



## Early Childhood Learning Based on Local Wisdom: A Study of Kindergartens in Pontianak City

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### Abstract

**Keywords:**

Early Childhood Learning, Wisdom Based, Story Books.

This study aims to analyze local wisdom-based learning carried out in early childhood at Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup in Pontianak City. This study uses a qualitative method with a descriptive approach. Data collection through interviews, observations, and documentation. While data analysis through data reduction, data presentation, and drawing conclusions. The results of this study indicate that local wisdom-based learning through various approaches, such as stories and textbooks, has an important role in the formation of character and identity in early childhood. At Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup, this approach is implemented effectively by integrating local wisdom in learning. The results of this study indicate that in storybooks there is local wisdom content containing elements of local wisdom, such as traditional food and traditional transportation. The book functions as a learning medium that has cultural value.

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### Abstrak

**Kata Kunci:**

Pembelajaran anak usia dini; Kearifan Lokal; Buku Cerita.

*Penelitian ini bertujuan untuk menganalisis pembelajaran berbasis kearifan lokal yang dilakukan pada anak usia dini di TK Haruniyah dan Kelompok Bermain PKK Benua Melayu Laut di Kota Pontianak. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Pengumpulan data melalui wawancara, observasi, dan dokumentasi. Sedangkan analisis data melalui reduksi data, penyajian data, dan penarikan kesimpulan. Adapun hasil penelitian ini menunjukkan bahwa Pembelajaran berbasis kearifan lokal melalui berbagai pendekatan, seperti cerita dan buku teks,*

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*memiliki peran penting dalam pembentukan karakter dan identitas anak usia dini. Di TK Haruniyah dan KB PKK Benua Melayu Laut, pendekatan ini diterapkan secara efektif dengan mengintegrasikan kearifan lokal dalam pembelajaran. Adapun hasil penelitian ini menunjukkan bahwa dalam buku cerita terdapat muatan kearifan lokal memuat elemen-elemen kearifan lokal, seperti makanan tradisional dan transportasi tradisional. Buku tersebut berfungsi sebagai media pembelajaran yang mempunyai nilai budaya.*

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## 1. Introduction

The most important stage in the education system is early childhood education, which helps the physical, cognitive, emotional, social, and moral development of children (Aditya et al., 2022; Buil et al., 2019; Nisa et al., 2024; Shih, 2024; Sit et al., 2024). During the developmental period, children have high learning abilities, so stimulation is needed in children. In the Indonesian context, incorporating local wisdom into early childhood education has a strategic goal to build the nation's cultural identity and character. Learning through local culture in early childhood can be done through learning in kindergarten. Early childhood education is a strategic step in introducing culture in both learning and playing activities in kindergarten (Bautista et al., 2024; Hamzah & Suratman, 2023; Rahmadani et al., 2023). Through guidance and encouragement for social activities that begin in the school environment, especially the introduction of diversity, early childhood education influences the way they think and behave. Children's cognitive and language development is related to the culture that develops in society (Debby Riana Hairani, 2023). Children's cognitive and language development can be enhanced through cultural roles, which impact their development as adults (Astuti et al., 2023; Hamzah et al., 2023; Suratman & Rahnang, 2021).

In the early childhood education curriculum, it is very important to create learning activities that utilize local wisdom, especially in the era of globalization that has an impact on local cultural identity. Learning strategies based on local wisdom in early childhood education are an important step in building a generation that is characterful, creative, and cultured. Moreover, during the development period of early childhood, which is very sensitive to the environment, local culture plays an important role in early childhood education because it helps early childhood learn the values, norms, and identity that are part of the local area. Learning local culture can also help early childhood understand the diversity of other cultures and foster a sense of tolerance (Asmayawati et al., 2024; Masdul et al., 2024; Sakti et al., 2024).

