



Development of a Dawan Ikat Weaving-Based Digital Storybook to Foster Cultural Literacy and Prosocial Skills in Young Children

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Abstract: This study aims to develop a digital storybook based on Dawan ikat weaving as a contextual learning medium to foster cultural literacy and prosocial skills among young children in Kupang Regency. The study employed a research and development (R&D) approach using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. The participants included 79 children aged 5–6 years from five early childhood education institutions, five teachers, and experts in subject matter, media, language, and local culture. Data were collected through interviews, questionnaires, document reviews, and structured observation sheets and were analyzed using qualitative and quantitative techniques. The results showed that the digital storybook was successfully developed through all five stages of the ADDIE model. Expert validation indicated high levels of validity for subject matter (94%), media (92.5%), language (99%), and cultural content (100%). The practicality assessment conducted by five teachers yielded a score of 93%, indicating that the product was highly practical for classroom use. The effectiveness test showed significant improvements in children's cultural literacy and prosocial skills following the intervention ($p < 0.001$). These findings indicate that the Dawan ikat weaving-based digital storybook is a valid and practical contextual learning medium with potential to foster cultural literacy and prosocial development among young children.

Article History

Received: 20-07-2026

Revised: 24-08-2026

Accepted: 21-09-2026

Published: 20-10-2026

Key Words:

Cultural Literacy; Digital Storybook; Prosocial Skills; Young Children.

How to Cite: Anggryani Kaya, Putu Aditya Antara, & Gede Wira Bayu. (2026). Development of a Dawan Ikat Weaving-Based Digital Storybook to Foster Cultural Literacy and Prosocial Skills in Young Children. *Jurnal Paedagogy*, 13(4), 1700-1710. <https://doi.org/10.33394/jp.v13i4.21987>



<https://doi.org/10.33394/jp.v13i4.21987>

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Introduction

Early Childhood Education (ECE) constitutes the most fundamental stage in the overall educational process because it is during this period that the foundations of children's personality, values, and behavior begin to develop intensively (Rumbidzai & Achebe, 2023). Early childhood is often referred to as the golden age, a critical period that determines the direction of children's cognitive, affective, and psychomotor development as a whole (Antara, 2025; Bayu et al., 2023; Supriyono et al., 2024).

Children's development during this stage occurs holistically and is strongly influenced by meaningful learning experiences and the sociocultural environment in which they grow (Husnul et al., 2022; Park et al., 2016). ECE learning should therefore not be oriented solely toward the acquisition of foundational academic skills but should also emphasize the development of value awareness, cultural identity, and positive social behavior from an early age (Adam, 2021; Widiana et al., 2022).

One important aspect that needs to be developed in young children is cultural literacy, namely their ability to recognize, understand, and interpret the values, symbols, and cultural practices present in their surrounding environment. Cultural literacy serves as an initial



foundation for the formation of children's identity and sense of belonging to the sociocultural community in which they grow (Suherdi, 2021; Sumiati, 2024). In ECE practices, however, strengthening cultural literacy has not yet become a primary concern. Learning activities remain dominated by general materials and media that do not adequately reflect children's local culture, resulting in learning experiences that are less contextual and meaningful (Ario et al., 2020; Kallebo, 2024). Consequently, children have limited opportunities to recognize and internalize local cultural values from an early age, which may ultimately weaken the formation of their cultural identity.

In Kupang Regency, efforts to develop cultural literacy and prosocial skills among young children have not been fully supported by contextual learning resources. Although the region possesses rich cultural heritage, including Dawan ikat weaving with its symbolic, social, and philosophical meanings, these cultural resources have not been systematically integrated into everyday ECE learning. Teachers continue to rely largely on general storybooks and learning materials that do not adequately represent children's immediate sociocultural environment. Consequently, opportunities for children to recognize local cultural symbols, meanings, and values through meaningful classroom experiences remain limited (Nenometa, 2024; Rodliyah, 2024; Setiati & Pujianto, 2025).

