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DEVELOPMENT AND EFFECTIVENESS OF A LOCAL WISDOM-BASED STORYBOOK USING THE ADDIE MODEL TO IMPROVE RECEPTIVE LANGUAGE SKILLS OF CHILDREN AGED 5–6 YEARS

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Abstract

Receptive language skills are fundamental for early childhood communication development; however, observations at RA Darul Hikam indicated that many children aged 5–6 years experienced difficulties in listening to and understanding stories. In addition, the available learning media were insufficiently engaging and lacked integration of local cultural values. This study aimed to develop and evaluate the feasibility, practicality, and effectiveness of a local wisdom-based storybook entitled *The Story of KH. Nur Muhammad Ikhsan Iskandar* to improve children's receptive language skills. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. Participants included 20 children aged 5–6 years at RA Darul Hikam. Data were collected through observations, interviews, documentation, and expert validation questionnaires and analyzed descriptively. The developed product was an illustrated storybook integrating local wisdom and age-appropriate language. Expert validation results indicated that the storybook was feasible for classroom use, while implementation results demonstrated positive teacher and child responses. Furthermore, children showed improvements in listening comprehension, story understanding, vocabulary recognition, answering comprehension questions, and retelling story content after using the storybook. These findings suggest that the local wisdom-based storybook is a valid, practical, and effective learning medium for improving receptive language skills while simultaneously introducing cultural values and character education in early childhood learning.

Keywords: ADDIE model, early childhood education, local wisdom, receptive language skills, storybook

Abstrak. Penelitian ini didasari oleh rendahnya kemampuan bahasa reseptif pada anak usia 5–6 tahun dalam aktivitas menyimak serta memahami cerita. Di samping itu, media pembelajaran yang diterapkan masih kurang atraktif, sehingga anak cenderung cepat bosan selama proses belajar. Penelitian ini bertujuan mengembangkan buku cerita berbasis kearifan lokal Kisah KH. Nur Muhammad Ikhsan Iskandar guna meningkatkan kemampuan bahasa reseptif anak usia 5–6 tahun. Penelitian menerapkan metode Research and Development (R&D) dengan model ADDIE, yang mencakup tahapan analysis, design, development, implementation, dan evaluation. Subjek penelitian adalah anak usia 5–6 tahun di RA Darul Hikam. Teknik pengumpulan data meliputi observasi, wawancara, dokumentasi, serta lembar validasi ahli. Produk hasil pengembangan berupa buku cerita bergambar berbasis kearifan lokal yang disesuaikan dengan karakteristik anak usia dini. Hasil penelitian mengindikasikan bahwa buku cerita berbasis kearifan lokal yang dikembangkan dinyatakan layak berdasarkan validasi ahli media dan ahli materi. Penerapan buku cerita tersebut berhasil meningkatkan kemampuan bahasa reseptif anak, termasuk kemampuan menyimak, memahami isi cerita, menjawab pertanyaan sederhana, serta mengenal kosa kata baru. Dengan demikian, buku cerita Kisah KH. Nur Muhammad Ikhsan Iskandar dapat dijadikan media pembelajaran yang menarik dan efektif untuk meningkatkan kemampuan bahasa reseptif anak usia 5–6 tahun.

Kata Kunci: anak usia dini, ADDIE, bahasa reseptif, buku cerita, kearifan lokal

Background

Early Childhood Education (ECE) plays a crucial role in fostering children's fundamental competencies, character development, and readiness for formal schooling. At this developmental stage, children require meaningful learning experiences that stimulate cognitive, social-emotional, physical, and language development. Among these developmental domains, language development is particularly important because it serves as the foundation for communication, literacy, and learning readiness. Receptive language skills, which involve listening, understanding, and interpreting spoken language, are essential competencies that support children's later abilities in speaking, reading, and writing. According to the Indonesian Early Childhood Education Standards, children aged 5–6 years are expected to understand oral instructions, listen attentively to stories, and comprehend information conveyed by others.

