

Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran

Volume 12 (2) 174 – 186 December 2022

ISSN: 2088-5350 (Print) / ISSN: 2528-5173 (Online)

Doi: 10.25273/pe.v12i2.12947

The article is published with Open Access at: <http://e-journal.unipma.ac.id/index.php/PE>

Development of *Kidung Jula-Juli* as a media for children's literacy

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Abstract: *Kidung Jula-Juli* is known as sustainable art in East Java which has uniqueness. This uniqueness becomes a cultural value to be introduced to students. *Kidung of Jula-Juli* is a song development research with good messages from local wisdom. This research was conducted with a qualitative type of R&D (Research and Development) using the ADDIE flow which has 5 steps (analyst, design, development, implementation, and evaluation). Data collection techniques were obtained from the needs of observations and questionnaires. The results of the research material show that experts accumulated a score of 5 while linguists formed a score of 4,386. Questionnaire responses from teachers and students were conducted by two schools consisting of two classes, each involving four teachers and 139 students. From twelve assessed aspects, it is safe to indicate that media literacy is very good. *Kidung Jula-Juli* which was developed as a literacy media is a media that can fill literacy strengthening activities in the elementary school environmental.

Keywords: *Kidung Jula-Juli*, song development, Literacy

Received 19 June 2022; **Accepted** 25 August 2022; **Published** 07 December 2022

Citation: Primaniarta, M.G., & Subrata, H. (2022). Development of *Kidung Jula-Juli* as a media for children's literacy. *Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran*, 12(2), 174 – 186. Doi.org/10.25273/pe.v12i2.12947



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INTRODUCTION

Culture related to attitudes that are ingrained in a society in a particular area is a valuable culture (Cohen & Varnum, 2016). Like the cultural products of civilization, cultural values are highly upheld (Azis & Jufri, 2018). Artists participate in introducing cultural values from generation to generation, for example, by creating dances and song lyrics that describe cultural values. Many studies describe the message conveyed as in the lyrics of songs and dances (Herlina, 2021; Ramlan, 2013).

Indonesia's regions have many different local wisdom, culture, traditions, customs, languages, and rituals or traditional ceremonies, which distinguish one region from another. The local wisdom and culture have almost the same philosophy and meaning, they are the nation's wealth that is protected and preserved by the state (Habibi & Kusdarini, 2020; Hilman, Burhanuddin, & Saharudin, 2020). East Java is one of the provinces with various cultures produced by its people (Nurlailiyah & Wijyantini, 2022). The people of East Java in particular, have an artistic spirit which is used as a means of public entertainment with good meaning (Erstawan, 2020). Preserving the cultural heritage that has been developed is an attitude of appreciating all the heritage left by the ancestors (Lestari, 2019). The culture produced by the people of East Java is the *Kidung Jula-Juli* to deliver moral messages to the listeners (Wicaksono, 2018). *Kidung Jula-Juli* is a means of entertainment for the community in influencing through singing to the accompaniment of gamelan music which indirectly leads to the mindset of the community with the meaning contained in the poem (Ridlo, 2019).

Kidung Jula-Juli can be enjoyed by one through the song of the poet. The message contained in a lyric is very closely related to the socio-cultural life of the community where the song was created. *Kidung Jula-Juli* is a part of local wisdom in East Java as a stage art element of Ludruk performances (Fadhila, Hardian, Rurangan, & Etika Sari, 2015). Through singing, it is also possible to describe the socio-cultural background of the speakers or users of the language so that their insights are wider, especially in the cultural repertoire of their region (Subadra, 2019). Knowledge is developed by writing which is responded by appreciating, analyzing, and applying knowledge from human thought, which is recognized as my culture and acknowledging the nation's identity is called cultural literacy (Ramdani, 2017).

As a literacy material for students where cultural themes become interesting literacy content, cultural insight is needed, especially from July-July songs with twisting tones and aesthetic meanings.. The uniqueness of the tone twist is called cengkok in terms of tone and contour of the vocal melody at the end of the song's sentence and the meaning contained is as a song to convey ideas, ideas or a kind of sharp criticism in various social interactions (Sugma Nugraha & Mistortofy, 2022). The additional uniqueness of this East Javanese song is that it is accompanied by gamelan music which forms a less tight rhythm on each beat, so that it is free to interpret the number of syllables that are built regardless of the song (S. Rahayu, 2017).