The implementation of local wisdom-based learning is carried out in several kindergartens in Pontianak, which is a city with a multicultural environment. Multiculturalism is understood as the equality of local cultures without ignoring the rights and existence of existing cultures (Sahri & Hali, 2023; Sapendi & Suratman, 2024; Yusriadi et al., 2023). Multicultural education is the process of developing ideology in understanding, respecting, and appreciating culture (Özel, 2024). Early childhood learning is usually done through interactive activities, including activities through books. Activity books containing illustrated activities for early childhood are very important for learning because they help children understand texts better, especially in local wisdom-based learning (Sabar & Fhatrina, 2023; Syarifainy et al., 2022; Troseth & Strouse, 2017). This was done by kindergarten teachers at Haruniyah Kindergarten and the PKK Benua Melayu Laut Playgroup in Pontianak City by internalizing early childhood through local wisdom-based learning through textbooks.

The availability of activity books in kindergartens designed by teachers certainly provides an opportunity for the introduction of local culture because they understand the conditions of the child's environment. Based on observations made by the author in marginal areas on the banks of the river in Pontianak City, teachers use textbooks in early childhood learning based on local wisdom. In the PKK Benua Melayu Laut Playgroup, for example, the book is given to children who are economically disadvantaged. Teachers at Haruniyah Kindergarten have aspirations to package books that are interesting for children. Activity books are books that are designed to stimulate children through activities such as counting, sticking, thickening, and finding a way out through a maze, which attract children's interest in doing activities through books based on local wisdom (based on the results of interviews with several PKK Benua Laut Playgroup and Haruniyah Kindergarten teachers in Pontianak City, November 2024). Based on the results of the interview, it shows that learning resources based on local culture, especially Pontianak, are something unique in the learning process of early childhood. Therefore, this study analyzes local wisdom learning in early childhood in kindergartens in Pontianak City.

## **2. Methode**

This study aims to understand and describe the phenomenon of local wisdom-based learning in early childhood in kindergartens in Pontianak City. This study uses a qualitative method with a descriptive approach to explore the learning process based on local wisdom. The location of the study was carried out at Haruniyah Kindergarten and Benua Laut PKK Playgroup in Pontianak City, West Kalimantan. The study was conducted from November 3 to December 18, 2024. Data collection using interviews, observations, and documentation. Interviews were conducted with 6 teachers related to local wisdom-based learning in early childhood. Observations were made related to the learning process carried out by teachers in early childhood. While

documentation is related to the collection of books used by teachers in the local wisdom-based learning process.

The data analysis used in this study is, first, data reduction; data obtained from interviews, observations, and documentation are selected, summarized, and focused on information relevant to the research objectives. Second, Data Presentation, Data that has been summarized is presented in the form of narrative descriptions, tables, or images to provide a systematic picture of the research results. Third, Conclusion Drawing Based on the data that has been analyzed, the researcher makes interpretations and draws conclusions that are in accordance with the research objectives.

### **3. Result and Discussion**

#### **Results**

#### **The use of local wisdom-based textbooks in early childhood learning**

In Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup, this learning is implemented through the integration of local values in the textbooks used by teachers. The books are designed to introduce children to the local culture of Pontianak City, such as folk tales, traditional songs, and regional games. The main objective of this approach is to build children's cultural identity from an early age and strengthen their love for the social environment. This is based on the results of interviews with Haruniyah Kindergarten teachers as follows:

*"We try to integrate local culture into every learning activity, whether through folklore, traditional games, or regional songs. For example, we often tell the legend of the Equator Monument and invite children to make simple crafts such as spinning tops from easily found materials. In this way, children not only learn, but also feel proud of their culture" (Based on the results of interviews with teachers of Haruniyah Kindergarten, Pontianak City).*

