



Development of Flashcard Media in Improving Cultural Knowledge of Early Childhood Students

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Abstract

The purpose of this study is to develop flashcard media for introducing the culture of Central Java. This study also used development research (R&D), which was carried out in two trials, namely the one-to-one trial and the small group trial. The subjects in this study were to get to know the culture of the Central Java region, while the objects in this study were 10 students. The data were collected using guidelines in the form of observation, interviews, questionnaires and documentation. The analysis used is qualitative and quantitative data analysis. The results of this study indicate that the Flashcard media developed through a series of trials and validations is declared feasible. The results of the one-to-one trial get a percentage of 87.50%, and the results of the small group trial get a percentage of 83.60%; both categories are very good or very decent. Therefore, based on the results of this study, it can be concluded that Flashcard media is appropriate for use in learning to introduce Central Java regional culture to students.

Keywords: *Flashcard Media, Cultural Knowledge, Early Childhood Educations*



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INTRODUCTION

Indonesia is rich in culture, which is abundant in every province. Culture in Indonesia is something that distinguishes it from other countries. Now, not many people are starting to forget and distract themselves from the changes in the existing culture. They prefer a more modern culture and current trends compared to preserving their own culture (Suwono, 2022). According to Nishfa et al., quoting Kurniawan, changes are possible because there are new factors that are more satisfying as a substitute for the old factors. That is, changes occur due to the entry of foreign cultures that are more interesting and satisfying. Even though this cannot be avoided, the best way to deal with it is to sort out the culture. Instead of making a foreign culture into a native culture (Pradana et al., 2020). The existence of foreign cultures that enter Indonesia does not completely eliminate the privileges of cultural diversity in Indonesia. Even though people have begun to be influenced by foreign cultures, it does not just eliminate Indonesia's wealth, which has cultural diversity. Indonesia has a diverse culture with different characteristics in each province. One of the provinces in Indonesia is the province of Central Java. Previous researchers who stated that Javanese culture is a system of guiding Javanese people in behaving and behaving because there is local wisdom as a driving force in life in Javanese society. With this, the island of Java has a strong culture (Zebua, 2020).

Provinces in Java have a culture with unique characteristics, such as Central Java. In cultural diversity, there are various cultures that need to be preserved. Culture is a legacy that was acquired long ago. This is reinforced by Andriyana and Endang, who reveal that there is a cultural heritage and local wisdom values that have been developed from generation to generation as a form of realizing national identity and character (Alhamuddin & Zebua, 2021). Although culture is considered an ancestral heritage, However, the introduction of culture in some areas began to fade a little. So, from this, it is necessary to introduce Central Javanese culture from an early age, so that they do not simply forget their own culture that has existed for a long time. The existing culture also contains local wisdom values that show the identity of the Indonesian nation. So since childhood, they already need to know about cultural diversity (Sari, Utama, Suhono, & Yawisah, 2019). However, in real life, children begin to show no concern for their own culture (Zebua & Suhardini, 2021). They would rather learn about other cultures than their own. Even though knowing culture can create harmony between humans and other humans in the lives of society, nation, and state, Not only that, but of course it will form an attitude of tolerance towards fellow human beings (Yusuf & Ma'arif Lampung, 2023). Previous researchers revealed that tolerance has an important role in children's social lives because children's high tolerance makes it easy for them to adapt to situations and conditions. Thus, the introduction of cultural diversity is a learning experience that can also develop tolerance, so it is no less important to be introduced to it from an early age (Yohanes et al, 2019).

Culture that is introduced early on allows children to get to know culture as the identity of the Indonesian nation more easily. In addition, the introduction of culture will have a positive impact on children's social behavior. The social behavior in question is that children are not only able to interact well with their environment. However, children can implement mutual respect for the existence of cultural

diversity (Andriyana & Nurhayati, 2020). Also, children should avoid acts of disrespect, such as insulting, criticizing, and being indifferent to existing cultural diversity. With the introduction of culture, this will create in a child's memory a mindset for social interaction and its contribution to culture. Learning based on culture and social interaction refers to aspects of socio-historical-cultural development and will have an impact on children's perceptions, memories, and ways of thinking (Ramdhani & Dea, 2021). With these cultural contributions, history can develop children's mentality, behavior, and social interaction (Setiawan et al., 2021).

When children begin to learn about cultural diversity, they will retain what they have learned in their memory (Mahmudah, Ngali, & Makmun, 2022). Especially if introducing culture to convey cultural diversity to children by using learning media (Primartin, Dea, & Yusuf, 2021). Thus, enabling children to easily understand the meaning of culture in your lives. From this follows also means that the introduction of culture will be more meaningful by using learning media. Using the right learning media will provide a learning experience that is not easily forgotten (Karwati, 2014). The need for educators to provide learning media culturally appropriate cognition. So, there must be teacher creativity in developing learning media (Utama, 2017). From the observations made by the researchers, the teacher never developed media, only used media, using media and even used magazine media (Shinta et al., 2020). Even though learning that uses media will involve the senses, I've senses which makes messages or information about easier conveyed easier. A person can obtain information through the senses, with an average of 75% through the sense of sight (visual), 13% through the sense of hearing (auditory), 6% through the senses of touch and touch, and 6% through the sense of smell and tongue. Thus, the use of media will also build interaction between teachers and students more actively.