Recent studies have highlighted the importance of story-based learning media in supporting children's language development. Rahmawati and Kurniawati (2021) reported that storytelling activities using illustrated storybooks improved children's listening skills and language comprehension. Similarly, Nurhasanah et al. (2023) found that picture storybooks positively influenced receptive language development by increasing children's vocabulary acquisition and story understanding. Research by Hidayati and Chandra (2023) also demonstrated that illustrated storybooks create engaging learning experiences that enhance children's attention and participation during language learning activities. These findings suggest that storybooks remain effective instructional media for improving early childhood language competencies.

In addition to language development, recent educational policies emphasize the integration of local wisdom into learning activities. The implementation of the Merdeka Curriculum and the Pancasila Student Profile encourages educational practices that

strengthen cultural identity, character education, and contextual learning experiences. Several studies have explored the development of learning media based on local wisdom. Hura et al. (2023) developed a QR code-assisted picture storybook integrating local culture and reported positive outcomes in children's learning engagement. Likewise, Komang Sanjaya et al. (2022) found that local culture-based storybooks helped learners understand cultural values while enhancing learning motivation. Furthermore, Idhayani et al. (2023) emphasized that local wisdom-based learning can promote children's cultural awareness and character development from an early age.

Despite these advances, several research gaps remain. First, most previous studies have focused either on the effectiveness of illustrated storybooks for language development or on the integration of local wisdom in learning media. Limited studies have specifically combined these two aspects in a single instructional product designed to improve receptive language skills among children aged 5–6 years. Second, existing local wisdom-based storybook studies generally emphasize cultural preservation, literacy development, or character education, while empirical evidence regarding their effectiveness in improving receptive language indicators such as listening comprehension, story understanding, vocabulary recognition, and responses to comprehension questions remains scarce. Third, studies examining local figures as the central content of storybooks for early childhood language learning are still limited, particularly in the context of East Java local culture.

This gap creates an important educational challenge. Preliminary observations conducted at RA Darul Hikam revealed that receptive language learning activities had not been implemented optimally. Several children experienced difficulties in understanding stories, maintaining attention during storytelling activities, answering simple questions, and comprehending unfamiliar vocabulary. Furthermore, storytelling practices were generally conducted using conventional methods with limited visual support, while attractive local wisdom-based learning media were not yet available. As a result, learning experiences were less meaningful and less effective in supporting receptive language development.

The urgency of this study lies in the need to provide innovative learning media that simultaneously address children's language development needs and the preservation of local cultural values. In an era of globalization, young children are increasingly exposed to external cultural influences, making the introduction of local cultural heritage through educational media more important than ever. Storybooks based on local wisdom can provide contextualized learning experiences that connect children's everyday lives with cultural values while supporting language acquisition. Therefore, developing instructional media that integrates local wisdom and receptive language stimulation is highly relevant to current educational priorities.

To address this gap, this study developed a local wisdom-based illustrated storybook entitled *The Story of KH. Nur Muhammad Ikhsan Iskandar*. The selected figure represents local cultural values, exemplary character traits, and historical significance within the community. Unlike previous studies, this research not only develops a culturally relevant storybook but also systematically evaluates its validity, practicality, and effectiveness using the ADDIE development model. The study contributes theoretically by enriching the literature on culturally contextualized language learning media for early childhood education. Practically, it provides teachers with an alternative instructional resource that supports receptive language development while simultaneously promoting character education and cultural preservation. Based on these considerations, the objective of this study was to determine the validity, practicality, and effectiveness of the developed local wisdom-based storybook in improving the receptive language skills of children aged 5–6 years at RA Darul Hikam, Kertonegoro, Jenggawah, Jember.

