. Design

At the design stage, based on the problems found during the analysis of needs and curriculum and then determining alternatives or solutions to solve problems identified by making a product design to be developed, namely storybooks based on local wisdom of Sundanese culture in accordance with what is needed by students. So a storybook design based on local wisdom of Sundanese culture was made in elementary school PPKn learning. In this stage, the researcher makes a synopsis of the story to be developed into a storybook based on local wisdom of Sundanese culture. The story synopsis is made according to the characteristics of making a children's storybook, including determining the theme, mandate, characters, setting, point of view, story-

line, language and illustrations. At the stage of designing a storybook, an outline must be made before developing a product which can be seen in the table below:

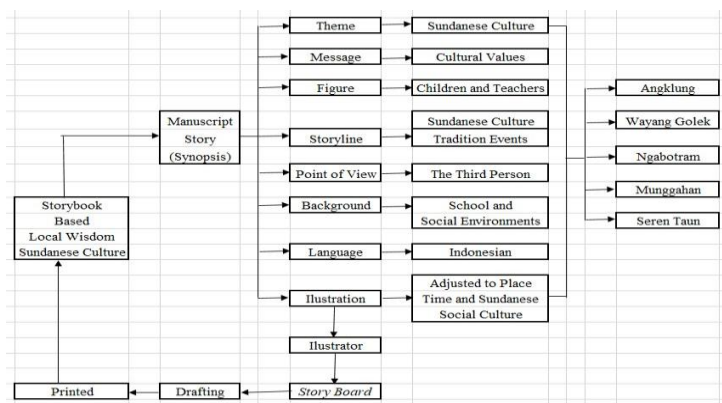


Figure 1. Storybook Learning Design based on Local Wisdom

3. Development

This stage is the process of realizing the design design that has been made in the previous stage. The design of the storybook design based on local wisdom of Sundanese culture that has been made is then discussed together with the illustrator to be realized into a product expected in this research. After the product is produced, the researcher will validate it to media experts, material experts, linguists and cultural experts. After being validated, the storybook will be tested on grade V students of the UPI Bandung Pilot Laboratory Elementary School which has been determined by the researcher through 3 stages of trials, namely *one to one evaluation*, *small group evaluation*, and *field test evaluation*. The development of storybooks based on local wisdom of Sundanese culture has five editions, each of which is related to Sundanese cultural traditions, namely: one edition of stories about angklung, second edition of stories about wayang golek, third edition of stories about ngabotram traditions, fourth edition of stories about the tradition of mangkuan, and fifth edition of stories about seren taun traditions.

The results of the development of storybook products based on local wisdom of Sundanese culture can be seen in the table below:

Table 2. Results of Story Book Development Based on Local Wisdom of Sundanese Culture

No.	Edition	Storybook Title	Storybook Cover
1.	One	Angklung	
2.	Two	Wayang Golek	
3.	Three	Ngabotram di Sakola	
4.	Four	Munggahan	
5.	Five	Upacara Seren Taun	

The researcher developed in accordance with the previously prepared design in real form and validated the product to experts, namely media experts, material experts, and trials on grade V elementary school students at the UPI Bandung Pilot Laboratory Elementary School, West Java. The student trial has been determined by the researcher through 3 stages of trials, namely *one to one evaluation*, *small group evaluation*, and *field test evaluation*. The development of storybooks based on local wisdom of Sundanese culture has five editions, each of which is related to Sundanese cultural traditions, namely: angklung, wayang golek, ngabotram, munggahan and seren taun. The five storybooks tell the traditions of Sundanese culture.

4. Implementation

After developing and storybooks based on local wisdom of Sundanese culture have been tested by media experts, material experts, linguists and cultural experts have been improved in accordance with the suggestions and inputs provided by experts. The next step is to implement the product to fifth grade elementary school students in Bandung, West Java. At the implementation stage, to find out how the role of researchers is able to choose an effective learning model in delivering learning materials or materials. How to attract students' interest so that they are able to focus during the delivery of the material. Students are very enthusiastic about learning related to the introduction of Sundanese culture through story books based on local wisdom of Sundanese culture. The Sundanese cultural story book learning media is something new and interesting for those used in civic education learning.

5. Evaluated

The evaluation stage is the last activity in the process of developing digital storybooks based on local wisdom, the evaluation is carried out in the form of formative evaluation, namely how in each step always revise so that storybooks based on local wisdom of Sundanese culture can be produced better.