A similar challenge is evident in the development of prosocial skills. Behaviors such as sharing, helping, cooperating, demonstrating empathy, and respecting others require continuous opportunities for modeling and practice in meaningful social situations. Learning materials that are disconnected from children's everyday sociocultural experiences may limit such opportunities because children receive fewer concrete examples of positive social behavior that they can recognize and relate to their own environment (Damayanti et al., 2024; Gencer & Bartan, 2024; Paz et al., 2023). The limited availability of locally grounded media therefore represents an important gap in efforts to simultaneously strengthen cultural literacy and prosocial development.

Digital storybooks provide a potential response to this gap because they can combine narratives, visual illustrations, audio, and interactive learning activities within culturally familiar settings. Integrating Dawan ikat weaving into a digital narrative enables children to encounter local cultural symbols while observing characters demonstrating empathy, cooperation, helping behavior, responsibility, and mutual respect. Such integration offers an opportunity to connect cultural knowledge with social-emotional learning in a developmentally appropriate format. This study therefore aimed to develop a Dawan ikat weaving-based digital storybook, evaluate its validity and practicality, and examine its effectiveness in fostering cultural literacy and prosocial skills among young children in Kupang Regency.

The use of stories to foster prosocial development can also be explained through social learning theory. Children learn social behavior not only through direct experience but also by observing behavioral models and the consequences associated with those behaviors (Bandura, 1977). In a story-based learning environment, characters can function as observable social models through whom children encounter examples of empathy, helping, cooperation, responsibility, and concern for others. When such behaviors are presented within situations that are culturally familiar to children, the modeled actions may become easier to understand and relate to everyday social experiences. The Dawan ikat weaving-based digital storybook therefore does not merely introduce cultural information but embeds prosocial models within its storyline, allowing cultural learning and social-emotional learning to occur simultaneously.



The development of this digital storybook is expected not only to serve as a medium for strengthening young children's cultural literacy and prosocial skills but also to provide practical guidance for ECE teachers in integrating local cultural values into learning activities that are relevant to technological developments. The development of a Dawan ikat weaving-based digital storybook is therefore regarded as a strategic solution for addressing the learning needs of ECE institutions in Kupang Regency while simultaneously supporting the preservation of local culture and the development of children's social character from an early age. This study aims to develop a Dawan ikat weaving-based digital storybook, evaluate its feasibility through expert validation and user responses, assess its practicality in early childhood learning, and examine its effectiveness in stimulating cultural literacy and prosocial skills among young children in Kupang Regency.

Research Method

This study employed a research and development (R&D) approach using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. ADDIE provides a systematic instructional development framework consisting of five interconnected stages: analysis, design, development, implementation, and evaluation (Branch, 2009). The model was selected because it enables the development process to proceed systematically from identifying learning needs to designing, validating, implementing, and evaluating the effectiveness of the developed learning medium. During the analysis stage, learning needs, young children's characteristics, existing learning practices, and the cultural potential of Dawan ikat weaving were identified. The design stage involved formulating learning objectives, storylines, characters, illustrations, language, cultural content, and prosocial values. During the development stage, the digital storybook prototype was produced and evaluated by experts in subject matter, media, language, and local culture, and their feedback was used to refine the product. The implementation stage involved applying the validated and practical digital storybook in classroom learning activities. The evaluation stage examined changes in children's cultural literacy and prosocial skills based on pretest and posttest observations.

This study was conducted at five Early Childhood Education (ECE) institutions in Central Kupang District, Kupang Regency, East Nusa Tenggara. The research sites were selected because the characteristics of the area were closely aligned with the focus of the study, particularly the continued presence of Dawan ikat weaving traditions within the local community, which supported the implementation of locally grounded cultural learning media.

The object of this study was a Dawan ikat weaving-based digital storybook developed as a learning medium to strengthen the cultural literacy and prosocial behavior of children aged 5–6 years through culturally integrated stories, illustrations, and learning activities. The research participants comprised subject-matter, language, media, and cultural experts as product validators, ECE teachers as respondents in the practicality test and facilitators during implementation, and children aged 5–6 years from five ECE institutions in Central Kupang District as participants in the effectiveness test. Participants were selected purposively based on the validators' expertise, the teachers' experience in early childhood education, and the children's suitability for the intended product users.

