

## IMPLEMENTATION OF LOCAL CONTENT LEARNING MEDIA IN ELEMENTARY SCHOOLS: A STUDY ILLUSTRATION BOOK

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### ABSTRACT

This study intends to implement the illustrated book "The Story of the Origin of the Name Jeneponto" as a local content learning media in class VI public elementary school 4 Bangkala. This book has been designed using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. However, in the design process, it was only carried out up to the analysis, design, and development stages. The research method used is research and development with a quantitative-descriptive approach, involving questionnaires, interviews, and observation techniques. The results of the study show that this illustrated book is effective in increasing students' interest in learning about the local history of Jeneponto. The attractive visual appearance and stories that are relevant to local culture make this book easier to understand. As many as 75% of students feel more interested in learning history after using this book. In addition, teachers stated that this book creates a pleasant learning atmosphere and supports the preservation of local culture. This study provides an important contribution to the development of visual-based learning media, which is relevant to preserving local wisdom and strengthening cultural identity among the younger generation.

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## 1. INTRODUCTION

Local content education has a crucial role in introducing and preserving local culture and wisdom to students, especially at the elementary education level (Ferdhi Hasan, 2024; Sakti et al., 2024). Local content is designed to integrate local aspects, such as values, culture, history, and local wisdom of a region, into the national education curriculum (Ali & Mulasi, 2023). The main goal is to maintain cultural diversity and strengthen a sense of pride in local heritage. Thus, local content not only functions as a complement to the curriculum but also as an important tool or media in shaping the character of students (Yetti, 2024).

Learning media functions as a liaison between educators and students, which aims to motivate students to be able to follow the learning process well and meaningfully (Dita et al., 2021; Hasbi et al., 2019; Hasbi et al., 2022; Jaelani & Hasbi, 2022). However, the use of learning media also has several limitations. Some of these limitations include the inability of learning media to replace the role of educators (Sofi-Karim et al., 2023), the reliance on electricity for electronic-based media, and the need for special room arrangements for certain types of media.

The term "illustration" comes from the English word illustration and the Latin word *illustrare*, which means "to make light." Illustration has developed into a concept that is not only for decoration but also to clarify and strengthen the message conveyed, especially in an educational context. Story-type illustrations, as explained by Salam & Muhaemin (2020), function to explain or tell a story or scene and can be found in various forms, from comics to illustrations that accompany short stories.

The use of visual-based learning media, such as illustrated books, can be an effective solution to overcome this problem. In addition, illustration is an important element in visual communication that functions not only as an aesthetic medium but also as an educational tool (Male, 2017; Bian & Ji, 2021). Illustrations can help students understand more abstract material in a more concrete and captivating way. With the right visualization, illustrated books can motivate students to be more involved in the learning process (Schmidgall et al., 2019; Liando et al., 2022).

Furthermore, storybooks that are specifically made as children's reading material have unique characteristics, which require illustrators to create works that are in accordance with the world of children who are rich in fantasy. The challenge for illustrators in creating artwork for children is how to communicate the work effectively to young audiences. The right illustration can enhance the learning experience and help students to more easily understand and enjoy the material presented (Dunlosky et al., 2013; Lin et al., 2017).

Local content that integrates knowledge and skills relevant to the local environment and culture plays an important role in education (Sakti et al., 2024; Yetti, 2024). According to Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning National Education Standards, local content aims to maintain cultural diversity and strengthen a sense of pride in local heritage. In its implementation, local content learning can be done using three methods: integrating local content into other subjects, integrating local content into Pancasila student profile strengthening projects, and developing special local content subjects.

Local history learning can be included in local content even though it is not explicitly mentioned as "local history" in the curriculum. Local history can be integrated into various subjects, such as regional languages and regional arts, as well as through projects that explore local wisdom (Triastari et al., 2021; Umayah, 2024). Thus, local history has a close relationship with local content in providing students with an understanding of their traditions, culture, and regional identity (Agus et al., 2021; Ali & Mulasi, 2023).

Jeneponto Regency, located in South Sulawesi, has a wealth of culture and history that is very worthy of being preserved. One of the important folktales in this area is "The Origin of the Name Jeneponto," which describes the history and identity of the local community. However, at public elementary school 4 Bangkala, learning this local history still faces obstacles. The textbooks used at public elementary school 4 Bangkala tend to be monotonous, consisting solely of text without any accompanying illustrations. As a result, students often feel bored and do not understand the material, which causes their low interest in learning local content, especially regional history.

