

## The Interrelation of Sundanese Culture in the Development of Children's Books in the Betawi's Culture Elementary Schools

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### Abstract

This study aims to provide a comprehensive overview of the process of making a Sundanese cultural literacy decodable book, which aims to improve Sundanese cultural literacy in students who are included in the category of early readers in elementary school. The study involved 90 students in grades four to six in elementary school, who were included in the early reader category. This research resulted in a book that is considered to have internalized Sundanese cultural values in the scope of elementary school education which was tested to two early literacy experts by producing an average score of 88.1% in the Very Feasible category and obtained evaluation results with a score of 80.75% in the feasible category from students and 87.5% in the Very feasible category from teachers. Therefore, this research is expected to contribute to increasing the quantity and quality of decodable book that contain Sundanese cultural values.

**Keywords:** Literacy, Decodable Book, Sundanese Culture

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## INTRODUCTION

Indonesia is a representation of a multicultural country with various cultural entities typical of each region, so cultural literacy is the main indicator in maintaining and preserving Indonesia's cultural potential (Hasan et al., 2022). However, there are anomalous conditions that occur in the context of cultural development in Bekasi City. This is due to the geographical location of Bekasi City which is in West Java Province which borders DKI Jakarta Province which has implications for the cultural transition.

Betawi is a culture that is very embedded in Bekasi Regency . Since 1950, most of the culture and language of the Bekasi people have used Betawi Malay, even though Bekasi City is part of West Java Province whose curriculum is directed at local Sundanese content (Doak, 2024; Razen et al., 2021; Sabrina et al., 2021). Based on the Nasional Curriculum at elementary school level, it can be seen that Sundanese culture must be taught in local content in Bekasi.

SD Negeri Perwira 1 is a representation of an elementary school that is stronger with elements of Betawi culture amidst curriculum demands in a teaching context that focuses more on Sundanese culture. Based on the results of a pre-research survey conducted on 90 students from classes IV-VI, 89% of respondents admitted that they did

not know various cultural elements covering seven important elements of culture including: mastery of language, knowledge, social organization, living equipment. and technology, economics, religion and art inherent in Sundanese culture.

Therefore, a solution is needed to increase Sundanese cultural literacy as a local wisdom cultural entity in Bekasi Regency . However, in its development it does not mean eliminating the existence of Betawi culture which was replaced by Sundanese culture, but about efforts to increase Sundanese cultural literacy among elementary school students in an effort to carry out mandatory West Java provincial government programs through curriculum policies in the program. "Jabar Masagi" which is synonymous with Sundanese culture (Lestari et al., 2021; Martínez-Caballero et al., 2023; Sianturi & Hurit, 2024), This is relevant to several studies that emphasize the importance of local wisdom values being internalized in the context of learning in schools because students are part of the local cultural system (Puspita & Setyaningtyas, 2022; Setiani et al., 2021; Sumali, 2020).

Every school in Bekasi Regency must strive to increase Sundanese cultural literacy in Teaching and Learning Activities. One effort that can be made is to develop children's literature teaching materials that internalize Sundanese cultural values. Through literature, children will appreciate events in their surrounding environment. That in literature, if the reader does not gain knowledge then the reader will gain living through / life experience (Aryanto, Putri Ayuni Agustina, et al., 2023; Meliyanti et al., 2021; Pratiwi & Asyarotin, 2019). This means that children's experiences can be explored through children's experiences when reading literary texts. However, unfortunately the research and availability of children's literature reading materials in elementary schools is still relatively limited (Aarsand & Sørenssen, 2023; Aryanto et al., 2021; Aryanto, Ayuni Agustina, et al., 2023; Aryanto, Wangsalegawa, et al., 2023), especially children's literature which contains Sundanese cultural values in Bekasi Regency , which incidentally is more familiar with Betawi culture. Therefore, based on the description of the problem that has been analyzed, the research team is interested in conducting research with the title: "Interrelation of Sundanese Culture in Betawi Culture Schools in the Context of Children's Literature Development to Improve Cultural Literacy in Elementary Schools".