The problems of multicultural education and lack of literacy hinder the achievement of successful learning in education in the digitalization era (Rokhayati Rosa, 2020; Suwanto, Setiawan, & Machmiah, 2022). The problem of multicultural education and the lack of literacy hinder successful educational learning achievement in the digitalization era (Ningrum, 2022). This needs to be considered to face challenges in the 21st century as a process of children's literacy skills (Turiman, Omar, Daud, & Osman, 2012). The need to have a planned strategy for pedagogical practice that enhances a child's competence in all developmental domains such as cognitive, social, emotional language and literacy (Zulfikri, 2021). Literacy is a person's ability to process the information obtained for life skills in taking something obtained from processing the information obtained (Byundyugova, Babikova, & Kornienko, 2021). Other research shows that media literacy is effective as a study of the ability the quality of learning for students (Martaulina, Sianipar, & Harianja, 2021; Sesariani, Marimin, & Partono, 2012).

The nation's cultural wealth is the basis for strengthening children's character through education as contained in the *kidung Jula-Juli* in the performance of the ludruk performance model titled "Meri" in the scope of the art development with noble values, divinity, humanity, unity, deliberation and justice (Pudjastawa & Murti, 2022). *Kidung Jula-juli* has also become public literacy through the media of newspapers, where the lyrics made into poetry quotes contain discourse structures at the macro, superstructure and micro levels (Tjahyadia, Andayani, Hosnol, Sutrisno, & Sutrisno, 2020). Through the world of entertainment, the ludruk art community has succeeded in presenting good drama performances played by young people who have a high passion for preserving culture (Dalila & Hidajad, 2022). One way to introduce ludruk or other arts to the younger generation is the July-July song through the school environment by facilitating a cultural literacy program where teachers are able to become poets and introduce art to participants.

The researchers tried to develop the *Kidung Jula-Juli* east java to students as a literacy media. This research was conducted to introduce children from the existing regional culture through education by providing messages that have information in building children's personalities to love their culture. The development *Kidung Jula-Juli* in the educational environment presents a theme that reflects the social life that is currently happening. Social life that contains life problems was chosen as the theme in the contents of the *Kidung Jula-Juli*. This research has never been done, so it is interesting to develop it as a *Kidung Jula-Juli* as a literacy media for students to understand social life in their environment.

METHODS

Research Design

The research carried out is research and development (RnD) of digital content with Scheme using the ADDIE research model. This model has 5 necessary stages, namely: Analysis, Design, Development, Implementation, and evaluation (Muruganatham, 2015).

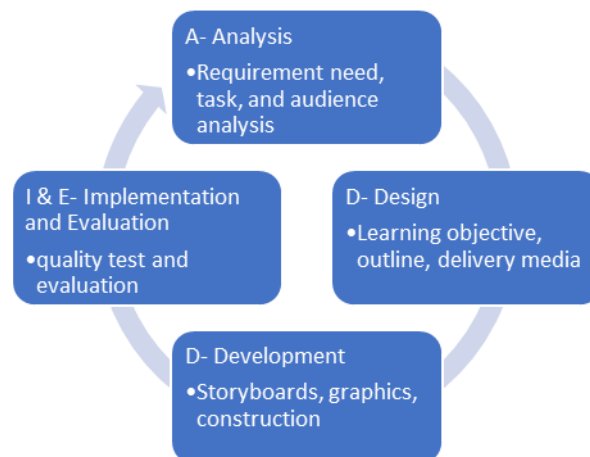


FIGURE 1. ADDIE research stages

Participants

Participants in this study were two schools, namely SDN Gading III and SDN Putat Jaya IV which consisted of 2 classes. The number of teachers involved in research is two and students is 79 at SDN Gading III. Next, the number of teacher involved in research is two and students is 59 at SDN Putat Jaya IV. The instrument of this research is questions from

a questionnaire. The appearance of the participants and their qualifications are shown in tables 1 and 2.

TABLE 1. *Identify the number of participants*

School	Class	Teacher		Number of teacher	Student		Number of student
		Pria	Wanita		Pria	Wanita	
SDN Gading III	IVa	0	1	1	23	15	38
	IVb	0	1	1	23	16	39
SDN Putat Jaya IV	IVa	0	1	1	9	18	27
	IVb	0	1	1	16	16	32
Total				4	71	65	136
Mean				1	17,5	16,25	34

TABLE 2. *Identify the number of participants by age*

School	Class	Age (month)				Number of age
		8	9	10	11	
SDN Gading III	IVa	1	30	7	0	348
	IVb	2	35	2	0	351
SDN Putat Jaya IV	IVa	0	24	3	0	246
	IVb	0	29	3	0	262
Total		3	118	15	0	1207
Mean		0,75	29,5	3,75	0	301,75

The involvement of students in following the responses is said to be at the age interval of 8-10 years. Which is displayed in the same class. However, the age distribution of fourth graders shows that 8 year olds attend about 0.75 per class. Students aged nine years followed by 29.5 children per class. Students aged ten years are followed. 3.75 children per class follow students aged ten years.. Furthermore, at 11 years, no one followed. Participants who followed the response wererelevant to the conditions of age development when participating in learning.

