



The Development of Culture Book Media to Cultivate Love for the Homeland in Early Childhood

Jeni Anggun Mahesti^{1✉}, Narendradewi Kusumastuti² & Budi Rachman³

^{1✉}STKIP Modern Ngawi, jenianggun19@gmail.com, Orcid ID: [0009-0009-7396-2706](https://orcid.org/0009-0009-7396-2706)

²STKIP Modern Ngawi, narendradewi.k@gmail.com, Orcid ID: [0009-0008-9480-3416](https://orcid.org/0009-0008-9480-3416)

³STKIP Modern Ngawi, budirachman982@gmail.com, Orcid ID: [0009-0008-6408-9549](https://orcid.org/0009-0008-6408-9549)

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Abstract

The purpose of this development research is to create a valid, effective, efficient, and attractive Culture Book Media to foster a sense of love for the homeland in children aged 5-6 years. Instilling a sense of love for the homeland from an early age is one effort to protect children from external threats that enter through culture. Training the generation to be able to foster a sense of love for the homeland is the foundation for the future. This type of research is research and development, which refers to the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model. The results of this study are based on the results of validation on the aspects of effectiveness, efficiency, and usefulness through trials of subject matter experts, media experts, group trials of 15 children as subjects, and field trials of 32 children aged 5-6 years. The test resulted in an assessment achievement of 95% in the effectiveness aspect, 94.44% in the efficiency aspect, and 95% in the attractiveness aspect. This indicates that the Culture Book Media provides a positive contribution and impact in fostering a sense of love for the homeland. The Culture Book Media is very effective as an alternative learning media and supports teachers in efforts to foster children's love for the homeland.

Keywords:

Culture Book Media, Early Childhood, Love for the Homeland

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Abstrak

Tujuan dari penelitian pengembangan ini adalah untuk menghasilkan media buku budaya yang valid, efektif, efisien, dan menarik untuk menumbuhkan rasa cinta tanah air pada anak usia 5-6 tahun. Menanamkan rasa cinta tanah air sejak dini merupakan salah satu upaya untuk melindungi anak dari ancaman luar yang masuk melalui budaya. Melatih generasi untuk dapat menumbuhkan rasa cinta tanah air merupakan pondasi untuk masa depan. Jenis penelitian ini adalah penelitian dan pengembangan (Research and Development), yang mengacu pada model ADDIE (Analysis, Design, Development, Implementation and Evaluation). Hasil penelitian ini didasarkan pada hasil validasi pada aspek keefektifan, efisiensi, dan kebermanfaatan melalui uji coba ahli materi, ahli media, uji coba kelompok sebanyak 15 anak sebagai subjek, dan uji coba lapangan sebanyak 32 anak usia 5-6 tahun. Uji coba tersebut menghasilkan capaian penilaian sebesar 95% pada aspek keefektifan, 94,44% pada aspek efisiensi, dan 95% pada aspek kemenarikan. Hal ini menunjukkan bahwa Media Buku Budaya memberikan kontribusi dan dampak positif dalam menumbuhkan rasa cinta tanah air. Media Buku Budaya sangat efektif sebagai alternatif media pembelajaran dan mendukung guru dalam upaya menumbuhkan rasa cinta tanah air.

Kata Kunci:

Media Buku Budaya, Anak Usia Dini, Cinta Tanah Air

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INTRODUCTION

Early childhood education or preschool is an education intended for children aged 0-6 years who have not entered formal education. This age is the right time to hone the potential and development of children. Early age is the golden age of child growth, as child development occurs so rapidly at this time, and all aspects of development are easy to develop by providing a number of appropriate activity stimuli for children according to their level of development (Purwanto, 2022). The development of children's abilities at this time can develop optimally through the help of several people around them, such as with the help of teachers and parents.