This study aims to implement the illustrated book "The Origin of the Name Jeneponto" as a learning medium to support local content learning in grade VI. This book is designed based on the ADDIE model, which includes the stages of analysis, design, development, and implementation. The main focus of this study is on the implementation of illustrated books that aim to increase students' interest in learning local history through captivating story visualizations that are relevant to their cultural context. The results of this study are expected to provide a significant contribution to the development of visual-based learning media that are relevant to the local context. This illustrated book is also expected to be a means to preserve local culture and a learning medium for elementary school students.

## **2. METHOD**

This study uses the Research and Development method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model approach. [Harari & Lee \(2021\)](#) stated that because the problem is so broad in quantitative exploration, it is known as the term "problem limitation." The problem limitation in a subjective examination is called the "center of the research" or can be said to be the "focus." The focus of the research lies in the implementation stage, which includes testing the illustration book in learning in class VI public elementary school 4 Bangkala. The research approach is quantitative-descriptive to measure students' learning interests before and after using the illustration book. The scope of the study includes local history learning based on an illustrated book entitled "The Story of the Origin of the Name Jeneponto."

The data in this study were collected through several techniques, namely a questionnaire to assess students' learning interest. Interviews were conducted with class VI teachers to understand views on the illustration book. Additionally, we observed the students' learning activities as they utilized the illustration book.

The data analysis method used in this design and development involves several simple and easy-to-understand steps. Data analysis was conducted using descriptive statistics to measure changes in learning interest scores, while interview and observation results were analyzed qualitatively to provide context and strengthen quantitative findings.

### 3. RESULTS AND DISCUSSION

#### Results

##### *Illustration Book Components*

The components of the illustrated book are an important part of creating an engaging and effective learning experience, especially in learning local history. The illustrated book "The Story of the Origin of the Name Jeneponto" is specifically designed to meet these needs by presenting elements that are not only educational but also interactive and visual. Each component in this book is designed to provide a rich learning experience, helping students understand and appreciate the history and local culture of Jeneponto. The script version of the story is based on the results of interviews with sources from various circles, including lecturers, direct descendants of Palangkei Daeng Lagu Raja Binamu XVII, descendants of the 18th generation of Karaeng Bangkala, and a descendant of His Majesty's grandson from Hassan Bin Ali and Husasein Bin Ali in the Jeneponto area. The following is a detailed picture of each component contained in this book, based on the results of development using the ADDIE model. The front cover of the illustrated book, the first subtitle of the illustrated book, the second subtitle including the logo, the author, the resource person, the copyright of the illustrated book, and the foreword to the illustrated book are presented in Figure 1-5.



**Figure 1.** Front cover of the illustrated book



**Figure 2.** First subtitle of the illustrated book



**Figure 3.** Second subtitle and logo of the illustrated book



**Figure 4.** Author, Source, and copyright of the illustrated book

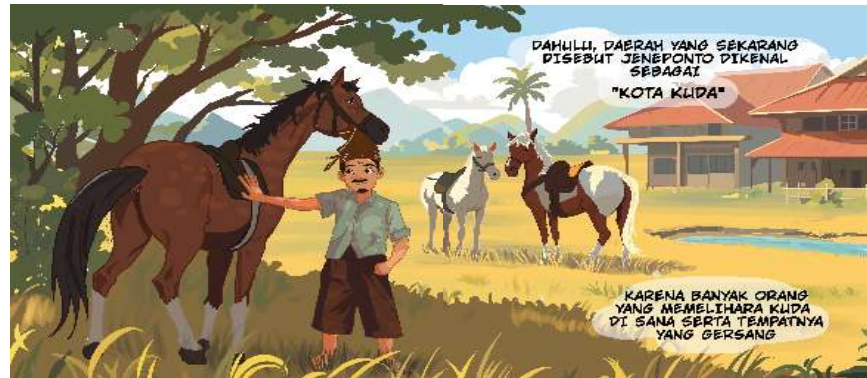


**Figure 5.** Foreword of the illustrated book



Next, the contents of the illustration book include narrative text on pages 1-2, as presented in Figure 6 below.

"In the past, the area now called Jeneponto was known as the City of Horses because many people kept horses there, and the place was arid."



**Figure 6.** Page 1-2 of the illustration book

The narrative text of pages 3-4 is presented in Figure 7 below.

"In this area, there are several small kingdoms led by a kare." Over time, these kingdoms merged into three large kingdoms: the Bangkala Kingdom, the Binamu Kingdom, and the Arungkeke Kingdom. After the formation of these three large kingdoms, a Customary Council was created called "Toddo Appaka."