Method

This study was conducted at RA Darul Hikam, located at Jl. Kembang Sore No. 87, Desa Kertonegoro, Kecamatan Jenggawah, Jember, chosen because the institution enrolls children aged 5–6 years and requires innovative instructional media to support receptive language development. Data collection and the development process took place in the even semester of the 2025/2026 academic year and followed the school's teaching schedule. The research targeted the development and field-testing of a local wisdom-based storybook titled "The Story of KH. Nur Muhammad Ikhsan Iskandar."

The research subjects comprised 20 children aged 5–6 years in Group B at RA Darul Hikam. Initial observation indicated that 15 children had receptive language skills consistent with expected developmental indicators, while 5 children required additional support and stimulation to comprehend oral stories, instructions, and vocabulary. The study also involved the classroom teacher as a product user and included content experts, media experts, and language experts who participated in product validation prior to classroom implementation.

This research employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to produce a feasible and effective storybook for classroom use. The ADDIE stages were implemented as follows. In the Analysis phase, needs and learning problems were identified through interviews with the teacher and classroom observations; core competencies, basic competencies, content, and learning objectives were determined. The Design phase produced initial story outlines, language choices, illustrations, and page layouts; storyboards and sketches were created as drafts using Canva for layout and illustration planning. During Development the

conceptual designs were realized into both physical and digital book formats; the product underwent validation by material, media, and language experts and was revised based on their feedback. The Implementation phase involved piloting the validated book in the Group B classroom through small-scale trials and broader classroom trials. Finally, the Evaluation phase assessed product quality and effectiveness using validation results, trial outcomes, and teacher and child responses, serving as the basis for final revisions.

Data were collected through multiple complementary techniques: interviews to capture learning needs and receptive language problems; classroom observations to record children's activity and responses during story sessions; questionnaires (surveys) to obtain product feasibility assessments from experts and practicality responses from teachers and children; and documentation to compile photographs, field notes, and assessment records. Research instruments included interview guides, observation sheets focusing on listening, story comprehension, vocabulary recognition, and response to questions; expert validation forms addressing content suitability, language, visual design, and usability; teacher response questionnaires on practicality and alignment with child characteristics; child response forms designed in simplified format to capture interest and engagement; and documentation records.

Data analysis aligned with the R&D focus on validity, practicality, and effectiveness. Validity analysis used quantitative scoring of expert validation sheets to compute total scores and percentage feasibility, which were categorized into very feasible, feasible, sufficiently feasible, or not feasible; qualitative suggestions from validators were analyzed descriptively to inform revisions. Practicality analysis combined descriptive quantitative percentages from teacher questionnaires with qualitative commentary from observations and teacher feedback. Effectiveness analysis compared children's receptive language performance before and after the intervention using descriptive pretest–posttest comparisons to identify improvement. Qualitative data from interviews, observations, and field notes were analyzed through data reduction, presentation, and drawing conclusions to support product refinement. Average validation percentage was calculated based on Arikunto's formula: $\bar{P} = \frac{\sum P}{N} \times 100$, where $\bar{P}$ is the mean percentage, $\sum P$ is the total percentage score from all validators, and N is the number of validators. Together, these procedures ensured that the developed storybook met criteria for validity, practicality, and effectiveness in improving receptive language skills of children aged 5–6 years.

Results and Discussion

Results

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and

Evaluation. The product developed in this study was a local wisdom-based storybook entitled *The Story of KH. Nur Muhammad Ikhsan Iskandar*, designed to improve the receptive language skills of children aged 5–6 years at RA Darul Hikam.

The analysis stage was conducted through observations and interviews with Group B teachers at RA Darul Hikam and family members of KH. Nur Muhammad Ikhsan Iskandar. The interviews revealed that the receptive language skills of several children still required improvement. Some children experienced difficulties in understanding stories presented by teachers, answering simple questions, and recalling information they had previously heard. Teachers also reported that the instructional media available in the classroom were limited to textbooks and worksheets. Therefore, more engaging learning media were needed to support children's understanding and participation in learning activities. Interviews with family members of KH. Nur Muhammad Ikhsan Iskandar were conducted to obtain information regarding the figure's life history, exemplary values, and local wisdom. The findings indicated that KH. Nur Muhammad Ikhsan Iskandar embodied important values such as religiosity, discipline, responsibility, and social awareness. These values were considered appropriate for introduction to young children through storytelling activities. Based on the results of the needs analysis, a local wisdom-based storybook was developed to present the exemplary life story of KH. Nur Muhammad Ikhsan Iskandar as a medium for enhancing children's receptive language skills.