## **METHOD**

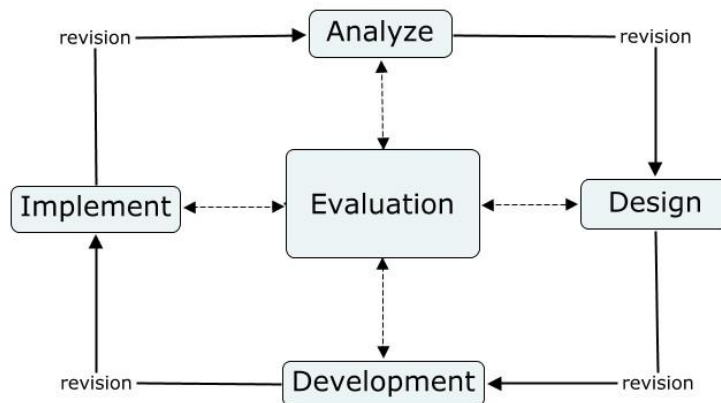
By using a systematic method to analyze and test products, this research aims to increase Sundanese cultural literacy in Teaching and Learning Activities (KBM) and produce decodable books based on Pancasil student profiles. This study involved 90 students at SDN Pertiwi 1 in Bekasi, who were in grades IV to VI. School selection is based on the results of educational reports which show that students at the school must improve their literacy. The results of the analysis of the school situation and conditions show that the reading culture, which functions as the basis of literacy skills in elementary school, must be improved.

This research applies a Research and Development (R&D) research approach. According to Borg & Gall (1983) , development research is defined as follows. To develop and validate educational products, innovative research and development (R&D) in education is known as the R&D cycle. The R&D cycle consists of studying research findings related to the product to be developed, developing the product based on these findings, and field testing in the environment where the product will be tested. Two objectives underlie development research: creation of product prototypes; and the formulation of methodological recommendations for the design and evaluation of product prototypes (Van Den Akker, 1999) . There are two types of considerations, according to Richey, Rita, & Nelson (1996) . First, consideration and evaluation of a particular product or program is carried out with the aim of gaining an understanding of the development process and conditions that support program implementation. The second type conducts research on development programs that have been carried out previously, with the aim of gaining an

understanding of the development process and the conditions that support program implementation.

The *Research and Development* research model (R&D using the ADDIE design consists of five stages, namely: 1) analysis ( *analyze* ), 2) design ( *design* ), 3) development ( *development* ), 4) implementation ( *implementation* ), and 5) evaluation ( *evaluation* ) (Branch, 2009; Rahmawati, Samino, Agustian, Revaria, & Ernestya, 2021) Visually, the stages of the *ADDIE Model* can be seen in the following picture:

Figure 1. Research procedure



This research and development research stage includes: (1) Analysis stage, namely the analysis stage of previous research studies, material analysis according to the syllabus, observation and field investigations to identify research needs and develop research tools. (2) Design stage. This means designing book material that contains important discussion values, designing books that are easy to read, and making storyboards and sketches up to the final draft. (3) development stage, namely the stage of expert validator assessment; (4) At the implementation stage, a limited trial was carried out using an easy-to-read book product containing the values of the Pancasila Student Profile. (5) evaluation stage, namely the evaluation stage as a user's reaction to the book.

Data collection techniques in research include observation, interviews, questionnaires and documentation using various research tools such as: Interviews, Observations, document examination, verification sheets by experts and product evaluation questionnaires.

Technique analysis data from sheet validation done with presenting the decodable book that has been created based on *expertise judgment* becomes the feasibility score.

$$\% \text{ interpretasi skor} = \frac{\text{jumlah skor perolehan (X)}}{\text{skor maksimum (Xi)}} \times 100\%$$

From the results of the analysis above will be obtained conclusion regarding the suitability of a decodable book using a Likert Scale with criteria.

Table 1. Value Scale Criteria

Criteria Percentage (%)	Level Validation
81.26% - 100%	Very worthy
62.51% - 81.25%	Worthy
43.76% - 62.5%	No worthy
25% - 43.75%	Very No worthy

## RESULTS AND DISCUSSION

This This research produces a book that is enjoyable and can be applied to the teaching and learning process in schools.