Material

Data collection techniques were collected from observations and questionnaires to teachers to determine literacy strengthening. Through the validator, it is tested by a material expert who has a doctoral education qualification in the field of basic education in a learning expert and a linguist who has a doctoral qualification in the field of linguistic literature. Furthermore, to determine the effectiveness of media literacy, an instrument is used to measure cultural literacy's ability to understand the *Kidung Jula-juli*. The instrument consist of twelve questions containing indicators of understanding the development of cultural literacy media.

Procedure

The beginning of data processing is to observe the needs analysis that needs to be developed using the observation method. The design stage is to create word lyrics in the writing that is made. The development stage and the media that have been designed then become a ready-made prototype with a certificate of material validity and language validation. After getting validation results from experts, he implementation of the developed media is ready to be tested by teachers and students to strengthen literacy. This literacy media is written on a large literacy board as lyric writing. The development research results are displayed through online media in order to understand the visuals,

subtitles and music . Response forms are distributed via google forms to get accurate results for teachers and students.

Data Analysis

Determine the average value of the validation results related to the practicum results with data from the validator/practitioner. Second, determine the average value for each aspect by entering the number of each indicator into the specified aspect. Third, determine the value of validity (Va) or the value of practicality (Pa) (Itsnanayah & Lestyanto, 2021). Data analysis used descriptive qualitative techniques with product development through language and material validators. The calculation results are converted into the following table according to the hormones in table 3.

TABLE 3. Criteria for level validation

Criteria	Score	description
Very less	$1 \leq Va < 2$	Total Revision
Less	$2 \leq Va < 3$	Macro Revision
Average	$3 \leq Va < 4$	Micro revision
Good	$4 \leq Va < 5$	No revision
Very good	$Va = 5$	No revision

TABLE 4. Criteria for level practicion

Criteria	Score	description
Very less	$0\% \leq Pa < 20\%$	Total Revision
Less	$20\% \leq Pa < 40\%$	Macro Revision
Average	$40\% \leq Pa < 60\%$	Micro revision
Good	$60\% \leq Pa < 80\%$	No revision
Very good	$80\% \leq Pa < 100\%$	No revision

TABLE 5. Aspects of literacy needs

No.	Aspect	SDN Gading III		SDN Putat Jaya IV	
		IVa	IVb	IVa	IVb
1	Classrooms are labeled with words and pictures on all materials, media and learning angles	-	-	√	√
2	Classrooms are decorated with pictures, illustrations, student assignments, and words taken from the learning theme	√	√	-	√
3	There is a word wall developed from the learning theme.	√	-	√	-
4	Students have access to a variety of text materials (dictionary, menu list, label, mark, student work, alphabet) used in learning	√	√	√	√
5	Students have access to learning technologies that support literacy (software, audio text, communication tools, computer, etc)	√	-	-	-
6	There are various media for writing (letter stamps, large chart charts, recipe cards, whiteboards, flip charts , etc)	√	√	-	√
7	There is a reading corner containing tiered books for habituation and learning	√	-	√	√
8	Books are neatly grouped and organized by genre and level	√	√	√	√
9	The classroom reading corner has books covering a wide range of genres and topics (picture books, novels, poetry, fairy tales, fiction, history, fantasy, biographies, book series, culture books, nonfiction, etc.	-	√	√	-
10	Classrooms have learning corners (literacy, science, math, art)	√	-	√	√

After that, a recapitulation of the calculation of student responses was carried out in interpreting the *kidung Jula-juli* as literacy media which will be displayed in the percentage of results. Then the criteria shown in the practicality of the media are presented in table 4.

RESULTS

Analysis

The analysis was carried out using a literacy strengthening instrument strategy given to the class, which showed that the results of the questionnaire given to 4 (four) teachers showed that of the ten aspects of literacy strengthening, the highest was two aspects. This is presented in table 5 as an indicator of aspects of literacy needs.