In addition, the textbooks used contain various contents that are relevant to daily life in Pontianak. For example, stories about the legend of the Equator Monument or traditional stories of the Malay tribe. This content is presented in simple and interesting language for children, equipped with colorful illustrations that reflect the richness of local culture in Pontianak City. In addition, these books also contain interactive activities such as drawing traditional games, making traditional games such as spinning tops and traditional cakes typical of Pontianak City. Through these activities, children not only learn about culture but are also actively involved in preserving it. This is also relevant to the results of interviews conducted with PKK Benua Melayu Laut Playgroup teachers, as follows:

*"The local wisdom approach is implemented through textbooks that contain Pontianak cultural content. We also connect the material with direct activities, such as introducing regional specialties or playing traditional musical instruments. All of this is done so that children are accustomed to local values from an early age" (Based on the results of interviews with PKK Benua Melayu Laut Playgroup teachers in Pontianak City).*

This local wisdom-based approach also emphasizes the development of moral and social values. Children are taught the importance of mutual cooperation, respecting parents, and preserving the environment through relevant stories. By integrating local wisdom into textbooks, Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup have succeeded in creating a contextual, relevant, and enjoyable learning atmosphere. This approach can be a model for other educational institutions in Pontianak to develop a culture-based curriculum. In addition, learning based on local wisdom also has great potential to introduce the local wisdom of Pontianak City to early childhood.

In addition, in the use of textbooks in learning at Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup, several steps are used, namely, first, the teacher identifies local wisdom in the Malay community in Pontianak City. In this step, the teacher identifies various aspects of local wisdom that are relevant according to the needs of early childhood learning. In this case, the teacher conducts observations and discussions with parents which are then used as learning materials that are integrated into learning in Kindergarten and Playgroup. Second, the teacher develops learning materials. After obtaining learning materials, the teacher develops the materials on the themes in the early childhood education curriculum. The textbooks chosen by the teacher are based on local wisdom in Pontianak City. The materials are used based on aspects of early childhood development.

Third, the implementation of learning through local wisdom-based textbooks. In this process, teachers use textbooks as the main source during the learning process carried out at Haruniyah Kindergarten and the PKK Benua Melayu Laut Playgroup. Learning is carried out through storytelling and children participating in traditional games, and coloring textbooks containing pictures of local wisdom in Pontianak City. Fourth, evaluation and reflection carried out by teachers on learning. After the learning activity, the teacher evaluates to assess the extent to which the material in the textbook is relevant to aspects of early childhood development. The teacher also reflects on the learning process to determine the benefits of local wisdom-based textbooks on children's learning interests. The steps in this learning, the teacher also collaborates with parents, especially in selecting local wisdom as learning material. The teacher involves parents and informs them about the use of textbooks. The purpose of this collaboration is to integrate learning in kindergarten with the child's learning process at home.

### **Internalization of Local Cultural Wisdom Through Story Learning in Early Childhood**

Story learning is one of the effective methods to internalize local cultural wisdom values in early childhood. In Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup in Pontianak City, this approach is used to introduce local culture to children through the theme of traditional food. This method not only enriches children's learning experiences but also becomes a fun and relevant media to instill cultural identity from an early age. The picture of the early childhood story book used by the teacher is as follows:



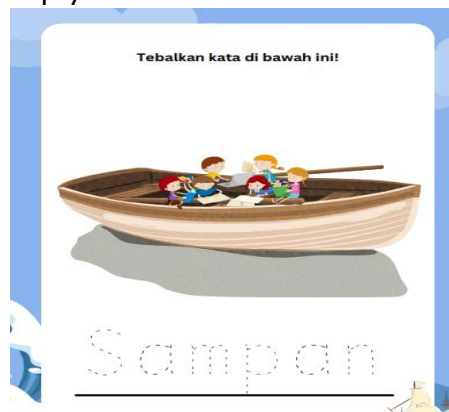
**Figure 1.**

**Local wisdom-based story books at Haruniyah Kindergarten**

**Source: Author's Documentation**

The stories used in this learning are adapted from various sources of local wisdom, especially in Pontianak City. In Haruniyah Kindergarten, for example, they use traditional food materials found in the Malay community of Pontianak City. Teachers convey stories in the form of interactive narratives that directly involve children. For example, children are invited to participate in drawing illustrations from the stories they hear. This activity not only strengthens their understanding of the contents of the story but also improves cognitive, motor, and social abilities.

