



## Needs Analysis for the Development of a Children's Story Flipbook on Tugu's Traditional *Pindang Serani* for Elementary School Students

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Submitted/Received 24 January 2024; First Revised 7 February 2024; Accepted 9 November 2024  
First Available Online 1 December 2024; Publication Date 1 December 2024

### Abstract

*This study is driven by the importance of reading materials as an effort to improve students' literacy. The reading content can include knowledge of local wisdom, one example being the traditional food pindang serani from Tugu. This research aims to analyze the development needs of a children's story flipbook, based on local wisdom, specifically focusing on pindang serani from Kampung Tugu, intended for elementary school students. The research employs a qualitative approach, with data collection techniques including interviews with a librarian representative and a class IV teacher, document excavation through the recording and analysis of available children's storybooks containing local wisdom, and a literature review related to flipbooks about pindang serani from Tugu. The findings indicate that it is important to introduce pindang serani from Tugu to students, and that the criteria for creating the children's story flipbook include local wisdom, children's stories, and the format of the flipbook presentation. These results serve as a foundation and reference for the development of a children's story flipbook on pindang serani from Tugu for fourth-grade elementary students.*

**Keywords:** Local wisdom; Children stories; Flipbook.

### INTRODUCTION

Achieving high-quality education necessitates fostering a culture of literacy. Such an ambitious goal cannot be accomplished instantaneously or temporarily; it requires consistency built through early habituation of children to literacy activities. This entails a collaborative effort from the government, schools, and parents to make books as accessible as possible to children (Ngurah Surangga, 2017). However, the reality remains that the availability of books and reading materials is a persistent barrier to improving student literacy. Sari (2018) emphasizes that one of the major causes of low literacy rates is the lack of engaging and relevant reading materials for students, coupled with limited access to such resources, inadequate infrastructure, and the inability of students to purchase books.

Apriliya (2017) suggests that addressing this issue, particularly within the context of elementary education and the objectives of the National Literacy Movement, involves producing high-quality children's storybooks. The design and development of these storybooks should be undertaken collaboratively by academic experts and practitioners. These reading materials can incorporate values such as moral virtues and local, national, and global wisdom, tailored to the developmental stages of students (Ngurah Surangga, 2017; Prasrihamni et al., 2022; Rohim & Rahmawati, 2020). Local wisdom within a student's environment serves as an introduction to culture from an early age and contributes to cultural preservation (Apriliya, 2017). Local wisdom encompasses all elements that characterize a region, including

food, traditions, dances, songs, and regional ceremonies (Pingge, 2017).

Jakarta, as a melting pot of various ethnic groups and nations, fosters a unique Betawi culture enriched through acculturation among ethnic groups. The Betawi culinary tradition reflects influences from Chinese, Arabic, Dutch, and Portuguese cultures. One example is the traditional dish *Pindang Serani*, originating from Kampung Tugu in North Jakarta, which symbolizes the unique culinary identity of the region. Classified as a staple food, *Pindang Serani* serves social functions as a traditional Christmas dish while also being part of daily meals for Kampung Tugu residents. Its historical value, as a product of Portuguese cultural assimilation, makes it a significant element of Betawi heritage that deserves preservation amid the dynamics of societal change (Krisnadi, 2018).

However, Untari (2020) notes a growing gap in Jakarta between modern societal preferences and efforts to conserve traditional values. Many traditional foods are increasingly marginalized, with preferences shifting toward Western, Eastern, fusion, and fast-food options for daily consumption. This has distanced society from the cultural roots reflected in Betawi culinary diversity. A survey of 330 respondents revealed that only six traditional Betawi dishes are widely recognized, highlighting the urgency for cultural introduction initiatives. Aligned with the educational aim of fostering literate and culturally aware individuals, introducing local wisdom is crucial. Rachmadyanti (2017) argues that instilling local wisdom should begin in elementary schools to ensure generational continuity of cultural heritage.

Previous research on developing children's storybooks with a focus on Tasikmalaya's traditional foods revealed a lack of awareness among students regarding local traditional foods and insufficient reading materials

containing such content. Moreover, the 2013 curriculum mandates that students understand the ingredients, forms, preparation, and presentation of local traditional foods. Introducing Tasikmalaya's traditional foods through storybooks yielded products deemed effective and positively received by teachers and students. Such books serve as valuable resources for reading and classroom instruction (Indriani & Apriliya, 2019; Lestari & Apriliya, 2019; Nurhalimah et al., 2019).