Data analysis was conducted according to the type and purpose of the data collected. Qualitative data obtained from teacher interviews, classroom observations, document reviews, and expert comments were descriptively analyzed to identify learning needs and guide product revision. Quantitative data from expert validation and teacher practicality



assessments were converted into percentages using the formula $P = (S_o/S_m) \times 100\%$, where P represents the percentage score, S_o represents the obtained score, and S_m represents the maximum possible score. Scores within the 81–100% range were interpreted as highly valid for expert validation and highly practical for teacher assessment.

The effectiveness of the digital storybook was evaluated using pretest and posttest scores for cultural literacy and prosocial skills. Descriptive statistics, including minimum, maximum, mean, and standard deviation, were initially calculated. Data normality was examined using the Kolmogorov–Smirnov and Shapiro–Wilk tests with a significance criterion of $p > 0.05$. Because the data met the normality assumption, differences between pretest and posttest scores were analyzed using a paired-samples t-test at a significance level of 0.05. The magnitude of change was additionally assessed using Cohen's d_z , calculated from the paired-samples t statistic as $d_z = |t|/\sqrt{n}$. Effect sizes were interpreted using Cohen's conventional criteria of approximately 0.20 as small, 0.50 as moderate, and 0.80 or greater as large (Cohen, 1988).

Results and Discussion

Analyze

Interviews with five early childhood education teachers in Kupang Regency revealed that local cultural learning had not yet been systematically integrated into daily classroom activities. Local culture was generally introduced incidentally through storytelling, traditional clothing, regional songs, and dances during specific themes or school events. Teachers reported that most children had limited knowledge of Kupang's local culture, particularly Dawan ikat weaving, and were often more familiar with stories and characters from outside the region. Children's prosocial behavior also required further stimulation, as some children still experienced difficulties in sharing, cooperating, helping peers, and demonstrating empathy without teacher guidance. The main challenge identified by the teachers was the limited availability of contextual and age-appropriate learning media related to Dawan culture, which led them to rely primarily on verbal explanations and general storybooks. The teachers therefore emphasized the need for an engaging and interactive digital storybook containing culturally relevant stories, illustrations, audio narration, and learning activities. These findings provided an empirical basis for developing a Dawan ikat weaving-based digital storybook to systematically stimulate young children's cultural literacy and prosocial behavior.

Observations conducted at five early childhood education institutions showed that learning activities generally followed the planned stages of opening, core activities, and closing, with teachers using methods such as storytelling, question-and-answer sessions, and simple demonstrations. However, 20 of the 27 observed indicators were categorized as minimally evident, indicating that current learning practices had not optimally supported children's cultural literacy and prosocial behavior. Local culture, particularly Dawan ikat weaving, had not been systematically integrated into daily learning activities, while the use of culturally relevant and digital learning media remained limited. Consequently, children showed limited interest in cultural content and experienced difficulties in recalling and retelling the material. Prosocial behaviors, including sharing, cooperating, helping peers, demonstrating care, and resolving simple conflicts, were also unevenly developed and generally emerged only after teacher guidance. These findings highlight a gap between existing classroom practices and the learning conditions required to foster cultural literacy



and prosocial behavior, thereby emphasizing the need for contextual, interactive, and locally grounded learning media.

A review of the learning documents used by five early childhood education institutions in Kupang Regency covered learning outcomes, learning objectives, teaching modules, instructional media, and assessment practices. The findings showed that although the documents were aligned with the *Merdeka Curriculum* and emphasized child-centered, meaningful play-based learning, local cultural content had not been systematically integrated into learning objectives, activities, media, or assessments. Local culture was generally introduced only during specific themes or school events, while instructional media remained dominated by general storybooks, pictures, flashcards, and simple teaching aids. No digital learning medium specifically featuring Dawan ikat weaving was identified, and activities explicitly connecting cultural literacy with prosocial values such as sharing, cooperation, empathy, and social care were limited. Assessment indicators also did not specifically measure cultural literacy or prosocial behavior within the local cultural setting of Kupang Regency. Triangulation of teacher interviews, classroom observations, and document reviews consistently revealed a gap between the contextual and child-centered principles of the *Merdeka Curriculum* and their implementation in practice. These findings provided both conceptual and empirical justification for developing a contextual and interactive Dawan ikat weaving-based digital storybook to strengthen young children's cultural literacy and prosocial behavior.