4.2 Feasibility of digital storybooks based on local wisdom

The feasibility test of storybooks based on local wisdom of Sundanese culture involved twelve experts who have different scientific characteristics according to their expertise, namely 3 experts in PPKn learning materials, 3 experts in media and learning design, 3 experts in Sundanese culture and 3 experts in Indonesian. This validation aims to produce a storybook based on local wisdom of Sundanese culture that is suitable for use in the implementation of PPKn learning. The results of the validation carried out by experts are as follows seen in the table below:

Table 3. Results of Expert Validation to Test the Feasibility of Storybooks Based on Local Wisdom of Sundanese Culture

No.	Expert Validation	Assessment Results	Information
1.	Material	0.91	Valid / Eligible
2.	Culture	0.86	Valid / Eligible
3.	Language	0.88	Valid / Eligible
4.	Media	0.86	Valid / Eligible
	Rata-Rata	0.87	Valid / Eligible

The results obtained from the feasibility test of storybooks based on local wisdom of Sundanese culture by experts in PPKn, Sundanese culture, Indonesian and media materials averaged 0.87, based on calculations using Aiken's V showing that the entire V index > 0.78 (V of Aiken's table).

4.3 Discussions

Research on the development of digital storybooks based on local wisdom uses the ADDIE development model. The model was chosen because it produces a product in the form of learning media in the form of a digital storybook based on local wisdom. This is in accordance with the opinion of (Irvy, 2020) which states that the ADDIE model can be used for various forms of product development, such as models, learning strategies, learning methods, media, and teaching materials. The initial stage of ADDIE is the analysis, where it was found that students need a learning media that is operational and concrete in describing how Sundanese cultural traditions are. The concrete operational meaning referred to by Piaget is a condition in which children can function their intellect to think logically about something concrete or real (Marinda, 2020). The design of the development of storybooks based on local wisdom of Sundanese culture in PPKn class V school learning, in this stage the researcher determines learning experience or *learning experience* such as what students need to have while participating in PPKn learning activities, namely by using storybooks based on local wisdom of Sundanese culture. As said by (Branch, 2009) that an important step taken in the design phase is how to define the learning experience or *learning experience* such as what students need to have while participating in learning activities. At this design stage, to develop a digital storybook based on local wisdom by compiling a story script (synopsis) and *story board*. Storybooks based on local wisdom describe certain cultural traditions, namely the Betawi cultural tribe in DKI Jakarta. Local wisdom is usually related to a certain culture and describes a certain way of life of a certain community so that it becomes a tradition or consistent (Parwati et al., 2018).

Storybooks based on local wisdom of Sundanese culture are developed by integrating character cultivation in them. Sundanese cultural traditions developed into storybooks based on local wisdom of Sundanese culture include angklung, wayang golek, ngabotram, mangkuan and seren taun. Researchers who write about storybooks by relating character cultivation such as (Larsen et al., 2018; Prasetya & Hirashima, 2018; Nekitsing et al., 2019; Liao et al., 2020; Kruse et al., 2021) write down the importance of instilling good character in children, because the child's age is the age of *golden age*. Which is an important age in the formation of character and children Love realistic stories. After the five storybooks based on local wisdom of Sundanese culture have been developed and then validated by experts in materials, Sundanese culture, language and media. This validation aims to produce storybooks based on local wisdom that are suitable for use in the implementation of learning. Experts will provide input for improvements or provide decisions on instruments to use without repairs or with improvements. In addition to suggestions and inputs from experts, the validation results were also quantitatively analyzed using Aiken's V to calculate *content validity coefficient* which is based on the results of the assessment from a panel of experts as many as n person to an item in terms of the extent to which the item represents the measured construct (Aiken, 1985). With an average gain of 0.87, then based on calculations using Aiken's V, it shows that the entire V index > 0.78 (V of Aiken's table). This means that this proves that all items contained in the questionnaire represent the constructed and are said to have adequate content validity. Thus, storybook products based on local wisdom of Sundanese culture as a whole,

both from experts in materials, Sundanese culture, language and media are said to be suitable for use in the implementation of PPKn class V elementary school learning in Bandung, West Java.

5 Conclusion

Based on the results of the research and discussion, the conclusion of the research and development of storybooks based on local wisdom of Sundanese culture in PPKn grade V elementary school learning in Bandung, West Java is as follows: the ADDIE model is an instructional design centered on individual learning, has direct and long-term phases, is systematic, and uses an approach system about human knowledge and learning. The application of ADDIE is that the learning carried out must be student-centered, innovative, authentic, and inspiring. Creating products using the ADDIE process remains one of the most effective tool processes, as ADDIE is simply a process that serves as a framework guide for complex situations, perfect for developing product education and other learning resources. Based on the feasibility test on storybook products based on local wisdom by 12 experts consisting of 3 experts in PPKn learning materials, 3 experts in media and learning design, 3 experts in Sundanese culture and 3 experts in Indonesian. The results obtained from the feasibility test with an average gain of 0.87, then based on calculations using Aiken's V it shows that the entire V index > 0.78 (V of Aiken's table).

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