In addition, from the initial observations that the researchers made, it was also not easy for children to immediately understand the content of learning. Allowing this to happen because of the teacher's lack of knowledge about learning strategies and the lack of existing learning media facilities. Even though learning to introduce culture will be more interesting if there is a development of learning media, one of the learning media that can be developed is flashcard media (Zebua & Sunarti, 2020). Flashcard media contains pictures, text, and symbols that are shaped like small cards and can remind children of something related to pictures. Flashcard media has the advantage of being easy and practical to use, easy to carry anywhere, and stimulating the brain to remember messages longer (Azima et al., 2021). Flashcard media is not audiovisual. The purpose of this audio is that Flashcard media cannot make sounds about the images presented. Thus, the teacher facilitates by conveying the picture message in the Flashcard media using his voice. If the teacher does not facilitate it, it is possible for the child to have difficulty understanding the messages contained in the Flashcard media. This is what Flashcard media lacks (Zebua, 2021). However, flashcard media is very fun to use when learning and can be used as a medium to support games.

METHODOLOGY

This study uses the research and development (R&D) model with the method (Sugiyono, 2010). The research and development method is a method used in research and development to produce a new product or develop an existing one. Research and development are conducted in this study to produce new products that

are recognized for their feasibility for early childhood. At first, the Flashcard media had to be validated before testing the research subjects. The test subjects in developing Flashcard media were two experts, one field practitioner, and ten children. The subjects of experts and field practitioners were selected by using purposive sampling, while children were selected by random sampling. Data collection techniques that will be used in this study are interviews, observation, questionnaires, and documentation. Data analysis techniques used in the research and development of Flashcard media use qualitative and quantitative data analysis.

RESULTS AND DISCUSSION

There are several problems that occur after the observations and interviews are carried out, including: There are various kinds of characters possessed by each child, starting with those who like to disturb their friends while studying, those who like to sleep, those who enjoy themselves (writing and drawing), and some who don't want to talk at all. So that in ongoing learning activities, many children are not focused when the teacher explains a material. Therefore, teachers experience difficulties attracting attention and arousing children's learning enthusiasm. Learning media is still very limited for learning to read because it only relies on books and magazines that are used in class as learning tools. Books that children receive at the start of school to read every time they enter class are obtained from the office every month with various themes. This was due to a lack of funds owned by the school. Teachers have quite a difficult time teaching material about culture to children. As a result, many children do not know about culture. The learning method used by the teacher is lecture, question, and answer, while the children's seats are still using the classical model. This makes some children just watch and feel bored with learning. There are some children who don't focus on learning, get bored quickly, and don't like learning to read. This happens because they only rely on books for learning, and there is no variation in the learning methods used by the teacher.

Based on the problems above, it can be concluded that there is a lack of other learning media in the class and learning methods that are less attractive. In addition, teachers have never taught about culture to children, so when children are asked about culture, they do not know it. Therefore, it is necessary to have other learning media that are used as supporting tools in learning activities and use interesting learning methods to arouse children's enthusiasm. The total introduction of culture to 10 children was 292 with an average percentage of 56.15%. The highest score obtained was 36 with an average percentage of 69.23%, while the lowest score obtained was 24 with an average percentage of 46.15%. Therefore, the introduction of culture to children aged 5–6 years begins to develop. Then, after obtaining the results from the assessment of the pre-research trial instrument, the data was collected and analyzed using a percentage descriptive technique to determine the overall ability of children to know culture without using Flashcard learning media. Based on the results of pre-research trials, it can be concluded that the ability to recognize culture in children aged 5–6 years is still low.



Figure I. Media Flase Card of Java Culture

Based on the results of the assessment by material experts, Flashcard Learning Media obtained a total score of 67 out of 16 aspects and an average total of 4.18 in the "Very Good" category. Therefore, flashcard learning media can be used to increase cultural recognition in terms of material that is suitable for early childhood. Based on the results of the assessment by media experts, Flashcard Learning Media obtained a total score of 63 out of 16 aspects and an average score of 3.93 in the "good" category. Therefore, flashcard learning media can be used to increase cultural recognition in terms of physicality and beauty in clear colors, pictures, and writing. After the Flashcard media was given an assessment by experts, there were improvements and suggestions. Improvements and suggestions become researchers' input to improve the design of Flashcard media. The following are the results of the experts, including material experts who only provide suggestions to complete the source of image citations contained in Flashcard media. For the rest, there are no other notes on improving the contents of the material contained in the Flashcard media. This is because the material presented is appropriate for children aged 5–6 years and includes media that is easy to use as well as differences from previous Flashcard media. Learning media experts provide several assessment notes in the form of improvements and suggestions. Improvements and suggestions were made in 2 meetings to discuss the design of Flashcard learning media. The first improvement is suggested for alternating pictures and writing and given a color to make it attractive. After the first repair is done, for the second improvement, it is recommended to choose images that have high resolution and better laminated Flashcard media so that it is not easily damaged.