During the design stage, the researcher prepared the initial product blueprint in the form of a storyboard. The design process included the following activities: Determining the theme of the story, Developing the storyline and sequence of events, Designing the characters and illustrations, Adapting the language to the developmental characteristics of children aged 5–6 years, Creating the visual layout using Canva.

The storybook consisted of the following components: front cover, book identity page, story content, illustrated images, moral messages, and back cover. The completed storyboard served as the foundation for the subsequent product development process.

At the development stage, the storyboard was transformed into a complete storybook product. The book was written using simple and age-appropriate language and was complemented by colorful illustrations designed to attract young children's attention and support story comprehension.

After the product had been completed, validation was conducted by a content expert and a media expert to determine its feasibility and quality before proceeding to the implementation stage. The feedback and recommendations provided by the experts were used to revise and improve the storybook, ensuring that the final product was suitable for use as a learning medium for children aged 5–6 years.



Figure 1. Introduction Page of the Main Character

The character introduction page presents an authentic photograph of KH. Nur Muhammad Ikhsan Iskandar accompanied by a brief biography. This section was added following recommendations from the media expert to facilitate children's and teachers' recognition of the local figure featured in the storybook.

Content validation was conducted by a subject-matter expert to evaluate the appropriateness of the story content, the integration of local wisdom values, and the relevance of the material to the development of children's receptive language skills. The maximum possible score was 70, while the storybook obtained a total score of 67, resulting in a mean score of 4.79 (67/14). Based on the predetermined assessment criteria, the product was classified as Very Good, indicating that the content was highly appropriate for use in early childhood learning.

The content expert provided several recommendations for improvement, including adjusting the book size to meet children's book standards, using a consistent font throughout the book, improving the correspondence between illustrations and story content, simplifying overly long sentences, and adding the author's biography.

Media validation was conducted to assess the visual appearance, layout design, readability, and quality of the illustrations. The evaluation indicated that the developed storybook met the criteria of Good, suggesting that it was suitable for classroom implementation after minor revisions. The media expert recommended several improvements, including introducing the local figure more clearly because the character may not be widely recognized, increasing the resolution of several illustrations, and enhancing the overall quality of the visual design. Accordingly, the researcher revised the images and refined the illustrations to improve their clarity, attractiveness, and suitability for young children.

Following the suggestions provided by both the content and media experts, several revisions were made to improve the quality of the storybook before classroom implementation. The revisions included standardizing the font style throughout the book, enhancing the quality of the illustrations, adjusting the book dimensions to meet children's book standards,

simplifying complex sentences into age-appropriate language, and adding the author's biography. The revised version of the storybook was subsequently used during the implementation stage.

The implementation stage involved using the local wisdom-based storybook *The Story of KH. Nur Muhammad Ikhsan Iskandar* in learning activities conducted with Group B children at RA Darul Hikam. The storytelling sessions were carried out using the validated storybook that had previously been approved by both the content and media experts.

During the learning activities, the teacher read the story aloud while displaying the illustrations on each page. The children showed considerable enthusiasm throughout the storytelling session and demonstrated strong interest in the visual illustrations. Most children were able to follow the storyline attentively, listen carefully to the teacher's explanations, and respond appropriately to the questions posed during and after the storytelling activity.

The classroom teacher also reported that the storybook was easy to use because it employed simple language, clear typography, and illustrations that effectively supported the narrative. Furthermore, the teacher noted that the integration of local wisdom provided meaningful learning experiences by introducing children to a respected local figure from their surrounding community. Classroom observations indicated that the storybook was implemented successfully and received positive responses from both teachers and children.