Through early childhood education, it is expected to be able to foster national morals, character values, and good attitudes in children. Character values in early childhood are closely related to moral and religious values. The developmental aspects that are so important to be developed from an early age are moral and religious values. According to Hadisi (2015), character education is an education that provides teachings about character, attitudes, personality, or morals that can shape a person as desired. The purpose of character education is to shape children to be more resilient, independent, creative, and responsible and have good personalities or morals. Children are expected to be not only smart in thinking but also smart in behaving. Therefore, an institution, especially early childhood education, must prioritize the role and development of students' character values in the learning process, which can then be implemented in everyday life throughout their lives.

The formation of a child's character does not appear suddenly. There is a process that must be gone through so that the character can be attached to the child as a whole. A sense of love for the homeland in early childhood is one of the character educations that must be developed. According to Anggraeni & Rahman (2023), a sense of love for the homeland is a sense of pride, a sense of appreciation, a sense of belonging, a sense of appreciation, and loyalty that each person has for the country they live in. This feeling is reflected in the behaviour of defending the

homeland, protecting and guarding, being willing to sacrifice for the nation and state, and loving the customs and culture of the country through preserving culture in the surrounding environment (Isnaeni et al., 2023). The way to instil this love is through culture. Culture is a way of life that is shared by a group of people or society that is inherited from generation to generation (Hamzah & Fadhilah, 2022).

Cultivating a sense of love for the homeland from an early age is an effort to fortify children from external threats that enter through culture. The attitude of love for the homeland should be instilled from an early age since it is to make children into humans who can respect their nation and country. The implementation of love for the homeland in children can be through small things that can foster a character of love for their homeland, such as introducing Indonesian culture, especially regional culture and nationalist songs. However, the fact reveals that children are less interested and lazy in learning things about the culture in Indonesia. Moreover, a teacher-centred learning approach persists, leading to student disengagement.

So far, there has been research that discusses media related to fostering a sense of love for the homeland in early childhood. One of them, a study by Hariyani & Fitri (2023) about the development of 3D educational games to foster children's sense of love for the homeland from an early age, uncovered the results of a lack of love for the homeland in early childhood. The low sense of love for the homeland also occurred in one of the kindergarten institutions, namely TK Negeri Pembina Ngawi, particularly in children aged 5-6 years in the 2023/2024 academic year. This can be seen from the results of observations carried out on children aged 5-6 years at TK Negeri Pembina Ngawi. It was found that 26 out of 32 children had difficulty in fostering a sense of love for their homeland, meaning that more than 75% of children had less ability to foster a sense of love for the homeland. It was seen during the learning process that 1) children did not like the diversity of culture and art in Indonesia, 2) children were less able to show pride in the nation's work, and 3) children were less able to preserve the nation's arts and culture. Meanwhile, interviews conducted by

researchers with teachers of Group B of TK Negeri Pembina Ngawi stated that the low value of children's character in instilling a sense of love for the homeland was caused by learning media that were still classical and less interactive, such as teachers who only introduced traditional clothing to children through posters, so that children quickly felt bored and fed up. In addition, the learning implemented in the institution was still conventional and seemed monotonous. Of course, this made children feel bored and lazy to learn about regional cultures in Indonesia.

For that reason, one method of introducing Indonesian culture to early childhood is through playing. Parten (in Rahman & Khadijah, 2023) explains that playing is an activity as a means of socializing and can give children the opportunity to explore, discover, create, express feelings, and learn in a fun way. Through playing, children can learn various things about their surroundings, including Indonesian culture. Suhayati & Watini (2024) asserted that a game is a medium used in teaching and learning activities that can influence children's development and raise children's enthusiasm for learning. Meanwhile, according to Fadillah (in Hayati & Putro, 2021), the development of educational game tools aims to increase educational knowledge, the main one being character education of love for the homeland, with the hope that these educational game tools can develop the knowledge of early childhood. Hence, in instilling a sense of love for the homeland in children, game media is needed in learning.