The aspect of literacy needs in grades 3 and 4 shows all aspects in each class. However, some aspects are not found for strengthening literacy, namely, students have access to learning technology that supports literacy (software, audio text, communication tools, computers, etc.). The follow-up given to the questionnaire questions from 4 teachers stated the need for cultural literacy and the need for media as understanding to students. The weakness seen in the analysis of teacher needs as literacy strengthening is the development of media from sources of cultural knowledge in their area. Others on the required note are needed as a follow-up to the need for cultural literacy needs to expand children's knowledge because of the many talent search events for school achievement, where competitions are involved according to the required cultural literacy age category. So to support students' ability to understand student literacy, it is necessary to have interesting and practical media.

Another review of literature on the adjustment of the new curriculum in Indonesia, namely the independent curriculum, learns about the focus of character strengthening (Rachmawati, Marini, Nafiah, & Nurashiah, 2022). In this case, cultural heritage can shape character the character. In addition, language learning is able to shape children's character in the form of religion, nationalism, integrity, independence, and cooperation (Ginting, 2020). Research on language learning in Javanese culture recommends the development of Javanese literature to increase knowledge (Prasasti, 2018).

Design

The researcher designed the lyrics in the form of sentences according to the *guru lagu* and the *guru wilangan*. Focus on literacy materials to preserve the cultural heritage of the Javanese people and language studies that are straightforward, easy to understand, and interesting. *Kidung Jula-Juli* that was created refers to a writing system that has moral values and rhymes (a, a, a, a) and (a, b, a, b). Then use a language between Javanese and Indonesian, and adjust the beat of the tone through the accompaniment of the songs that have been prepared. The *Kidung Jula-Juli* stanza consists of Opening, *Lombok* Rhythm, Double Rhythm, and *Dangdut* Rhythm. The accompaniment song without vocal is five minutes and eighteen seconds long. The rhythm used has the following notation in the genre of Javanese gamelan music.

Notation : 2 1 2 6 2 1 6 g5
 6 5 6 2 6 5 2 g1
 .. x 5x 1 x 23 g5
 .. x 11x 1235 bc3532 1x 1ggggggg

Melody of Julia-Juli

The dual rhythm is the same as the notation, but the dual rhythm is duplicated, but in dangdut melodies, the balungan rhythm is used. The melody in the jula-juli song that is used is more about gender roles and balungan as a rhythm foothold.

Development

The development in this research creates content that is prepared for literacy needs. The researcher used a karaoke melody recording in the MP3 version (the recording was done by entering the lyrics). The researcher asked the validator to provide notes on the prototype. Some of the comments obtained in the design of the lyrics are that the content presented in the *kidung jula-juli* is a complement so that the literacy needs of students are met. It can be seen that the achievement in the development of this research is to introduce *kidung jula-juli* as cultural literacy so that students can understand that the typical songs developed are easy to understand because they use local languages. That way the internalization of the content of local wisdom that introduces to schools can stimulate and direct students to empower the characters that exist in each of them. (Desyandri, 2018).

The validation consists of material and media aspects as an indicator of finding a valid media category. The validation criteria in the language used straightforward, communicative, dialogical and appropriate to the child's development (Sa'dun Akbar, 2013). Furthermore, the material validation criteria consist of content and media validity in media literacy development products (Nesbit & Leacock, 2009). The validation results show the values presented in Table 6.

TABLE 6. *Result of validation expert*

Expert	Aspect	score	Score max	Mean
Material	Content Quality	25	25	5
	Media Eligibility	10	25	
Linguistic	Straightforward	8	10	4,386
	Communicative	9	10	
	Dialogic and Interactive	10	10	
	Student development suitability	4	5	
	Conformity with language rules	8	10	
	Use of terms, symbols, icons and word choice	18	20	

The material expert validator assessment format by displaying two aspects produces an average value of five which shows the results of a good category without revision. Two consists of material content shows an assessment of the quality of material content, learning objectives, feedback, and adaptation. Then media eligibility explain the assessment of the audio format quality, user interaction, and accessibility.

For the linguistic validator assessment format by displaying six aspects, produces an average value of 4,386 which is included in the very good category without revision. Language assessment explains the task of sentence structure, sentence effectiveness, sentence suitability. Communicative assesses the understanding of implied messages. Dialogically and interactively explain the message's meaning and motivate students to think critically. The suitability of student development explains the intellectual suitability of students to the material. The suitability of language rules explains the accuracy of

language. Word selection explains spelling accuracy, consistency of terms, and use of symbols. The validation results show the values presented in table 7.