After the Flashcard media has been assessed by material experts and learning media experts, this Flashcard media will also be assessed by teacher. Based on the results of the kindergarten principal's assessment, Flashcard Learning Media obtained a total score of 39 out of 8 aspects and an average total of 4.87 in the "Very Good" category. Therefore, Flashcard learning media can be used to increase recognition in terms of material and presentation for early childhood. the results of the teacher's assessment, that the Flashcard learning media obtained a total score of 36 out of 8 aspects and an average score of 4.50 in the "Very Good" category. Therefore, flashcard learning media can be used to increase cultural recognition in terms of material and presentation for early childhood.

Researchers conducted interviews with kindergarten headmasters and teachers regarding the Culture Flashcard media. The results of the interviews conducted showed that flashcard learning media is a very interesting tool for introducing culture to children. This is because previously they did not have other learning media apart from books and magazines. In addition, teachers are also still confused about introducing culture to children. With this Culture Flashcard medium, it can help teachers introduce regional culture to children. This flashcard media is very suitable to be introduced to children aged 5–6 years because the shapes and images on it have their own traditional characteristics and the writing is clear and easy for children to read. Apart from conducting interviews with kindergarten heads and teachers, the researcher also conducted direct observations of several class children to introduce Flashcard media and culture. From the results of this observation, it can be concluded that the presence of flashcard media can attract children's attention to learning about culture, especially the culture of the Central Java region. This flashcard medium is also very influential on the development of language, children's cognitive and socio-emotional skills, and the ability to recognize the culture of the Central Java region. Besides that, it can encourage children's knowledge and curiosity about their own culture.

The results of the One-to-One trial analysis From the assessment of the instrument, it can be seen that the total ability to recognize culture in two children is 91, with an average percentage of 87.50%. Therefore, DI and NI experienced developments in the ability to recognize culture at the very well developed stage (BSB). After that, the data was analyzed using a percentage descriptive technique in order to determine the ability to introduce culture to two children. The data uses the $f/n \times 100\%$ formula and already uses Flashcard media. The following are the results of the descriptive data: There was a change in 2 children's ability to recognize local culture by using Flashcard media in the One-to-One trial compared to before using Flashcard media in the pre-research trial. So, in this case, there is an increase in the ability of two children to introduce culture after using Flashcard media. Based on the results of the analysis of the small group trial, there are changes and improvements in the ability to recognize culture in children aged 5–6. It can be seen that the total ability to know culture in eight children totaled 346, with an average percentage of 83.60%. There is a highest score for children's ability to know culture, amounting to 46 with a percentage of 88.64%, and the lowest score, amounting to 35 with an average percentage of 67.31%, while the average ability of children to know culture is 83.60%.

Furthermore, the data were analyzed according to the calculation formula using a percentage descriptive technique. The purpose of this calculation was to determine the ability of eight children to learn a new culture using Flashcard media. Based on the results of calculations that have been carried out using a descriptive technique, the percentage of changes that occurred in 8 children after using Flashcard media during the small group trial and during the pre-research test before using Flashcard media It can be concluded that learning using Flashcard media can improve children's ability to recognize culture. The completion of the final product is carried out after the stages of product revision by material experts and media experts. In addition, this flashcard learning medium has also been tested in the one-to-one test and the small group trial. The results of revisions by experts and trials on

children allow it to be concluded that flashcard learning media are appropriate for use in learning to introduce children to culture to children aged 5–6 years.

Based on the material expert's assessment, the overall results obtained from the material expert's assessment obtained a score of 67 and an average score of 4.18, so that the eligibility criteria for Flashcard learning media from material experts fall into the "Very Good" category. The overall results obtained from the assessment of learning media experts are 63, with an average score of 3.93, so that the eligibility criteria for Flashcard learning media from material experts fall into the "good" category. The overall results obtained from the kindergarten principal's assessment get a total score of 39 and an average score of 4.87, while the results of the teacher's assessment get a total score of 36 and an average score of 4.5. This shows that the eligibility criteria for Flashcard learning media from kindergarten heads and teachers are in the "very good" category.

CONCLUSION

The development of Flashcard Media is very good or feasible in introducing culture to children aged 5–6 years. This is in accordance with a series of validations that the researchers carried out, including validations from material experts, learning media experts, and field practitioners (headmasters of kindergartens and class teachers). In the validation carried out by experts, namely material experts, they get an average score of 4.18, media experts get an average score of 3.39, kindergarten heads get an average score of 4.87, and class teachers get an average score of 4.5. The research and development of this Flashcard media used R&D development research from Borg & Gall by carrying out several stages consisting of data collection (observation, interviews, questionnaires, and documentation), expert validation, pre-research trials, one-to-one trials, and small group trials. When the pre-research test was conducted on 10 children, data was collected in tabular form, showing that the overall ability of the children was still low in knowing the culture of the Central Java region without using Flashcard learning media. Then, when learning with Flashcard media in the one-to-one and small group trials, there was a development in the ability to recognize culture. Thus, from some of these trials, there was an increase in cultural recognition.

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