### A. Analysis

#### 1) Subject analysis

The analysis stage includes assessing student needs, understanding and reviewing the school's literacy culture and the availability of books that are easy to decodable, as well as semi-structured interviews with class teachers. The analysis stage is carried out to identify various bases for designing and developing Sundanese culturally competent book products. Activities carried out at the analysis stage include analysis of students' needs in understanding Sundanese culture based on survey results, observations of school literacy culture and the availability of easily decodable books at school, and class development supported by curriculum analysis which includes semi-structured interviews with teachers. This book is easy to understand and has been developed into a product that is very suitable for B2 study group students.

The results of the analysis presented in this section specifically discuss the results of interviews with three class IV teachers at SDN Perwira 1 Bekasi City.

Table 1 . Results of Interviews with Respondents

No	Respondent	Interview result
1	Respondent 1	<p>speak and learn Sundanese at school only during class hours which is done once a week, because most of the students there speak Indonesian and Sundanese, Sundanese is learned by introducing typical Sundanese culture by showing videos on the internet, introducing typical Sundanese food by making typical Sundanese food and choosing healthy food by choosing food with hygienic packaging, teachers in developing Sundanese food by introducing healthy Sundanese food. The teaching materials used in schools are Sundanese language textbooks that have been provided by the government and then explained by the teacher in learning Sundanese at school.</p>
2	Respondent 2	<p>speak and learn Sundanese at school only during class hours which is done once a week, because most of the students there speak Indonesian and Sundanese language, Sundanese language is learned by introducing typical Sundanese culture with video shows on the internet, introducing typical Sundanese food by making typical Sundanese food and choosing healthy food by choosing food that is wrapped in hygienic packaging, teachers in developing Sundanese food by introducing Sundanese food that is Healthy. The teaching materials used in schools are Sundanese language textbooks that have been provided by the government and then explained by teachers in learning Sundanese at school.</p>
3	Respondent 3	<p>Students at SDN 1 Perwira speak and learn Sundanese at school only during class hours, which is done once a week, because most of the students there speak Indonesian and Sundanese, Sundanese is learned by</p>

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introducing typical Sundanese culture by showing videos from the internet, introducing typical Sundanese food by making typical Sundanese food and choosing healthy food by choosing food with hygienic packaging, teachers in developing Sundanese food by introducing healthy Sundanese food. The teaching materials used in schools are Sundanese language textbooks that have been provided by the government and then explained by teachers in learning Sundanese at school.

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The results of the interviews showed that the Sundanese cultural literacy program was formed based on a mutual agreement between the school principal and teachers. This program has previously existed at SDN Perwira 01 because the school environment consists of people who are predominantly Sundanese, so they need to know the cultures that exist in Sundanese land, apart from using Sundanese, they also use the everyday language they use. without any special teaching about Sundanese language, Sundanese arts, and so on. Therefore, a Sundanese cultural literacy program was created to increase Sundanese cultural literacy activities.

## 2) Learning Analytics

Sundanese cultural literacy decodable book products . This analysis was carried out by looking at students' needs regarding understanding Sundanese culture through survey results, looking at cultural literacy in schools, and checking the availability of decodable books in schools. In addition, semi-structured interviews were conducted with class D teachers regarding these needs.

For Social Natural Sciences subjects in Phase B and Indonesian Language subjects in Phase B, material that was in accordance with this development research was found (Aishah Abdul Malek et al., 2019; Rahmawati et al., 2021). Learning Elements and Outcomes for Social Natural Sciences subjects in Phase B are as follows:

Table 2 . Elements and Achievements of The Phase B Subjects

<b>Subject</b>	<b>Element</b>	<b>Learning Outcomes</b>
<b>Social Natural Sciences Learning</b>	Understanding IPAS (Science and social)	Students describe biodiversity, cultural diversity, local wisdom and cultural preservation. Students get to know cultural diversity, local wisdom, history (both figures and periodization) in the province where he lives and connects it to the context current life.
<b>Indonesian Language Learning</b>	Reading and Viewing	Students are able to understand messages and information about daily life, narrative texts, and children's poetry printed or electronic form. Students are able to read new words with existing letter combination patterns recognized fluently. Students are able to understand main idea and supporting ideas in informative text. Participant Students are able to explain the things faced by the characters story in narrative text. Students are able to interpret new vocabulary from texts read or impressions viewed according to the topic.