Table 1. Implementation Procedures of the Storytelling Activity to Develop Children's Receptive Language Skills

Stage of Implementation	Activity Description	Teacher's Role / Research Activity
1. Introduction Activity	The lesson began with greetings, a joint prayer, and an introductory discussion. Children were invited to share their thoughts about people they admired before being introduced to the story of KH. Nur Muhammad Ikhsan Iskandar.	The teacher built children's interest and prepared them for the storytelling activity through interactive discussion and initial engagement.
2. Storybook Introduction	The teacher presented the storybook, introduced the title and cover illustration, and encouraged children to observe the pictures and predict the story based on visual clues.	The teacher stimulated children's curiosity, observation skills, and initial comprehension through picture-based exploration.
3. Storytelling Activity	The teacher read the story aloud using clear pronunciation, appropriate intonation, and expressive delivery while showing each illustration. Key events were emphasized to support children's understanding.	The teacher facilitated children's listening comprehension by providing an engaging storytelling experience and highlighting important information.
4. Question-and-Answer Session	After the storytelling activity, the teacher asked simple comprehension questions related to the main character, important	The teacher assessed children's understanding and encouraged them to express responses based on the story content.

Stage of Implementation	Activity Description	Teacher's Role / Research Activity
	events, and moral values contained in the story.	
5. Story Recall Activity	Several children were invited to retell the story using their own words according to their level of understanding.	The teacher evaluated children's comprehension, memory, and ability to reconstruct information from the story.
6. Observation of Receptive Language Skills	Throughout the learning process, the researcher observed children's receptive language development, including listening attention, story comprehension, responses to questions, recognition of new vocabulary, and ability to recall story content.	The researcher documented children's language development indicators during the storytelling process.
7. Closing Activity	The lesson ended with a discussion of the moral messages from the story. The teacher reinforced the exemplary values demonstrated by KH. Nur Muhammad Ikhsan Iskandar and concluded the session with a closing prayer.	The teacher strengthened character values and summarized the learning outcomes before ending the activity.

During the implementation of the storybook, children demonstrated positive engagement throughout the learning process. Most children paid close attention while the teacher read the story and showed considerable interest in the illustrations presented in the book. They were able to answer simple comprehension questions related to the story, identify the main character, and, with the teacher's guidance, retell parts of the story using their own words. These observations indicate that the storybook successfully captured children's attention and facilitated their comprehension of the story.

The classroom teacher also expressed positive perceptions of the developed storybook. According to the teacher, the storybook was easy to integrate into classroom instruction because it employed simple language, age-appropriate content, and visually attractive illustrations. The teacher further reported that the storybook effectively supported children's listening activities and provided an engaging way to introduce local wisdom and cultural values through storytelling.

The effectiveness of the local wisdom-based storybook was evaluated by comparing children's receptive language skills before and after the implementation of the learning media. The observed indicators included listening comprehension, understanding story content, answering comprehension questions, recognizing new vocabulary, and recalling story information. Children's receptive language skills before and after the implementation of the storybook shown in Table 2.

Table 2. Children's Receptive Language Skills Before and After the Implementation of the Storybook

No	Aspects Observed	Before Using the Storybook	After Using the Storybook
1	Listening to the story attentively	Not Yet Developing (NYD)	Developing as Expected (DAE)
2	Understanding the story content	Not Yet Developing (NYD)	Developing as Expected (DAE)
3	Answering questions about the story	Not Yet Developing (NYD)	Developing as Expected (DAE)
4	Recognizing vocabulary in the story	Not Yet Developing (NYD)	Developing as Expected (DAE)
5	Retelling a simple story	Not Yet Developing (NYD)	Developing as Expected (DAE)

The observational results demonstrated a noticeable improvement in children's receptive language skills following the use of the developed storybook. Prior to the intervention, several children experienced difficulties in understanding story content and responding correctly to the teacher's questions. They also tended to lose concentration during storytelling activities.