**Figure 7.** Page 3-4 of the illustration book

Narrative text pages 5-6:

"The leaders of these three kingdoms often gathered in the Toddo Appaka Customary Council. This council consisted of four customary councils from the Binamu Kingdom, namely Toddo Kare Layu, Toddo Lentu, Toddo Batujala, and Toddo Bangkala Loe." The narrative text of pages 5-6 is presented in Figure 8 below.



**Figure 8.** Page 5-6 of the illustration book

Narrative text pages 7-8:

According to the story, in this meeting, the leaders agreed to appoint Karaeng Layu, the ruler of Binamu, as head of government. After a long time, these three massive kingdoms agreed to combine their territories from west to east and called it "Butta Turatea," which means "the land and people above."



**Figure 9.** Page 7-8 of the illustration book

Narrative text page 9-10:

There is another story that says in this area there are many rivers flowing, one of which is the River Tarusang. According to the story, one day a woman walked with her man toward the Binamu Kingdom.



**Figure 10.** Page 9-10 of the illustration book

Narrative text page 11-12:

When they crossed the river, the woman's bracelet fell into the water, and she shouted "pontoku tu'gguruki ri je'ne ka," which means my bracelet sank in the water. Since then, people began to call the area "jeneponto," which comes from the word "Jene," which means (water), and "Ponto" (bracelet).



Figure 11. Page 11-12 of the illustration book

Narrative text pages 13-14:

There is also another story that says that the estuary of the Tarusang River has a tremendous current. This river current meets seawater and forms a whirlpool that resembles a bracelet. People in ancient times believed that this whirlpool was the origin of the name "Jeneponto."

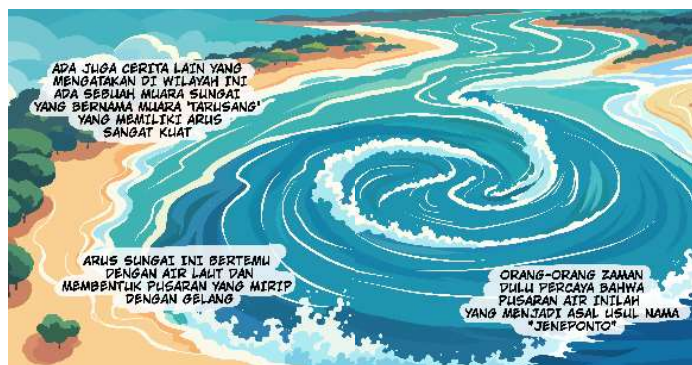


Figure 12. Page 13-14 of the illustration book

Narrative text pages 15-16:

In addition, there is also a story about the seventh river from Mount Bawakaraeng that flows toward Jeneponto. There, the river flows into two and then meets again at an estuary that leads to the sea, forming a circle like a bracelet (ponto).





Figure 13. Page 15-16 of the illustration book

Narrative text pages 17-18:

These are some of the stories surrounding the origin of the name "Jeneponto." According to the various stories circulating, this name is believed to come from the words "jene," which means water, and "ponto," which means bracelet. Each story shows a strong connection between nature, such as rivers and whirlpools, and the history and culture of the Jeneponto people.



Figure 14. Page 17-18 of the illustration book



Figure 15. Interactive questions part one and two in the illustration book

## DAFTAR ISTILAH

ARUNGKEKE	: PEMIMPIN YANG BIJAKSANA
BANGKALA	: POHON MENJULANG TINGGI TANPA DAKSI DAN DAKSI LEBAR
BANGKALA LOE	: SAMA SAMA BANGKALA TAPI BERMAKNA LEBIH BESAR
BAWAKARAENG	: MULUT RATA YANG DIARTIKAN PERKATAAN YANG MULIA
BATUJALA	: SIMBOL KEKUATAN DENGAN KEMAMPUAN MENJALIN HUBUNGAN
BINAMU	: DARI KATA BINA YANG BERARTI 'BIBIT PADI'
BUTTA	: TANAH
JENE	: AIR
KARE	: PEMIMPIN KERAJAAN WILAYAH-WILAYAH KECIL
TARUSANG	: TEMPAT BERISTIRAHATAN ATAU PERSINGGAHAN YANG TENANG
TODDO	: PENANDA
LAYU	: KELEMBUTAN HATI ATAU KETENANGAN JIWA
LENTU	: PENYESUATAN DIRI ATAU KEPERIBADIAN LUIWES
PONTO	: SELANG
TODDO APPAKA	: TEMPAT DEWAN ADAT PEMERINTAH KERAJAAN
TURATEA	: ORANG-ORANG YANG DI ATAS

Figure 16. Glossary of terms in illustrated books



Figure 17. Biography in an illustrated book



Figure 18. Back cover of an illustrated book

**Increasing Learning Interest**

Increasing interest in learning is a crucial aspect that guides the assessment of this book's effectiveness. Through the survey conducted, it is seen that this book is able to attract attention and increase students' enthusiasm for the material presented. Various questions asked in the survey indicate that elements in the book, such as visual appearance, supporting images, and storyline, have a significant contribution in building students' interest in learning, especially in studying the local history of Jeneponto.