As a result, the Phase B learning elements and achievements of the Science and Technology subjects involved in this development research are more in line with the





Science and Social Understanding (Science and Social) elements, and the Phase B Indonesian Language subjects involved in this development research are more in line with the Reading and Viewing elements. . So the books we will make meet the needs of the National Curriculum.

### 3). Observation Analysis

In an effort to identify important elements in the design and development of Children's Literature Literacy book products, the analysis stage involved assessing students' needs for understanding Sundanese culture, which was evaluated through surveys, looking at literacy culture in schools, and reviewing the availability of decodable books in schools. In addition, semi-structured interviews were conducted with classroom teachers who utilized digital resources

The following table presents a report on the results of observations at SDN Perwira 01 Bekasi city

Table 3. Availability of learning facilities

No	Aspect	Availability		Information	Documentation
		There is	There isn't any		
1	Library availability	√		The school does not have a library	
2	Availability of reading corner		√	There aren't any yet, but this year there are plans to hold one	
3	Availability of decodable book		√	The school does not yet have the availability of decodable books	
4	Availability of decodable books based on Sundanese culture		√	Most of them only have subject textbooks	

At the analysis stage, it can be seen that some of the schools where this research was conducted do not have proper libraries, which has implications for the availability of books that are incomplete and do not represent children's needs and interests in reading.

### B. Design

Based on the results of the analysis, it becomes the basis for creating a book that is easy to read and has creative value from storyboard design. A storyboard is a graphic composition of a series of illustrations or images displayed sequentially for the purpose of visualization, animation, or a series of interactive media. Storyboards consist of three types of formats: cartoon, double column, and landscape (Kunto, Ariani, Widyaningrum,

& Syahyani, 2021) . However, in this study, we adopted a two-column format when creating the storyboard. We create storyboards using the Canva application.

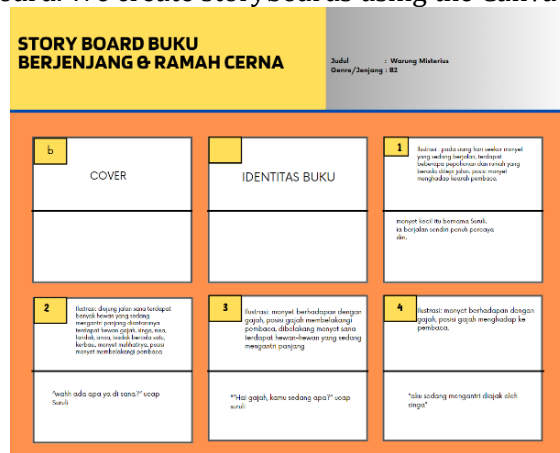


Figure 2. Decodable Book Storyboard

Then, from the story board book, the author creates the same design to be used on the book cover. The results of making *the storyboard* are then continued by creating a decodable sketch of the book cover. decodable book sketch created using the *Paint Tools SAI application*. This application can be used in making graphic designs. The process of creating this image design is assisted by an illustrator. Creating an image design begins with a sketch first. After the sketch has been made, the next step is the coloring process and finalizing the decodable book prototype.



Figure 3 . Decodable Book Cover

### C. Development

The assessment of expert validation was carried out by 2 validators based on the Regulation of the Head of the Ministry of Education and Culture's Educational Assessment and Curriculum Standards Agency No. 030/P/2022 concerning Book Grading Guidelines for the B2 (Beginning) Reader category including; material, shape, type and size of book, vocabulary, language structure, images, and length and format.