Meanwhile, in the PKK Benua Melayu Laut Playgroup, the books used by teachers in internalizing local wisdom in early childhood are with boat material. Teachers at the PKK Benua Melayu Laut Playgroup add a reflective dimension to story learning. After listening to the story about the boat in Pontianak City, the children are invited to discuss what they learned from the story. With this approach, children not only listen to the teacher's story but are also able to connect local cultural values with their daily experiences. This provides an opportunity to internalize cultural meanings deeply and build a sense of identity in early childhood.



**Figure 2.**

**Local wisdom-based story books in the PKK Benua Melayu Laut Playgroup**

**Source: Author's Documentation**

Through story learning that is oriented towards local wisdom, Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup have

succeeded in creating a learning experience that is not only fun but also meaningful. This approach shows that introducing local culture can be done in a way that is relevant and interesting for children. In addition, the internalization of these traditional values contributes to the formation of early childhood characters who have a love for their culture while being able to appreciate cultural diversity in a wider scope.

### **Discussion**

Local wisdom-based learning is a strategic approach to introducing cultural values and traditions to early childhood. Early childhood is a crucial period in the formation of children's character and identity. Through story books that are rich in local wisdom, children can learn to understand and appreciate their own culture. This approach also helps strengthen a sense of cultural identity that is important for their development amidst the flow of globalization (Sakti et al., 2024). Story books designed in Haruniyah Kindergarten and Benua Melayu Laut Playgroup with local wisdom content contain traditional elements, such as traditional food and traditional transportation. These books are not only entertaining for early childhood but also function as learning media that have cultural values (Guslinda & Kurnia, 2018). Through attractive illustrations and simple language, children can understand the message contained in the story easily. This approach also supports holistic learning, where children are not only invited to listen to stories but also involved in various activities related to the content of the story. For example, after reading a story about traditional Pontianak City food, namely *bingke* cake, children can be invited to draw the cake. This activity not only enriches their understanding of local culture but also improves the motor skills and creativity of early childhood (Aditya, 2018; Aditya et al., 2022; Rahnang et al., 2023).

In addition, story books based on local wisdom can be an effective means to instill moral and social values. These values are taught implicitly through the storyline so that children can understand them in a natural way. This process helps children internalize these values in everyday life. Learning through story books also helps develop early childhood literacy skills. By reading books that contain local vocabulary, children begin to recognize traditional languages and terms that are rarely used in everyday conversation. This not only broadens their horizons but also preserves regional languages, which are an important part of cultural identity (Masmuri & Bayu, 2019; Mufrihah & Nisa', 2021).

Local wisdom-based storybooks also help strengthen relationships between children, families, and communities. When children bring home storybooks and share the stories they learn at school with their families, the learning process becomes more inclusive. Teachers also play an important role in integrating local wisdom-based learning through storybooks. They must be able to convey stories in an interesting and interactive way, for example, by using facial expressions, voice intonation, or visual media such as puppets and other props. This approach makes children more interested and focused on the content of the story so that learning becomes more effective (Adi Prasetyo & Khoirinimah, 2023; Astuti et al., 2023; Frasandy, 2024).

In addition, story books based on local wisdom can also function as a medium to teach tolerance and respect for diversity, especially in Pontianak City. This is important in forming early childhood, where they have an inclusive attitude and are able to live harmoniously in a pluralistic society. Local wisdom-based learning through story books has a significant impact on building the character of early childhood. By integrating local culture into the learning process, children not only gain knowledge but also form a strong identity as part of the local community.