In an effort to overcome the optimization process to instil a sense of love for the homeland in children who are less interested and bored, other more interesting media need to be developed. The media should be more varied and interesting. The media that must be tried to foster this sense of love for the homeland is the Culture Book Media. A Culture Book is a book that contains cultural content material. Culture Book Media is a media developed from educational puzzle game tools.

Based on Ulfah et al. (2020), a puzzle book is a media that contains a number of pieces of square pictures, letters, or numbers that are arranged into a game book that forms

a pattern that motivates students to complete it correctly. According to Ambarsari et al. (2023), puzzle book media is an innovation or variety of existing media. The development of puzzle books makes students participate and interested in the learning process. Puzzle books can be played repeatedly and have certain knowledge series. Through this book, students are trained to always try to solve problems. This book media can train students' memory and language acquisition.

The Culture Book Media was created from art cardboard, which is made with interesting colours, shapes, and processes in its learning. In the Culture Book Media, there are pictures of regional clothing that children must match into the appropriate pattern. Culture Book Media is intended for children aged 5-6 years to stimulate the growth of character values of love for the child's homeland. It can be expected to attract the attention and concentration of children during the learning process. The presence of Culture Book Media is also anticipated to improve the quality of learning, specifically in efforts to grow a sense of love for the homeland in children.

METHODS

The research method used in this study is Research and Development, commonly called R&D. The model employed in this study is the ADDIE research model (Rayanto & Sugianti in Putri & Budiarti, 2024). The ADDIE development model was chosen because it has coherent and structured research steps and can meet development needs (Indianti et al., 2024). The ADDIE model has five stages, including Analyze, Design, Development, Implementation, and Evaluation. A number of systematic stages of the ADDIE development model are depicted in the following figure.

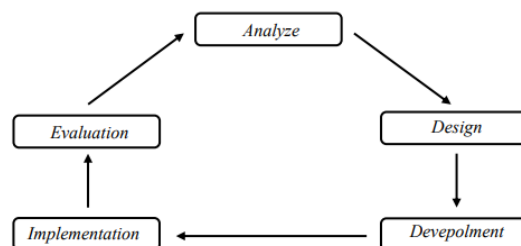


Figure 1. ADDIE Development Model

This study has two types of data, including qualitative and quantitative data. Qualitative data was obtained through validation by media experts and early childhood material experts in the form of suggestions and assessments, which were then collected and analyzed. Then, quantitative data was gathered through a product validity trial sheet instrument aimed at media experts, material experts and users, namely teachers. Instruments in the form of questionnaires and questionnaires were used to measure the feasibility and validity of the products developed, covering three aspects: effectiveness, efficiency, and attractiveness.

Furthermore, data analysis was a researcher's technique in conducting data analysis from research and development of the Culture Book Media. As for the following, to find out the percentage, the Likert scale formula can be used.

Validity of Effectiveness Aspect:

$$V AEfk = \frac{\sum TSe}{\sum Tsh} \times 100\%$$

Validity of Efficiency Aspects:

$$V AEfs = \frac{\sum TSe}{\sum Tsh} \times 100\%$$

Validity of Attractiveness Aspect:

$$V AEmn = \frac{\sum TSe}{\sum Tsh} \times 100\%$$

Overall Aspect Validity:

$$V = \frac{\sum TSe}{\sum Tsh} \times 100\%$$

Description:

V : Overall Validity

V AEfk : Validity of Effectiveness Aspect

V AEfs : Validity of Efficiency Aspect

V AEmn : Validity of Attractiveness Aspect

$\sum Tse$: Total Empirical Value for Each Aspect

$\sum Tsh$: Total Expected Value for Each Aspect

100% : Constanta

The feasibility of research products could be assessed using the analysis formula above. Development products can be considered feasible if a minimum percentage of 61% is achieved. The product feasibility criteria can be seen in the following table.