Design

The product design aimed to create a digital storybook that integrates the local cultural values of the Dawan ethnic community with the development of cultural literacy and prosocial behavior in young children. The product was designed as a contextual, interactive, and engaging learning medium appropriate for the developmental characteristics of children aged 5–6 years and aligned with the learning principles of the *Merdeka Curriculum*.

Table 1. Product Design

Component	Specification
Product Name	Dawan Ikat Weaving-Based Digital Storybook
Target Users	Children aged 5–6 years
Platform	Interactive digital storybook
Content	Dawan ikat weaving as the local culture of Kupang Regency
Values Developed	Cultural literacy and prosocial behavior
Features	Colorful illustrations, narration, audio, learning activities, and simple assessments

The product design was developed based on the needs analysis, which indicated the importance of contextual, interactive, and developmentally appropriate learning media for young children. The product was designed as a Dawan ikat weaving-based digital storybook with specifications covering the target users, platform, content, intended values, and supporting features.

Table 2. Story Content Design

Story Section	Content Description	Cultural Literacy	Prosocial Behavior
Character Introduction	Introduces Anya, Grandmother Hana, and the Dawan cultural environment	Recognizing Dawan ikat weaving as a form of local culture	Grandmother Hana teaches Anya the value of togetherness
Cultural	Anya learns about the	Recognizing cultural	Curiosity



Story Section	Content Description	Cultural Literacy	Prosocial Behavior
Introduction	motifs, colors, and meanings of Dawan ikat weaving	motifs and their meanings	
Emergence of Conflict	A woven cloth is torn shortly before a traditional ceremony	Understanding the importance of woven cloth in community life	Empathy for Grandmother Hana's sadness
Problem Resolution	Anya invites her family and friends to help create a new woven cloth	Appreciating the process of producing ikat weaving	Mutual cooperation, teamwork, and helping one another
Conclusion	The woven cloth is completed and used during the traditional ceremony	Developing pride in local culture	Caring for others, appreciating togetherness, and demonstrating responsibility

The story was structured using a simple plot consisting of an introduction, the emergence of a problem, collaborative problem-solving, and a conclusion containing cultural messages and prosocial values. Each part of the story was designed to stimulate children's ability to recognize local culture, understand its cultural meanings, and develop empathy, mutual cooperation, helping behavior, and concern for others.

Development

The developed digital storybook consists of a cover page, an introductory page, the main story, and a moral message presented at the end. The story is delivered through colorful illustrations combined with simple text to ensure that it is easily understood by young children.

The story begins with Anya's curiosity about the Dawan ikat cloth held by Grandmother Hana. As Anya observes its motifs, Grandmother Hana explains that each pattern carries a particular meaning, such as the creeping plant motif, which symbolizes mutual assistance and communal harmony. The conflict arises when the newly woven cloth is accidentally torn shortly before a traditional ceremony, leaving Grandmother Hana disappointed. In response, Anya demonstrates empathy and invites her mother, friends, and community members to help produce a replacement cloth. Each character contributes according to their role, illustrating the values of mutual cooperation, responsibility, perseverance, and social care. The story concludes with the successful completion of the new cloth and Anya's realization that difficult tasks can be accomplished through collaboration and that local culture can be preserved through collective commitment. The feasibility percentage of the digital storybook was calculated by dividing the total score obtained by the maximum possible score and multiplying the result by 100%.