As Ali ibn Abi Talib famously stated, "Teach your children according to their times, as they are born for their era, not yours" (Pentianasari et al., 2022). Nielsen's 2015 survey found that smartphone users in Indonesia reached 52 million, up from 38 million in 2014. Presenting story content in digital book formats enhances engagement through richer content and better representation (Prasetya et al., 2016). Permatasari et al. (2022) add that Generation Z is highly familiar with technology, favoring electronic reading materials, which are seen as effective solutions for improving literacy. E-books are easier to distribute, accessible anywhere, and more appealing to this generation.

An interactive and engaging form of digital books for students is the flipbook, which can serve as textbooks, storybooks, comics, or magazines. Flipbooks offer educators an alternative medium to facilitate student reading activities and expand access to reading materials tailored to student interests and needs (Cahyaningtyas, 2021). In practice, flipbooks have been used effectively as teaching modules or learning media. For instance, Gusman (2021) employed flipbooks for poetry writing lessons in elementary schools. Similarly, Nuraeni et al. (2023) found flipbooks to be highly effective in helping students read, comprehend, and expand their literacy resources.

Given these findings, there is an urgent need to develop a children's story flipbook incorporating local wisdom. This study aims

to analyze the requirements for a flipbook focused on Tugu's traditional *Pindang Serani* for upper elementary school students (Grade IV).

### RESEARCH METHODOLOGY

This study employs a qualitative approach to analyze the need for a children's story flipbook about *Pindang Serani*, a traditional dish from Tugu, through descriptive analysis. McMillan & Schumacher explain that qualitative research involves data collection through direct interaction or face-to-face engagement with individuals at the research site. The methods utilized in this study include interviews, document analysis, and a literature review (Rukminingsih et al., 2020).

Primary data were collected through interviews with key informants. The first informant was a representative librarian from the SUDIN PUSIP Administration of North Jakarta, interviewed on the second floor of their office on Wednesday, June 7, 2023. The interview aimed to explore the following aspects:

1. **Availability of Printed and Digital Books:** The collection of books related to food or cuisine.
2. **Children's Storybooks Incorporating Local Wisdom:** Availability of materials, particularly Betawi traditional food.

**Table 1**  
**Aspects of Interview with Librarians**

1. Collection of Printed and Digital Books: Includes books specifically related to food.
2. Availability of Children's Storybooks Featuring Local Wisdom: Focuses on traditional Betawi cuisine.

The researcher also conducted an interview with a fourth-grade homeroom teacher in the teacher's lounge on Friday, November 10, 2023, to gather information on the following aspects:

**Table 2**  
**Aspects of the Interview with the Fourth-Grade Homeroom Teacher**

1. Story-based Learning in the Classroom
2. Needs for Children's Stories and Flipbooks
3. Didactic Values or Relevant Reading Topics to be Delivered to Students

The researcher also conducted document analysis on children's storybooks featuring traditional food available at the North Jakarta Administrative Library (SUDIN PUSIP) to examine their intrinsic narrative elements. Additionally, a literature review was performed on documents related to children's flipbooks about *Pindang Serani*—a traditional dish from Tugu—which can be utilized as reading material, literacy media, or as a supplementary resource for Indonesian language learning for elementary school students. The information obtained through document analysis and literature review served as secondary data.

## RESULTS AND DISCUSSION

### RESULTS

#### 1. Findings from the Interview with a Librarian

The results indicate that the library houses a diverse collection of books. These range from Class 00 to Class 900 in the Dewey Decimal Classification system, including history and geography. Books related to food or cuisine are classified under Class 600, categorized as applied sciences.

The majority of the library's collection consists of printed books, although there are some digital resources. According to the librarian, digital collections can be accessed through the *iJakarta* application, which is owned by Jakarta Province, not specifically by North Jakarta. However, the availability of digital books remains limited and is still in the

development stage, making them less comprehensive compared to printed books.

The library offers numerous printed books on food and traditional cuisine. However, the context of traditional foods in these books tends to be mixed and not specific to a single region. Books focusing on particular traditional cuisines, such as Sundanese or Betawi dishes, are limited and mainly available in the form of recipe books or introductory guides. An example of a book title is *Jelajah Kuliner Khas DKI Jakarta (Exploring Culinary Heritage of DKI Jakarta)*, which provides insights into Jakarta's local wisdom. Within this book, there is a brief discussion about *Pindang Serani*, a traditional dish from Tugu.

In line with these findings, the library houses 5,664 copies of children's books across various genres. However, children's storybooks specifically discussing traditional foods of Jakarta or Betawi are limited, with approximately five titles available, each with three copies published by Graha Khalifa Mediatama. These titles include *Sayur Besan*, *Bubur Ase*, *Roti Buaya*, and *Palang Pintu*, among others. Meanwhile, children's storybooks focusing on the traditional dish *Pindang Serani* from Tugu are not yet available in the library's collection.