Table 4. Validation test results

No.	Aspects of Validation	Expert Judgement	
		Validator 1	Validator 2
1	Material (Content)	95%	93%
2	Shape, type and size of book	85%	90%
3	Vocabulary	90%	87%
4	Language Structure	85%	92%
5	Picture	92%	87%
6	Length and Format	82%	77%
	Average value	88,1%	87,6%

The results of the recapitulation of assessments from two expert validations in the decodable books that was developed can be explained that the material (content) in the decodable book includes books including the fiction genre, the book material raises the theme of Sundanese cultural decodable books. The stories created stimulate children's understanding of letters and internalization of values as well as the formation of students' character. Therefore, validator 1 gave an assessment of the material (content) with a percentage of 95% and validator 2 gave an assessment of 93% so that the material from the book being developed was categorized as very feasible. The next aspect, namely the shape, type and size of the book, includes several statements such as the shape of the book open and closed (flap book), the book being developed is a type of picture book, for the size of the book according to the child's needs. The results of assessing the shape, type and size of the book in validator 1 gave a score of 85% and validator 2 gave a score of 90% in the very decent category. Next is the vocabulary aspect, in this aspect the words used are simple and familiar to the reader, the diction (word choice) used is in the form of general words consisting of basic words and formed words, the decodable book contains 50-100 vocabularies that are often used by children. The language structure aspect consists of sentences presented in decodable books using a combination of phonemes, syllables and words that are easy to decodable. The decodable book developed uses a variety of words, phrases, clauses, single sentences and compound sentences.

The results of the assessment in this aspect, validator 1 received a score of 90%, while validator 2 gave an assessment with a score of 87% and was categorized as very feasible. Then in the aspect of images in decodable books that are used in two dimensions (2D), the use of illustrations can clarify the content in the text of the book, the images are made in full color, the proportion of the image is more dominant than the text, the book that was developed did not use balloons dialogue/thought balloon.

The final aspect of the expert validation assessment is the length and format of the decodable books being developed. In the book there are an average of 9 words per sentence, an average of 7 sentences per page, the thickness of the book ranges from 24-48 pages, the font used is unrelated (sanserif) with a minimum size of 18 pt and adequate spacing, placement or position text is consistent/does not change on each page. The recapitulation results show that validator 1 gave a score of 82%, while validator 2 got a score of 77% in the decent category. Based on the assessment of each aspect, it can be seen that the overall average score obtained in the validator 1 assessment was 88.1% and for validator 2 it was 87.6%, which shows that the book can be categorized as very suitable for use in the reader category.

#### **D. Implementation**

The implementation process carried out by the teacher is assessed using the Reading Workshop activity observation sheet. During the implementation activities, students were very enthusiastic about hearing the stories in the book. The reading workshop activity observation sheet includes 17 statements from 5 stages, namely (a) connecting, (b) teaching point, (c) teaching, (d) active engagement, (e) link (Dewayani,

2022). The following are the results of the reading workshop observation sheet assessment:

**Table 5.** Implementation results

NO.	Assessment Aspects	Total Score		
		Teacher 1	Teacher 2	Teacher 3
1	Connecting (Connecting with what students already know)	3	2	2
2	Teaching Point (Affirming learning objectives)	2	1	2
3	Teaching (Teaching/modeling strategies)	4	3	5
4	Active Engagement (Guiding students in learning)	3	4	2
5	Link (Relates to material that will be studied at a later date)	2	3	3
<b>Score</b>		14	13	14
<b>Amount</b>		41		
<b>Average Score</b>		13,67		
<b>Percentage of Assessment Results</b>		80,4%		

The results of the assessment of the workshop observation sheet showed that 80.4% of the teacher's story telling in reading aloud met the indicators. So that the reading aloud activity has been carried out well. The results of observations of implementation activities carried out by teachers show that the book that has been developed can make it easier for teachers to internalize the values of the Pancasila Student Profile.