Table 1. Percentage of Validity Criteria

Value Criteria	Validity Level			
	Overall	Effectiveness	Efficiency	Attractiveness
81%-100%	Very valid	Very effective	Very efficient	Very attractive
61%-80%	Quite valid	Quite effective	Quite Efficient	Quite attractive
41%-60%	Less valid	Less effective	Less efficient	Less attractive
21%-40%	Invalid	Ineffective	Inefficient	Not attractive
00%-20%	Very invalid	Very ineffective	Very inefficient	Very not attractive

RESULTS AND DISCUSSION

The development of the Culture Book Media, designed for early childhood, went through five stages in ADDIE research and development to create an appropriate, effective, efficient, and attractive book to help foster a sense of love for the homeland in early childhood. The stages of developing this book included analysis, design, development, implementation, and evaluation. The following are the results obtained through the five stages:

Analysis

In the analysis stage, the researchers conducted an analysis and observation related to the problems that occurred in TK Negeri Pembina Ngawi, especially for children aged 5-6 years. The problem found was the low sense of love for the homeland in children aged 5-6 years. This was due to the limited learning media to foster children's sense of love for the homeland that can support learning activities. In addition, the learning system and methods used by teachers remained monotonous, so children quickly got bored and were less able to accept the knowledge conveyed by the teacher.

These problems are factors in the low quality of learning and learning outcomes of children, particularly the sense of love for the homeland in children, which was still lacking. As such, learning media in the form of books is needed which can be a solution to these problems. Based on the analysis of these problems, the researchers created a development product in the form of a Culture

Book, namely a picture-based book in the form of a puzzle that must be arranged as an alternative and solution to the above problems.

Design

The design and development stage of the Culture Book Media was inspired by educational puzzle game tools. However, the design of the Culture Book Media was modified by researchers, including the design of the original puzzle board made into a book in accordance with Basic Competencies (KD), Core Competencies (KI), indicators, and learning topics. In addition, the installation of each piece is not in the form of an ordinary puzzle but is given a magnet so that it sticks better, and when turned over, it does not come off easily. The design of the right colours, images, and illustrations is suitable for children. The 20cmx20cm paper uses art cartoon paper. The cover of this book uses hardcover paper with glossy lamination to make it more attractive. This Culture Book Media was designed and created with the Canva application with premium images and elements.

This Culture Book Media has two themes, namely "Traditional Clothing" and "Traditional Houses," with interesting and familiar illustrations in the children's environment. The colours used are primary and secondary. Some images match the theme created. On each page of this Culture Book Media, there are various images of traditional clothing and traditional houses from several regions in Indonesia. The design of the Culture Book Media made by the researchers is presented in the following pictures.



Figure 2. Culture Book Media Design of Traditional Clothing Material



Figure 3. Culture Book Media Design of Traditional Houses



Figure 4. Culture Book Media Design of Cover

Development

At this stage, the researchers combined and developed the concept of book design with image illustrations using premium features and elements and ornaments that are already available in the Canva application. At this development stage, it would be tested by expert validators, including media expert validation and material expert validation. Here is the appearance of the Culture Book Media design.

Cover

The cover of a book is the main part or opening to introduce the theme, the name of the creator, and its use. Here is the cover of the Culture Book Media.



Figure 5. Culture Book Media Cover Design

Contents of Culture Book Media

The Culture Book content contains traditional clothing and houses of several regions such as Betawi, Papua, Java, Sumatra, Sulawesi, Bali and Aceh as presented in the below table.

Table 2. Contents of the Culture Book Media

Traditional Clothing Theme	Traditional House Theme
	
	
	
	
	



Implementation

The implementation stage was intended to determine the validity and reliability of the product if used as a learning medium. The implementation stage was also to determine the results of the achievements after validation involving four validators, including two validations of material experts and two validations of early childhood media experts who are competent in their fields. The expert validation stage is crucial to produce development products that meet the standards and needs of children. Furthermore, validation was carried out by two users in group trials and two users in field trials.

Afterwards, the questionnaire responses by media experts and material experts, as well as users, were collected. The validation results were generated through a validation sheet, namely 18 indicators, with a score of 1-5. The aspects of effectiveness, efficiency, and attractiveness each contained six indicators, with the following assessment results.