Following the implementation of the storybook, children became more attentive during storytelling sessions. The colorful illustrations facilitated their understanding of the storyline, enabling them to answer comprehension questions more accurately. In addition, children demonstrated an increased ability to recognize unfamiliar vocabulary and to retell the story in simple language based on their level of understanding. These findings indicate that the local wisdom-based storybook effectively enhanced children's ability to process and comprehend spoken information obtained through storytelling activities. Overall, the results suggest that *The Story of KH. Nur Muhammad Ikhsan Iskandar* is an effective instructional medium for improving the receptive language skills of children aged 5–6 years at RA Darul Hikam. Improvements were observed across all targeted indicators, including listening comprehension, understanding story content, answering questions, vocabulary acquisition, and recalling information presented during storytelling.

Discussion

The validation results indicated that the developed storybook achieved a mean score of 4.79 from the content expert, categorized as Very Good, and 3.92 from the media expert, categorized as Good. These findings demonstrate that the storybook satisfies the required standards for use as a learning medium for children aged 5–6 years.

From the content perspective, the story was considered appropriate for the developmental characteristics of early childhood learners. The narrative incorporated positive character values, including religiosity, discipline, responsibility, and social awareness, which

can be effectively introduced through storytelling activities. Moreover, the inclusion of a local figure enabled children to become familiar with cultural values and social contexts closely related to their daily lives.

These findings are consistent with previous studies indicating that local wisdom-based learning supports children's understanding of cultural values while simultaneously fostering character development from an early age. By introducing children to local role models, the storybook provides opportunities not only to strengthen language development but also to cultivate positive attitudes and behaviors relevant to their social environment.

From the media perspective, the experts concluded that the visual appearance, layout, and illustrations adequately supported the story content. Nevertheless, several revisions were recommended, particularly regarding image quality and the presentation of the local figure. The revision process demonstrates that instructional media development requires continuous evaluation and refinement to ensure that the final product effectively meets learners' educational needs.

The findings are also consistent with previous research reporting that illustrated storybooks represent an effective instructional medium for early childhood education because they enhance children's attention, learning motivation, and comprehension. Attractive visual illustrations enable children to understand narrative content more easily than verbal storytelling without visual support. Therefore, the developed local wisdom-based storybook can be considered feasible in terms of both content quality and media design.

The implementation results and teacher feedback indicate that the developed storybook possesses a high level of practicality. The teacher reported that the storybook was easy to use during classroom instruction because it featured a simple storyline, engaging illustrations, and language appropriate for children aged 5–6 years.

Practicality is an essential criterion in research and development because an instructional medium should not only demonstrate high validity but also be convenient for teachers and learners to use. Even highly valid learning materials may not be implemented successfully if they are difficult to operate in classroom settings. During storytelling sessions, the teacher was able to use the storybook without requiring additional instructional equipment. Meanwhile, the children displayed enthusiasm when observing the illustrations and actively participated in classroom discussions. These findings suggest that the storybook successfully attracted children's attention and encouraged active learning.

Furthermore, the integration of local wisdom offered learning experiences that differed from those provided by conventional storybooks. The children became familiar with a respected local figure whose background was closely connected to their own cultural

environment. This contextual relevance facilitated children's understanding of the story because the information presented was meaningful and related to their everyday experiences.

These findings support the principles of contextual learning, which emphasize that meaningful learning occurs when instructional content is connected to learners' real-life experiences. Consequently, the developed local wisdom-based storybook can be regarded as a practical instructional medium because it is easy for teachers to implement, engaging for children, and well aligned with the learning needs of RA Darul Hikam.

The findings demonstrated that the local wisdom-based storybook positively influenced the receptive language skills of children aged 5–6 years. Improvements were observed by comparing children's performance before and after the implementation of the storybook. The results indicated notable progress in several aspects of receptive language, including listening comprehension, understanding story content, answering comprehension questions, recalling information, and recognizing new vocabulary.