The survey was conducted to find out respondents' opinions about the book they read. The first question asked whether they liked the appearance and images in the book. The results showed that 62.5% of respondents (5 people) really liked it, while 37.5% (3 people) said they liked it. In the second question, related to the ease of understanding the story in the book, 75% of respondents (6 people) felt the story was very easy to understand, while 25% (2 people) thought it was easy.

In the third question, 62.5% (5 people) of respondents admitted that this book made them more interested in learning about the history of Jeneponto, while 37.5% (3 people) felt interested. The fourth question asked whether after reading this book, respondents felt more knowledgeable about the origin of the name Jeneponto; 50% of respondents knew very well, and the other 50% knew (4 people each). The fifth question was related to the pictures in the book that helped understand the story. Here, 75% of respondents (6 people) strongly agreed that the pictures helped, while the other 25% (2 people) agreed. The sixth question asked whether this book made them excited to learn local content; 25% of respondents (2 people) were very excited, while the other 75% (6 people) were excited.

The seventh question asked for opinions on how educators use this book in class. As many as 75% of respondents (6 people) rated the method as very good, and the other 25% (2 people) rated it as good. Finally, in the eighth question, regarding the ease of learning using this book compared to other methods, 50% of respondents found it very easy, and the other 50% found it easy (4 people each). In addition, there was a recapitulation of answers to open-ended questions. In the ninth question, which asked what they liked most about the book, 50% of students mentioned the pictures, and the other 50% mentioned the story of the origin of the name Jeneponto. The tenth question asked if there was anything that could be improved; 1 student wanted improvements to the pages of the book, 1 student mentioned a typo, and 75% of students (6 people) stated that nothing needed to be changed.

Based on the results of the student questionnaire, it can be concluded that this illustrated book has a high appeal and suitability to learning needs, especially in the visual aspect; 62.5% of students really like the appearance and pictures in the book. This book is also considered very easy to understand by the majority of students (75%), indicating its effectiveness in conveying local history material. In addition, 62.5% of students felt very interested in learning the history and culture of Jeneponto after reading this book, which reflects the book's success in increasing interest in learning. The pictures in the book have been shown to be very helpful in understanding the story (75% of respondents), underlining the importance of visual elements in learning. In terms of implementation, the way educators use this book in class is considered very good by 75% of respondents. However, there are suggestions for minor improvements, such as adding page numbers and correcting spelling errors. Overall, the majority of students (75%) feel that this book is appropriate and does not need major changes, making it an effective and interesting learning medium.

### ***Educator Responses***

The results of an interview with one of the sixth-grade educators at public elementary school 4 Bangkala—the response to the book "The Story of the Origin of the Name Jeneponto"—were very positive and provided a detailed description of the benefits of this book in learning local content. First, the educator said the book's appearance and design are very attractive, and its visuals and layout can attract students' attention so they become the main attraction in learning. In terms of interest and enthusiasm for learning, according to the educator, this book has succeeded in increasing students' interest and enthusiasm for learning local content material. This is due to the book's contents, which integrate the local culture and environment of Jeneponto, thereby increasing students' interest and enthusiasm when studying the material.

In addition, in terms of understanding the material, this book is considered very helpful for students in understanding local content because it presents stories that are directly related to Jeneponto culture. The educator said that the material presented is simple for students to understand, making the learning process easier. Furthermore, in terms of using books in class, educators use this book to create a fun and effective learning atmosphere. With the right approach, this book can be used optimally by students to explore local content material.

Meanwhile, in terms of challenges in using the book, although there are several challenges in using this book, the educator said that these challenges can be overcome with the right approach and creativity in managing learning. Finally, in terms of suggestions and improvements to the book, the educator gave a positive assessment of this book as a whole. He stated that this book greatly aids students in comprehending "The Story of the Origin of the Name Jeneponto." There were no specific suggestions given, but the educator appreciated the extraordinary contents of the book.