### 1. ANALYSIS OF CHILDREN'S STORYBOOKS ON TRADITIONAL BETAWI CUISINE

Children's storybooks featuring local wisdom, specifically traditional Betawi cuisine, were analyzed based on their intrinsic elements, following the characteristics of children's literature as outlined by Resmini (2010). The selected books for analysis are detailed as follows:

**Table 3**  
**Details of Children's Storybooks**

No	Title	Author and Year of Publication
1	Ragam Budaya Betawi – Roti Buaya dan Palang Pintu.	Embay Suharti, S.Pd., 2020
2	SAYUR BESAN- Tradisi warisan budaya Betawi.	Dhani, 2020
3	BUBUR Khas kacang, Abang.	ASE- kebon Tanah Tri nur Radiyah, 2020.

The findings indicate that all three books share similar physical characteristics, including a size of 20 x 20 cm and a length of fewer than 30 pages. The book covers are in full color with illustrations that clarify the book titles. The typography is large, varied, and prominently placed at the center or top of the cover page. The covers are made of glossy, thick paper, while the content pages use standard glossy paper, also known as *livin* paper.

The language used in these storybooks is simple, familiar, and relatable to children, aligning with the target audience of beginner readers, such as early childhood education (PAUD) students or lower-grade elementary school students. Each page contains no more than three sentences presented in a narrative style and accompanied by illustrations to make the stories more engaging and easier for beginner readers to comprehend.

The number of characters in each story does not exceed six. The names of the characters are common and familiar to children's everyday lives, such as Udin and Mamat (Book 1), Aminah and Nyak Aminah (Book 2), and Engkong and Ijeh (Book 3). The depiction of child characters in these books matches the physical traits of children.

The settings effectively contextualize the stories: for example, the setting in Book 1 includes bread characters, a house, and a wedding ceremony in the morning; Book 2 is set in a kitchen in the afternoon; and Book 3 takes place at a house, during a journey, and at a food stall selling *bubur ase* in Tanah Abang.

The point of view varies among the stories. Books 1 and 2 use a third-person perspective, while Book 3 employs a first-person perspective.

Regarding the plot, it is tailored to the target audience, making it very simple and devoid of conflicts or cause-and-effect dynamics. As a result, these three storybooks, themed around Betawi culture and traditional foods, are designed for beginner readers. Given the focus of this study on fourth-grade students, adjustments to the content would be necessary to better suit this audience.

## 2. RESULTS OF THE INTERVIEW WITH A FOURTH-GRADE TEACHER

On November 10, 2023, an interview was conducted with a fourth-grade homeroom teacher in the staffroom. It was revealed that several selected elementary school classes, including the fourth grade, have already adopted the *Kurikulum Merdeka* (Independent Curriculum). In Indonesian language lessons, particularly storytelling activities, students are generally asked to read stories provided in the textbook. Classroom teaching predominantly relies on the government-issued student books. However, for specific learning objectives, such as identifying characters and moral messages in stories, teachers occasionally ask students to bring their own books from home or use books available in the reading corner for these activities.

The teacher noted that while most students participate in these activities, a few lack enthusiasm during storytelling lessons.

The teacher acknowledged the importance of stories in both Indonesian language learning and school literacy activities, emphasizing their role in fostering students' reading interest. However, the school's collection of children's books remains insufficient, consisting mostly of textbooks and encyclopedias. Additionally, several books are in poor condition and unusable, which contributes to the limited student interest and engagement with the available library materials.

According to the teacher, children's stories should be engaging, written in accessible language, rich in illustrations (as elementary students still rely heavily on visual aids), and tailored to the developmental level of the students. The teacher had previously used a flipbook in the form of a comic as a teaching module for some students, though this was implemented only as part of a training assignment.

The teacher suggested that one of the valuable content themes for children's stories is local wisdom. Such content can help students understand their local environment, including Betawi traditions, arts, and traditional foods. *Pindang Serani*, a traditional dish from Tugu, could be introduced to students, both in terms of its history and recipe. The teacher admitted that many students are unfamiliar with this dish and, surprisingly, the teacher themselves had only recently heard of it. Moreover, they had never encountered any children's storybook discussing this traditional food.

## DISCUSSION

The needs analysis conducted in this study served as a foundational step in developing a children's flipbook centered on the traditional

dish *Pindang Serani* from Tugu, aimed at elementary school students. Data obtained through interviews with teachers and librarians, supplemented by an analysis of children's storybooks featuring local wisdom—particularly traditional Betawi cuisine—revealed a significant gap in content about *Pindang Serani*. Existing resources are limited to recipe books intended for adults, making them less relevant for younger audiences. The available children's storybooks primarily focus on popular traditional Betawi foods, targeting early childhood and lower elementary students. Moreover, school libraries lack children's storybooks addressing traditional foods, indicating both a quantitative and qualitative scarcity in this area. This highlights the need for diverse children's storybooks, with *Pindang Serani* serving as an essential addition.