Receptive language refers to children's ability to receive, interpret, and understand information obtained through listening and reading activities. During early childhood, particularly between the ages of five and six, receptive language development is fundamental because it provides the basis for subsequent expressive language, literacy, and communication skills. Therefore, providing meaningful language stimulation through engaging learning activities is essential for supporting children's overall language development.

During the storytelling sessions, children listened to the teacher while simultaneously observing the illustrations presented in the storybook. The combination of verbal narration and visual representations enabled children to construct a more comprehensive understanding of the story. As a result, most children responded more accurately to the teacher's comprehension questions after using the storybook than they had before the intervention.

The findings suggest that illustrated storybooks function as effective instructional stimuli that facilitate children's processing and retention of information. Attractive illustrations help maintain children's attention during storytelling activities, allowing them to comprehend the narrative more effectively and retain important information presented throughout the story.

An additional strength of the developed storybook lies in its integration of local wisdom. Beyond improving receptive language skills, the storybook introduced children to local history, cultural heritage, and positive character values represented by KH. Nur Muhammad Ikhsan Iskandar. Consequently, the learning process extended beyond language acquisition by simultaneously promoting character education and cultural awareness through meaningful and contextually relevant learning experiences.

The present findings are consistent with previous studies reporting that illustrated storybooks effectively enhance young children's receptive language development by

expanding vocabulary, improving listening comprehension, strengthening information processing skills, and increasing concentration during learning activities. Therefore, *The Story of KH. Nur Muhammad Ikhsan Iskandar* can be considered an effective instructional medium for improving the receptive language skills of children aged 5–6 years at RA Darul Hikam.

The developed storybook offers several notable strengths. First, it introduces a local historical figure, thereby contributing to the preservation of local wisdom and cultural heritage among young learners. Second, the narrative is written using simple, age-appropriate language that corresponds to the developmental characteristics of children aged 5–6 years. Third, the colorful illustrations successfully attract children's attention and enhance their engagement throughout storytelling activities, creating a more enjoyable and meaningful learning experience.

Despite these strengths, several limitations should be acknowledged. The storybook focuses on only one local figure, limiting the breadth of local wisdom represented in the instructional material. In addition, the product was implemented and evaluated in a single early childhood education institution, restricting the generalizability of the findings to broader educational contexts. Future studies are therefore encouraged to develop similar storybooks featuring a wider range of local cultural figures and to involve larger and more diverse participant groups to further examine the effectiveness of local wisdom-based learning media.

Overall, despite these limitations, the developed local wisdom-based storybook demonstrates considerable potential as an instructional medium for enhancing receptive language skills while simultaneously introducing children to local cultural values and positive character education from an early age.

Conclusion

This study successfully developed and evaluated a local wisdom-based illustrated storybook entitled *The Story of KH. Nur Muhammad Ikhsan Iskandar* as a learning medium for children aged 5–6 years. The findings indicate that the storybook is an appropriate instructional resource for supporting receptive language development while simultaneously introducing local cultural values and character education in early childhood learning. The study contributes to the field of early childhood education by providing empirical evidence that culturally contextualized learning media can serve a dual function: enhancing language development and promoting cultural preservation. Furthermore, the research extends existing literature on local wisdom-based educational media by demonstrating the potential of integrating local historical figures and cultural narratives into story-based language learning activities.

From a practical perspective, the developed storybook offers teachers an engaging and developmentally appropriate resource for implementing storytelling activities that support

listening comprehension, vocabulary development, and story understanding. The integration of local wisdom also provides a meaningful way to strengthen children's cultural identity and connect learning experiences with their social environment. Overall, the study highlights the importance of developing culturally relevant learning media as an innovative approach to improving receptive language skills in early childhood education. Future research is recommended to examine the application of similar local wisdom-based storybooks in different educational settings, age groups, and developmental domains to further explore their educational impact.

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