The conclusion of the interview showed that the book "The Story of the Origin of the Name Jeneponto" received a very positive response from the Grade VI Educators. This book is considered to have high visual appeal, able to attract the attention of students through an attractive appearance. In addition, this book has proven effective in increasing students' interest and enthusiasm for learning, especially in understanding local content related to Jeneponto culture. With relevant and easy-to-understand material, this book successfully conveys the story clearly and in depth. The educator also said that this book supports the creation of a pleasant learning atmosphere in the classroom. Although there are minor challenges in its use, these can be overcome with creativity in the teaching approach. Overall, this book is recognized as an effective learning medium for introducing local culture to students at the elementary school level.

### ***Student Learning Activities***

Based on the results of the observation questionnaire, the implementation of the illustrated book "The Story of the Origin of the Name Jeneponto" in grade VI of public elementary school 4 Bangkala has a positive impact on students' learning activities. This can be seen in four aspects: the appearance of the book, students' interest and attention, understanding of the story, and learning activities in class. In terms of appearance, this



book is considered very good, with attractive colors, pictures, and layouts so that it helps students understand the story of the origin of the name Jenepono more easily. Students' interest is also quite high, as shown by their enthusiasm when reading and discussing the contents of the story, although their responses to it are at a satisfactory level.

Students are able to understand the contents of the story well, and some of them can even connect the story material to their daily lives. This reflects the relevance of the book to the students' experiences. The learning activities in class have also increased due to better student participation than before. This illustrated book makes it easier for students to understand local content that was previously difficult for them to understand while creating a more enjoyable and effective learning atmosphere. Although the observation results show that the aspects of student activity and interest in learning are still at a good level, overall this book has been proven to support local content learning in an interesting and easily accepted way by students.

The conclusion from the observation results is that the implementation of the illustrated book "The Story of the Origin of the Name Jenepono" has a positive impact on student learning. This book has succeeded in attracting attention through its attractive design and content that is relevant to local culture, thus increasing students' interest and enthusiasm for learning, especially in understanding local content that was previously considered difficult. However, there are several aspects that need to be considered, such as efforts to maximize student activity in the learning process and encourage more active interaction in providing responses to the contents of the book. By making several adjustments, this book has the potential to provide more optimal results in supporting local content learning.

### **Discussion**

The implementation phase of the illustrated book "The Story of the Origin of the Name Jenepono" shows that this media is able to increase students' interest in learning local content while creating a more positive learning atmosphere in the classroom. Based on questionnaire and observation data, 75% of students felt that this book made learning more interesting than the previous method. Students' enthusiasm also increased, marked by their activeness in class discussions after reading the book. In addition, the visual elements in the book play an important role, with 75% of students stating that the pictures in the book really helped them understand the story. This positive impact was also recognized by educators, who reported that students became more involved and motivated to learn local content material (Shieh & Hsieh, 2021; Kamila et al., 2024). Thus, this illustrated book not only supports understanding of the material but also succeeds in creating a more engaging and effective learning experience (Birketveit & Rimmereide, 2017; Patria & Mutmainah, 2018; Mayer, 2019; Mutiarani & Mahayoni, 2023).

The results of this study are supported by several previous studies that state that illustrated or teaching books can increase students' motivation and learning experience (Iswara et al., 2018; Zainuddin & Wijayanti, 2021; Hasanah et al., 2022; Setyawati et al., 2022). In addition, it is also strengthened and relevant to the results of previous studies, which state that books with local culture integration can be a means of learning

media and increase students' motivation in learning (Ridho et al., 2021; Ningsih et al., 2023).

#### 4. CONCLUSION

The implementation of the illustrated book "The Story of the Origin of the Name Jenepono" significantly increased elementary school students' interest in learning local content, especially the local history of Jenepono. This book is designed with captivating visual elements and stories, which have proven effective in motivating students to better understand and appreciate local culture. Based on the results of the survey and observation, strong visual elements and relevant narratives can overcome previously faced learning obstacles, such as students' low interest in local history materials. Furthermore, this research adds to the body of knowledge about how to make locally relevant visual-based learning materials and makes it possible to use culture-based learning models in other places. The novelty of this study lies in the creative approach that integrates educational and local cultural aspects in one interesting and interactive learning media.

As a suggestion, for further research, it is recommended to develop similar illustrated books with a focus on other regions or cultures to enrich local-based learning resources. In addition, research can expand the scope of implementation by testing the effectiveness of this book at various levels of education or using a collaborative approach between educators who are professionals in their fields, as well as more expert illustrators and more in-depth cultural experts. Further exploration of the use of digital technology in integrating illustrated books into digital-based learning media is also needed so that it can reach more students in various regions.

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