Schools can play a pivotal role in providing books that enhance students' knowledge and foster reading interest (Rohim & Rahmawati, 2020). Luchiyanti & Rezanita (2022) also emphasize the necessity for teachers to facilitate access to a variety of reading materials, including novels, literature, comics, and storybooks. Superior children's stories should convey personal and educational values (WS et al., 2019). Correspondingly, teachers often incorporate storybooks into literacy activities and learning objectives, particularly in Indonesian language lessons, which frequently feature narrative texts. Reading activities are closely tied to the teaching of Indonesian language (Sugiarti, 2012). For example, in Grade 4 Indonesian language lessons, students are expected to identify and discuss challenges faced by characters in narrative texts appropriate for their level. Thus, the availability of storybooks is critical for both instructional purposes and inspiring students.

The incorporation of local wisdom, such as traditional foods, is also important for contextualized learning. These narratives can provide insights into regional culinary traditions, history, and recipes, allowing students to explore cultural diversity (Nukman & Setyowati, 2021). The Ministry of Education, Culture, Research, and Technology (Kemendikbud, 2022) has affirmed the inclusion of local content in the *Merdeka Curriculum* through subjects like Indonesian language. Consequently, the proposed storybook will focus on the history, origins, and preparation of *Pindang Serani* from Tugu.

The development of the storybook will adhere to the unique characteristics of children's literature. Resmini (2010) highlights that children's stories should consider aspects such as presentation style, language, storytelling techniques, characters, settings, plots, and themes. Students aged 10–13, often in upper elementary grades, tend to favor realistic stories with simple yet engaging narratives, and they enjoy drama that reflects life experiences (Susilawati et al., 2016). A well-crafted story should include clear cause-and-effect relationships and conflicts that encourage students to think critically about the protagonist's challenges and predict story outcomes (Nurgiyantoro, 2013).

Additionally, Apriliya (2016) emphasizes that the perspective, language, content, and presentation of children's stories must align with children's cognitive and emotional understanding. According to USAID (2015), Grade 4 students fall within reading levels Q, R, and S, where they transition into independent readers capable of handling longer texts with more complex vocabulary. Technical aspects of children's stories, such as appropriate line breaks, text density, and use of illustrations, are also critical to

engaging young readers (Trimansyah, 2020). Furthermore, aligning with students' developmental stages and curriculum objectives ensures that the stories meet educational goals while remaining accessible and appealing (Apriliya et al., 2019).

Considering the practicality and accessibility of digital formats, Prasetya (2015) suggests that digital books are strategic for modern students, offering durability and convenience. The proposed flipbook format combines the advantages of print books with interactive features such as animations, background music, and videos, enhancing its appeal and educational value (Lutfiputri, 2022). Flipbooks can be created through platforms like FlipSnack, FlipHTML5, and AnyFlip, which provide user-friendly interfaces for developing multimedia-rich content (Setiadi et al., 2021). The digital format allows for easy distribution via mobile devices, making it ideal for today's tech-savvy students (Prasetya et al., 2016).

The creation process for flipbooks involves preparing a PDF file containing the story material, uploading it to a flipbook platform, and adding multimedia elements like images and audio. This approach aligns with Cholifah & Muslihasari's (2022) findings that digital flipbooks can effectively improve literacy and introduce local cultural elements to students.

## CONCLUSION

This study underscores the necessity of children's storybooks, both as literacy materials and as instructional tools in Indonesian language education. However, the current availability of children's storybooks, particularly those incorporating traditional foods and local wisdom, remains limited. Therefore, developing a digital flipbook focusing on *Pindang Serani* from Tugu is essential for enriching students' cultural knowledge and improving literacy. The criteria outlined for children's storybooks

provide a solid foundation for creating this educational resource. The proposed flipbook format leverages technology to deliver engaging, accessible, and durable content, offering significant benefits for students and educators alike.

## ACKNOWLEDGMENTS

The author extends heartfelt gratitude to Dr. Seni Apriliya, M.Pd., as the primary advisor, and Dindin Abdul Muiz L., S.Si., S.E., M.Pd., as the secondary advisor, for their invaluable guidance, support, and constructive feedback throughout the research process.

The author also wishes to express sincere thanks to the fourth-grade homeroom teacher and the librarian from SUDIN PUSIP, North Jakarta Administrative City, for their willingness to dedicate their time to participate in interviews, providing critical data and insights that greatly contributed to the completion of this study.

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