TABLE 7. *The kidungan theme of the ancestral love*

Rhythm	Lyric	Translation
Opening	<i>Tuku ketan ning tengah kota, enake golek nang tunjungan. Ketemu lagi dengan pak gita guru kelas sing paling tampan. Mugo kabeh diparingi kesehatan. Ketan ireng arep di pangan. Ayo sinau timbang hapenan.</i>	Buying glutinous rice in the middle of the city, it's good to find it in the <i>Tunjungan</i> Meeting again with Mr. Gita, the most handsome class teacher. May you all be well and healthy Black glutinous rice is what I want to eat. Let's learn something than playing with your phone.
Lombok	<i>Sugeng enjang salam literasi Anak-anakku sayang, kabeh sing tresnani Ayo belajar gawe mbangun negeri. Iki wawasan tekan sekolah yo dipelajari Pinarak lenggah anak-anak, ayo bareng sinau Iki pak guru arep gawe lagu Iki anak-anak, jenenge Kidungan budoyo asli wong jawa timuran.</i>	Good morning, Hail to Literacy My dear children, all I love Let's study well to improve our country. insights from school are things we must learn Please sit down all, let's study I am going to make a song These are children, is the <i>Kidungan</i> The original culture of the East Java.
Double	<i>Budayo jowo, ojo dilalikno Iku tinggalan, leluhur kito Sumonggo bareng, kudu ngelestarikno kanggo ciri khas, budoyo bongso. Warisan leluhur ayo dijogo Supoyo tetep lestari widodo</i>	Javanese culture, forget not It's a legacy, from our ancestors Together, we must preserve it for its distinctive feature. Let the ancestral heritage be preserved so that it lasts forever
dangdut	<i>Manuk dara akeh nang latar Manuk emprit akeh nang dalam Anak anak ayo podo kudu sadar Jawa timur iku panggon kesenian Iwak enus arep di towo, Iwak Bader arep di pangan Ngelestarikno budaya jowo, Ben ora ilang ditinggal kemajuan Kembang kantil kembang kenongo Manuk kintil mlaku ning duwur Dulur-dulur ayo podo bangun bongso mergane amanah tekan para leluhur Bajol Gede warnane ijo Suro ayu warnane jambon Wayangan, tarian, lan sastra boso Ayo dipelajari sing penting alon-alon</i>	Doves are on the yard Many <i>emprit</i> are on the road Children should be equally aware East Java is a place of art The squid is about to be bargained <i>Bader</i> are going to be a food Preserving Javanese culture, So we lose no more of this <i>Kantil</i> flower and <i>Kenongo</i> flower The <i>Kintil</i> bird flies high Everyone, let's unite in building our country because the ancestors words we are fighting for
Closing	<i>Cekap semanten Kidungan kulo Mbok bilih lepat nyuwun pangapuro</i>	That's all my <i>Kidungan</i> Any mistakes or mislead are hoped to be forgiven

Implementation

At this stage it is done by providing questionnaire responses to teachers and students who are participants in developing this product. This is used to determine the practicality of

media as a literacy reinforcer. The trials were conducted in school activities when the literacy researcher described the results of a product that had been validated to be tested on grade IV students and found out what the classroom teacher's response was. Findings on literacy strengthening activities in teachers and students are shown in table 8.

TABLE 8. Recapiltulation teacher and student for respons

No	Aspect	Respons SDN Gading III		Respons SDN Putat Jaya IV		Criteria
		teacher	student	teacher	Student	
1.	The media is very interesting to introduce learners through literacy activities.	100%	96%	100%	90%	Very good
2	The <i>Kidung Jula-Juli</i> help to understand the importance of cultural preservation	100%	98%	100%	94%	Very good
3	<i>The Kidung Jula-Juli</i> fun in literacy activities	100%	96%	90%	89%	Very good
4	The development of <i>Kidung Jula-Juli</i> song adds insight to the students	100%	97%	100%	89%	Very good
5	The content of the <i>Kidung Jula-Juli</i> has the meaning to preserve the culture	90%	93%	80%	83%	Very good
6	The content of <i>Kidung Jula-Juli</i> has the meaning to preserve the culture	100%	96%	100%	93%	Very good
7	Students are easy to hear the music and vocal audio lyrics clearly.	90%	95%	100%	87%	Very good
8	It is easy to read the texts/writings contained in the media of <i>Kidung Jula-Juli</i>	100%	95%	100%	87%	Very good
9	Students are interested in learning of <i>Kidung Jula-Juli</i>	90%	90%	100%	81%	Very good
10	The media of the <i>Kidung Jula-Juli</i> can be studied over and over again	100%	94%	90%	86%	Very good
11	Students feel that singing while learning is fun	100%	96%	90%	88%	Very good
12	By listening to the media of the <i>Kidung Jula-Juli</i> , you can understand the importance of preserving culture.	100%	99%	100%	94%	Very good