#### E. Evaluation

The evaluation stage is carried out with the aim of assessing the quality of the product that has been developed. Teachers and students as users of decodable books will respond to the books that have been developed. The instrument used as evaluation material is an interview which includes aspects of the quality of the book that are decodable, appearance aspects, story telling aspects, and benefits aspects. The results of the evaluation can be used as feedback to researchers. The evaluation was carried out by giving questionnaires to users of decodable books consisting of 30 students and 3 homeroom teachers for class 4. The following are the results of the recapitulation of evaluation assessments from teachers and students:

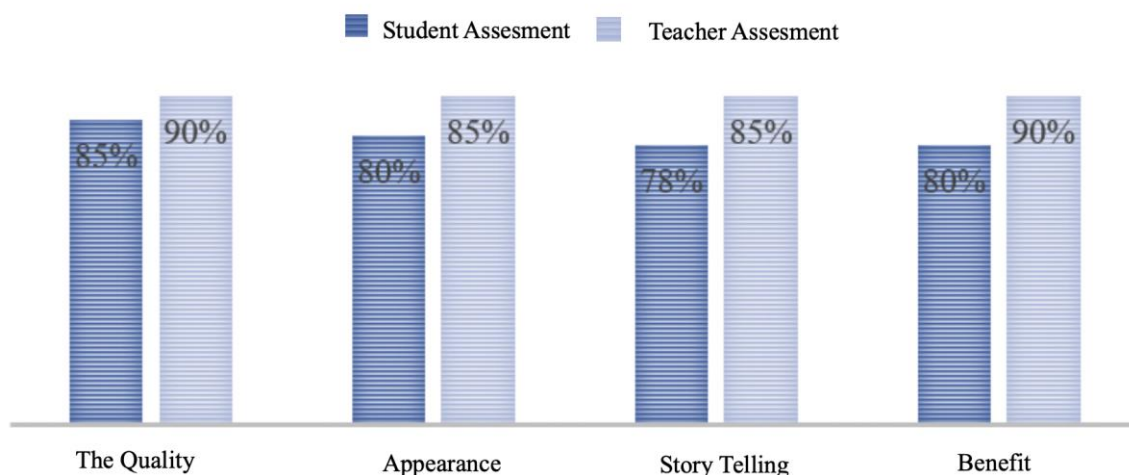


Figure 4. Recapitulation of Evaluation Assessment Results

The results of student responses stated that the quality of the book developed was interesting with stories that were easy to understand. The image display in the book is good and attractive, with the shape and size of the letters clearly readable by students. Consistent letter shapes and text positions in the book make it easy for students to understand the story. The colors used in the writing and images are also clearly visible. The images presented are attractive and not blurry. The full color images make students interested in reading them so that students give an average score of 80.75% and are categorized as adequate. The teacher's assessment of the books that have been developed is also said to be good. The quality of the book, such as the story presented in the book and all the content in the book, is interesting and easy for students to understand. The image display is full color, not blurry, consistent, and in accordance with the text, making students interested in the book that has been developed. The colors of the text and images are appropriate and clear. The positioning of the text is consistent and clear so that it can be understood by students. In the aspect of presenting material, the teacher assesses that the stories in the book have internalized the value of critical reasoning. The story text presented matches the picture using sentences that are easily understood by students so that the average rating given by the teacher is 87.5% and is categorized as very appropriate.

## **CONCLUSION**

The result of this research was to create a prototype book that explains ideas about human security and Sundanese cultural values. Every teacher felt helped by the presence of this book during the implementation process and was taught correctly about the reading workshop method in elementary schools. This decodable books is also being developed and can be made into a book entitled "Mysterious Warung". The assessment results from ninety students and teachers showed excellent grades from teachers for every aspect, including book quality, appearance, story telling, and profitability. As a result, it can be concluded that the book with the title "mysterious stall" has been created and is considered very suitable for use in teaching early literacy in elementary schools, efforts to internalize the values contained in Sundanese culture, and the application of the concept of human empowerment at SDN Perwira 01 Bekasi. It is hoped that the results of this research will increase the number and quality of decodable books that contain values based on Sundanese culture, and make Sundanese culture better known to students, especially the people of Bekasi.

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