Table 3. Summary of Expert Validation Results

Validation Aspect	Score Obtained	Maximum Score	Percentage (%)	Category
Subject-Matter Validation	75	80	94	Highly Valid
Media Validation	74	80	92.5	Highly Valid
Language Validation	79	80	99	Highly Valid
Cultural Validation	80	80	100	Highly Valid

The expert validation results demonstrated consistently high feasibility across all assessed aspects. Subject-matter validation yielded a score of 94%, indicating that the content was relevant, accurate, complete, contextual, and systematically presented. Media validation reached 92.5%, demonstrating the appropriateness of the visual design, readability, interactivity, and technical feasibility of the product. Language validation obtained 99%,



indicating that the language was clear, communicative, readable, and appropriate for young children. Cultural validation achieved 100%, confirming that the storybook appropriately represented Dawan cultural elements and integrated cultural and social values into the learning content. Overall, all validation components were categorized as highly valid, indicating that the digital storybook was feasible for classroom implementation after incorporating minor recommendations from the validators.

Implementation

The implementation stage was conducted over three days at five early childhood education institutions in Kupang Regency. On the first day, pretest data were collected using structured observation sheets. On the second day, teachers implemented the Dawan ikat weaving-based digital storybook through interactive storytelling, question-and-answer, and discussion activities emphasizing cultural and prosocial values. On the third day, posttest observations were conducted using the same instruments. The pretest and posttest data were then analyzed to evaluate changes in children's cultural literacy and prosocial behavior.

Table 4. Practicality Test Results for the Digital Storybook

Assessor	Score Obtained	Maximum Score	Percentage (%)	Category
Teacher 1	15	16	94	Highly Practical
Teacher 2	13	16	81	Highly Practical
Teacher 3	14	16	88	Highly Practical
Teacher 4	16	16	100	Highly Practical
Teacher 5	16	16	100	Highly Practical
Total Score	74	80	93	Highly Practical

The high level of practicality indicates that the digital storybook met the characteristics of an instructional medium that is easy to understand and operate, provides clear usage instructions, and is appropriate for early childhood learning needs. The practicality test results also demonstrate that the product can be readily implemented in classroom learning and therefore has the potential to improve the effectiveness of the teaching and learning process.

Evaluation

Table 5. Descriptive Statistics of Cultural Literacy Pretest and Posttest Scores

Measurement	N	Minimum	Maximum	Mean	Standard Deviation
Pretest	79	45.00	54.00	49.82	2.29
Posttest	79	45.00	73.00	60.56	9.99

The posttest distribution indicates that children demonstrated stronger cultural literacy after the implementation of the digital storybook. The improvement suggests that culturally familiar narratives and visual representations provided meaningful opportunities for children to recognize and understand elements of Dawan culture. However, the wider dispersion of posttest scores also indicates that the degree of improvement varied considerably among participants.

An important pattern in the cultural literacy results is the substantial increase in score variability after the intervention. Although the overall mean improved, the larger posttest standard deviation indicates that the magnitude of improvement was not uniform across children. One plausible explanation is that children differed in their prior familiarity with Dawan cultural symbols, terminology, and weaving practices. Children with greater previous exposure to Dawan culture may have been able to connect the story content with existing knowledge more readily, whereas children with more limited cultural exposure may have required additional learning experiences. This pattern may resemble a Matthew-effect-like



divergence, in which children with stronger initial cultural resources benefit more rapidly from culturally embedded learning. Differences in previous cultural exposure and learning experiences across the five participating ECE institutions may also have contributed to this variability. These explanations, however, should be interpreted cautiously because prior cultural familiarity and school-level differences were not directly measured in this study. Future research should therefore examine these factors as possible moderators of children's responses to culturally based digital learning media.

Table 6. Descriptive Statistics of Prosocial Pretest and Posttest Scores

Measurement	N	Minimum	Maximum	Mean	Standard Deviation
Pretest	79	46.00	56.00	51.49	1.99
Posttest	79	53.00	76.00	65.19	7.01

The posttest results likewise indicate stronger prosocial performance following the learning intervention. The observed improvement suggests that the story-based activities provided children with opportunities to recognize and respond to prosocial behaviors embedded in the narrative, particularly empathy, cooperation, helping, and social care. Variations in posttest performance nevertheless indicate that children did not respond to the intervention to the same degree.