Table 3. Validation Data Accumulation

Validation Aspects	Score from Validation		Score	
	Experts	Users	ΣT_{se}	ΣT_{sh}
Effectiveness	58	113	171	180
Efficiency	56	114	170	180
Attractiveness	56	115	171	180
Overall (Total)	170	342	512	540

With this calculation, the percentage results in the Culture Book Media on the effectiveness aspect are as follows:

$$V Aefk = \frac{\sum Tse}{\sum Tsh} \times 100\%$$

$$V Aefk = \frac{171}{180} \times 100\%$$

$$V Aefk = 0.95 \times 100\%$$

$$V Aefk = 95.00\%$$

The result revealed that Culture Book Media could achieve a value of 95.00% in the effectiveness aspect so that it can be stated as very effective. Furthermore, the following are the efficiency aspects:

$$V Aefs = \frac{\sum Tse}{\sum Tsh} \times 100\%$$

$$V Aefs = \frac{170}{180} \times 100\%$$

$$V Aefs = 0.9444 \times 100\%$$

$$V Aefs = 94.44\%$$

The results above indicate that Culture Book Media could reach a value of 94.44% in the efficiency aspect, so it can be described as very efficient. Next, in the aspect of attractiveness, the following are the results:

$$V AEmn = \frac{\sum Tse}{\sum Tsh} \times 100\%$$

$$V AEmn = \frac{171}{180} \times 100\%$$

$$V AEmn = 0.95 \times 100\%$$

$$V AEmn = 95\%$$

The results demonstrated that the Culture Book Media attained 95% in terms of attractiveness so it can be stated as very attractive.

Validation of the effectiveness, efficiency, and attractiveness aspects with the involvement of media experts, material experts, field trials, and group trials resulted in the effectiveness aspect obtaining results of 95%, the efficiency aspect having results of 94.00%, and the attractiveness aspect gaining results of 95.00%. This suggests that the Culture Book Media is very effective, very efficient, and very attractive.

Evaluation

In this evaluation stage, the researchers used formative evaluation to collect data that can be used to refine the results of the Culture

Book Media development. This research and development produced a Culture Book Media based on illustrations to find out the origin and characteristics of traditional houses and traditional clothing in Indonesia that had been developed with a formative evaluation stage to understand the advantages and disadvantages of developing the book. Validation by media experts, material experts, and users/teachers resulted in a formative evaluation. Data collection in this research and development was carried out with a group trial of 15 children as subjects and a field trial with 32 children as subjects. The following is the observation data for the group trial.

Table 4. Group Trial Observation Data

Indicator	Subjects achieved	Total subjects
Culture Book Media can display children's pride in the nation's work.	15	15
Culture Book Media can make children able to enjoy the diversity of culture and art in Indonesia.	14	15
Culture Book Media can make children able to preserve regional art and culture.	14	15

Note: The Culture Book Media is quite optimal for fostering a sense of love for the homeland in children, but assistance is needed when carrying out learning, especially for children who have less ability.

From the observation stage of the group trial, it can be concluded that two children were less than optimal in learning using Culture Book Media. These children had less ability, while children who had more ability could follow the learning very well. Some children had average ability, but they were still able to follow the learning activities well. Culture Book Media greatly influences children who have less ability to continue to be enthusiastic about learning to foster a sense of love for the homeland with the help of their teachers.

The field trial stage was conducted on 32 subjects. The field trial is the final trial stage. The purpose of the field trial was to

determine the suitability of the Culture Book Media for children aged 5-6 years. The following are the results of field trial observations.

Table 5. Field Trial Observation Data

Indicator	Subjects achieved	Total subjects
Culture Book Media can display children's pride in the nation's work.	32	32
Culture Book Media can make children able to enjoy the diversity of culture and art in Indonesia.	30	32
Culture Book Media can make children able to preserve regional art and culture.	30	32

Note: The Culture Book Media is quite optimal for fostering a sense of love for the homeland in children, but assistance is needed when carrying out learning, especially for children who have less ability.