Local wisdom-based textbooks used by teachers in Pontianak City have the potential to build multiculturalism but there are still challenges that need to be evaluated to improve local wisdom-based learning models. Through learning that integrates various cultures, it will produce early childhood who are able to appreciate and understand diversity in Pontianak City. This will provide an understanding of tolerant attitudes and mutual respect from an early age in the context of Pontianak City society. Although teachers at Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup have implemented local wisdom-based learning through textbooks. However, the local wisdom-based learning model still has shortcomings in its implementation. This refers to the culture-based learning model according to Sutarno in Feri Faila Sufa (2020), which explains that there are at least three local wisdom-based learning models. *First*, traditional games and regional songs. *Second*, Learning Model through folklore. *Third*, Learning Model through the use of traditional tools.

Therefore, in the learning process, teachers at Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup should also focus on the principles of local wisdom-based learning. According to Binsar A. Hutabarat in Harun et al. (2020), namely, teachers provide space for students to explore that academic achievements and achievements are not sufficient to answer the complexity of modernity; show students that wisdom is an important part of realizing a happy life; invite students to develop interdependent thinking patterns; provide literature on wisdom; emphasize the importance of means of achieving goals, not making learning goals the main goal; motivate students to think dialectically, dialogically, critically, and creatively; accustom students to making adaptation, shaping, and selection environments that can help improve their wisdom; provide encouragement and rewards in encouraging student consistency in improving wisdom

Local wisdom-based textbooks used by teachers have also not touched on multicultural education, especially for early childhood. This is because the use of textbooks in Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup in Pontianak City only highlights one culture, namely the Malay tribe, and ignores the diversity of other cultures in Pontianak City. This causes children to only know and appreciate one cultural perspective without understanding other cultures. Textbooks must include sufficient representation from all ethnic groups in Pontianak City. By using a variety of cultures from different ethnic backgrounds, it will build mutual respect and tolerance, especially in early childhood.



In the process of learning based on local wisdom and building multiculturalism in early childhood, there are at least 5 interrelated dimensions, namely, 1) content integration, integration of content regarding the extent to which teachers use materials from various cultures and groups to illustrate concepts, principles, generalizations and theories in subjects; 2) the knowledge construction process, something related to the extent to which teachers help students build their knowledge of a culture by understanding, investigating, and determining the implicit assumptions and implications, frames of reference, perspectives and prejudices in it; 3) an equity pedagogy, related to the teacher's ability to change and adjust methods, learning strategies to facilitate academic achievement of students from various ethnic and cultural groups; 4) prejudice reduction, this dimension focuses on the teacher's ability to identify the characteristics of students' racial attitudes and change them through participatory and interactive learning methods; 5) empowering school culture and social structure, an effort to build a school culture and social structure by empowering the interaction of students from various ethnic and cultural groups (Nasution, 2020).

#### **4. Conclusion**

Local wisdom-based learning through various approaches such as stories and textbooks plays an important role in the formation of character and identity of early childhood. In Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup, this approach is implemented effectively by integrating local wisdom in learning. The results of this study indicate that storybooks contain local wisdom content that contains elements of local wisdom such as traditional food and traditional transportation. These books are not only entertaining for early childhood but also function as learning media that have cultural values. Through attractive illustrations and simple language, children can understand the messages contained in the story. However, local wisdom-based textbooks still have shortcomings in their implementation. The local wisdom-based textbooks used by teachers have not touched on multicultural education because the use of textbooks in Haruniyah Kindergarten and PKK Benua Melayu Laut Playgroup in Pontianak City only emphasizes one culture, namely the Malay ethnic group, and ignores the diversity of other cultures in Pontianak City. The research conducted by the author is limited to only two educational institutions in Pontianak City so that the results do not generalize all early childhood education institutions in Pontianak City. Thus, further research can conduct relevant research by conducting research in several other early childhood education institutions both in Pontianak City and in other areas.

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