From table 8, as the trials were carried out on continuing literacy activities using the media development of *Kidung jula-juli* which covered 12 aspects according to the grid, it increased the literacy of students. The average value of the teacher and student response questionnaires in grade IV is evidenced by the very good criteria in the experiment of 2 schools with the same level.

Evaluation

The Evaluation stage carried out is to review the media that has been tested which is then ready to be released to the public. From this, researchers can conclude the feedback needed by users so that the product created can be more perfect.

DISCUSSION

The culture of sound and dance, for example with *Kidung Jula-Juli*, is interesting for digital content as learning material for students. The performing arts have been known to the

public in the past as a form of regional art style through ludruk art performances.. The *Kidung Jula-Juli* consists of two or four stanzas. The initial or second bait is called the opening bait, then the 3rd and 4th baits are the content or essence of the message to be given. (Prawoto, 2019). The number of stanzas and the structure of the *Kidung Jula-Juli* adjusts the duration of the prepared gending.

In addition, the *Kidung Jula-Juli* was used to convey the people's sufferings by the invaders (Erstiawan, 2020). The presentation was carried out with a ludruk performance by artist Cak Durasim, whose name is currently immortalized in a museum in Surabaya (Zuhriyyah, 2018). Cak Durasim's struggle to criticize the invaders with the media of *Kidung Jula-Juli* also has the value of nationalism that can be introduced to students. The periodization of the popularity of the *Kidung Jula-Juli* in the 19th century suffered a setback, mainly because the function of the media which was originally shown as a live spectacle, shifted to television media (F. Rahayu, 2014). Until now, all parties have begun to pay attention to the culture created in East Java through the media. Development research distributes *Kidung of Jula-Juli* as public literacy by utilizing YouTube, TikTok, and Facebook as good message delivery (Prawoto, 2019).

Several studies have shown that research results on the response in preschool children (6 years) give a good response to the ludruk culture which contains *Jula-Juli*, *Bedayan*, *remo* dance, *Kidungan* figures, and also drama (Ongko, Yanuartuti, & Lodra, 2022). The results of research conducted in a cultural studio environment with several students in schools have good potential to develop cultural preservation (Sisnia & Abdillah, 2021). The product of *Kidung Jula-Juli* is a song that contains a meaningful message accompanied by gamelan music. The song is a medium that can improve children's understanding according to the characteristics of learning needs during school activities, especially on literacy competence (Lumbantoruan, 2020). As in the research on developing literacy competencies for multimedia and worksheets for students, it shows categories that are easy to use to improve literacy understanding based on material experts, media, and language experts. (Ahmadi, Hapsari, & Artharina, 2022; Furwana & Syam, 2021). The continuation of the stages in this research are the results of media development in seeking teacher and student responses in student activities according to the ADDIE research flow (Kurniastuti & Prayogo, 2022).

CONCLUSION

The conclusions presented on the development of media literacy come from an analysis of the needs of teachers in strengthening literacy which is part of the independent learning curriculum program. Schools do need to fill things like literacy activities, especially in school activities, especially on language skills in learning and literacy in school activities. With this research method, the development of media literacy is an educator effort that needs to be developed. It's the same as making *Kidung Jula-Juli* for media literacy literacy, which comes from the cultural heritage of school activities. In its development, the validation stage by the validation material expert was 5.0, while the linguist validation resulted in 4.386. The two values generated are in the category without revision. In the implementation of media as a strengthening of student literacy in the form of the July-July chant, the results of the development have been tested on teachers and students in responding to see how practical this media is for strengthening literacy activities. Based on 12 aspects assessed are in the very practical category. The output of this research can be a starting point for researchers in the field of education to dig deeper into cultural heritage as material for developing literacy.

ACKNOWLEDGMENTS

Our thanks go to Dr. Surana, SS, M. Hum. as a material expert and Dr. Hendratno, M. Hum. as a linguist, To the teachers of SDN Gading III and SDN Putat Jaya IV and students at the fourth grade level.

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