Based on the observation stage of the field trial, it can be concluded that four children were less than optimal in learning using the Culture Book Media. These children lacked the necessary skills, while children with greater ability were able to follow the lesson extremely well. Even children with average abilities were able to follow the learning activities well. With the assistance of their teacher, students who were less able to maintain their enthusiasm for learning are strongly influenced by Culture Book Media in developing a sense of love for their homeland.

With the results above, it can be stated that Culture Book Media can support children's learning activities. Culture Book Media in children's learning activities is used as a learning tool to help foster a sense of love for the homeland in students. It could be seen from the children who were very enthusiastic when the learning process took place. This could also be observed through the results of the group trial and field trial assessments.

Discussion

This Culture Book Media can help children understand the shape of traditional houses and traditional clothing, and children

are able to know the area of origin of the traditional house and traditional clothing. In addition, the most important part is that children are able to know the characteristics of traditional houses and traditional clothing found in Indonesia. In line with the research of Hariyani & Fitri (2023), which discusses fostering a sense of love for the homeland from an early age through 3D educational games. The results of the study stated that 3D educational games are good and suitable for use in fostering a sense of love for the homeland in early childhood. The use of very interesting 3D Educational Games can make children happy to learn them. This Culture Book media can also be another alternative that continues to be developed.

Another previous research discusses efforts to increase love for the country through games. In increasing children's love for the country, as stated (Wartini et al., 2019), this game has a significant impact on children's love for the country. Books that contain puzzle games such as the one developed not only target games that effectively increase patriotism through cultural content but also increase early literacy with pictures and writing (Ulfah et al., 2020).

Moreover, according to Nur'aini (2018), printed teaching materials in the form of books are helpful in making it easier for students to understand the material and reflect each character value that is instilled in each learning material. Meanwhile, as Miranda (2018) asserted, the development of illustrated storybooks based on character education in early childhood is able to develop creativity and character values in children. From the two research findings, it can be seen that learning activities that use supporting book media are very effective in fostering a sense of love for children's homeland.

Additionally, descriptive data in the form of suggestions and input from two users include that the Culture Book Media is suitable for supporting learning activities in early childhood. The suggestion from the media expert is for the magnets to be replaced with larger ones, and the puzzle pieces in the Culture Book Media with the theme "Traditional House" are divided into several pieces to suit the child's development level. Meanwhile, the suggestion from the user is

that in the future, this book can be made with various themes to become an innovation in fostering a sense of love for the homeland in children.

The content use of traditional houses and traditional clothing are considered to be very close to children's daily lives so that they are easily understood in early childhood (Jasmine & Wuandari, 2024). The combination of books, games and cultural content in the developed book is believed to have a simultaneous impact that encourages early childhood patriotism. In line with several studies where local culture is very instrumental in instilling a sense of patriotism when juxtaposed with fun games and activities, this book is a good choice (Farida et al., 2022; Fadlillah et al., Lestari, 2023).

CONCLUSION

Based on the results and discussions that have been explained in the previous sections, it can be seen that the Culture Book Media has a good impact and benefits early childhood, especially those aged 5-6 years. Development to foster a sense of love for the homeland in children can be developed through learning using the Culture Book Media. Reviewed from the results of validation and formative evaluation, the results were obtained in the aspects of efficiency, effectiveness, and attractiveness, which stated that the product validation trial from material experts and media experts and the validation results from group trials and field trials obtained an effectiveness result of 95%, which means very effective, a result of 94.44% in the efficiency aspect, which indicates very efficient, and a result of 95% in the attractiveness aspect, which means very attractive. Hence, the Culture Book Media is feasible and very effective, very efficient, and very attractive to be used as a learning medium to stimulate and foster a sense of love for the homeland in early childhood, particularly those aged 5-6 years. The Culture Book Media also functions to assist teachers in teaching and learning activities in early childhood education institutions.

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