Table 7. Normality Test Results

Variable	Kolmogorov–Smirnov Statistic	df	Sig.	Shapiro–Wilk Statistic	df	Sig.
PRE_CL	0.220	79	0.100	0.824	79	0.162
POST_CL	0.070	79	0.200	0.981	79	0.273
PRE_PRO	0.210	79	0.100	0.814	79	0.152
POST_PRO	0.060	79	0.200	0.971	79	0.263

The results indicate that all research data were normally distributed, as the significance values exceeded 0.05. Therefore, the normality assumption required for parametric analysis was satisfied, and the data were considered appropriate for further statistical testing.

Table 8. Paired-Samples t-Test Results for Cultural Literacy and Prosocial Skills

Variable	Pretest Mean	Posttest Mean	Mean Difference	t-Value	df	Sig. (2-tailed)	Interpretation
Cultural Literacy	49.82	60.56	10.74	−9.864	79	< 0.001	Significant
Prosocial Skills	51.49	65.19	13.70	19.860	79	< 0.001	Significant

The paired-samples t-test confirmed statistically significant improvements in both cultural literacy and prosocial skills following the implementation of the digital storybook ($p < 0.001$). The corresponding effect sizes were large for cultural literacy ($d_z = 1.11$) and prosocial skills ($d_z = 2.23$), indicating that the observed changes were not only statistically significant but also substantial in magnitude. These findings suggest that integrating culturally familiar content with story-based social modeling has considerable potential to support both cultural and prosocial learning in early childhood.

These positive outcomes demonstrate that the digital storybook functioned as a medium of cultural representation that connected children's learning experiences with their everyday lives. Through the integration of stories, illustrations, audio, and interactive activities, children were better able to develop an understanding of and emotional connection with their local culture. This finding is consistent with Adam (2021), who emphasized the importance of cultural representation in learning materials for strengthening cultural identity from an early age. It also supports the findings of Antara et al. (2025) and Bayu et al. (2023),



which demonstrated that systematically designed contextual learning is more effective in developing cultural literacy during early childhood.

Conclusion

This study developed a Dawan ikat weaving-based digital storybook through the ADDIE model as a contextual learning medium for young children. The product demonstrated high validity in subject matter, media, language, and cultural content and was rated highly practical by ECE teachers. Pretest–posttest comparisons showed significant improvements in cultural literacy and prosocial skills, accompanied by large effect sizes. These findings indicate that integrating local cultural content with digital storytelling has strong potential to support cultural and prosocial learning in early childhood. Nevertheless, the absence of a comparison group and the substantial variation in posttest cultural literacy scores require cautious interpretation of the effectiveness findings.

Recommendation

ECE teachers are encouraged to use locally grounded digital stories as complementary learning media for integrating cultural literacy with social-emotional learning. The developed storybook can be incorporated into storytelling, group discussion, role-playing, and follow-up activities that provide children with opportunities to identify cultural symbols and practice prosocial behaviors such as sharing, helping, cooperating, and demonstrating empathy. Teachers should also provide additional scaffolding for children who have limited prior familiarity with Dawan cultural concepts to reduce differences in learning outcomes. Educational authorities and ECE institutions may support the development and dissemination of culturally responsive digital learning resources by involving teachers, cultural experts, families, and local communities in the development process. Digital learning media developers should maintain cultural authenticity while ensuring that language, illustrations, narration, and interactive features remain appropriate for young children.

Future studies should examine the effectiveness of the Dawan ikat weaving-based digital storybook using larger and more diverse samples across urban, rural, and culturally heterogeneous ECE settings. More rigorous experimental designs involving comparison or control groups, longer intervention periods, and delayed posttests are recommended to strengthen causal interpretation and examine the durability of learning outcomes. Future research should also measure children's prior cultural familiarity, differences in teacher facilitation, and school-level learning environments as potential factors explaining variations in intervention outcomes. The impact of culturally based digital storytelling on other developmental outcomes, including language development, creativity, cultural identity, learning motivation, social-emotional competence, and collaborative skills, may also be investigated.

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