

DEVELOPMENT OF PARENTING POCKET BOOK MEDIA TO INTRODUCE MALAY CULTURAL KNOWLEDGE TO YOUNG CHILDREN

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Abstract

Background: This research delves into the significance of culture as a pivotal social practice, underscoring its role in upholding societal structures such as family and belief systems. It particularly focuses on the Malay culture, examining how its transmission and understanding in early childhood are critical for meeting individual and communal needs. The study highlights the interconnected roles of parents and parenting activities, akin to links in a chain, in perpetuating cultural knowledge. It posits that the effective transmission of Malay cultural values to early childhood is contingent on parental involvement and well-structured parenting programs. **Methods:** Adopting a research and development (R&D) approach, this study is centered on the creation of a Parenting Pocket Book based on Malay Culture, utilizing print media format. The research incorporates the ADDIE Approach and utilizes a combination of Primary Data, Secondary Data, and various Data Analysis methods. These include Quantitative Data Analysis (Instrument Validation Test and Instrument Reliability Test), Qualitative Data Analysis, and Evaluation Techniques. Conducted in Batam City, Riau Islands Province, from October 2022 to December 2023, the research aims to enrich early childhood understanding of Malay culture through innovative media. **Results:** The study reveals a concerning gap in the knowledge of Malay culture among early childhood in the Riau Islands Province. This gap is attributed to the lack of local content in school curriculums and minimal parental participation in educational activities. However, the introduction of the Malay Culture Pocket Book showed promising results. Observational research in two groups—regular morning and non-regular evening classes—in Early Childhood Christian Education settings demonstrated that the pocket book effectively facilitated the introduction of Malay culture to children. The study also explores the development steps, feasibility, and effectiveness of the Malay culture pocket book media. **Conclusion:** This research provides significant insights into the realm of cultural education, particularly in the context of Malay culture. It underscores the necessity of integrating traditional knowledge with modern educational tools and techniques. The development of the Malay Culture-based Parenting Pocket Book not only contributes to the academic literature but also offers a practical, accessible solution for parents and educators in the Riau Islands Province. By equipping them with effective tools, the research aims to enhance parental involvement and ensure the effective transmission of Malay cultural values to the younger generation.

Keywords: Malay Culture, Parenting, Early Childhood, R&D, Pocket Book

INTRODUCTION

In the universal context of human social practices, culture supports the structure of society, encompassing family and beliefs, and aims to fulfill individual needs. This social practice is not limited to the community but extends to the beliefs and ideas of socio-cultural practices, potentially causing conflicts in ideology and developmental theory in children's practices, where Western traditions and beliefs hinder local, traditional, and culturally specific practices (Shumba, 1999; Vaughn et al., 2009; Azwar, 2018). Therefore, it is important to instill local culture and traditions prevalent in society from an early age so that they become habitual, deeply embedded, and not easily swayed by the culture of globalization in general.

The literature review section of this research involves an extensive examination of various research areas, each contributing significantly to a comprehensive understanding of the subject. Through this thorough literature review, the research identifies and outlines hypotheses designed to address specific aspects of the broader research question. These hypotheses are developed based on a deep analysis of the existing literature, providing a theoretical framework for further exploration of the role of culture in child development and educational interventions.

Culture is not just the ethnicity of a nation's origin but encompasses a way of life and is influenced by race, gender, age, ability, disability, language, social class, economic status and level, education, religion, and spiritual practices where the family's geographical roots, location, sexuality, including social orientation are included (Meekosha, 2006; Singh et al., 2012; Leach, 2014; Cole, 2022). Quoting Herry Jagaswara, Malay culture has long been integral to Indonesian culture, becoming dominant and significantly influencing religious and cultural development (Jaafar et al., 2006; Hoffstaedter, 2008; Hashim & Langgulung, 2008; Mawangir, 2021).

The importance of Malay culture in Indonesia is underscored by its contribution as a pillar strengthening the existence of religion and culture. If Malay culture increasingly disappears, then religion and culture will not be able to stand firmly. Preserving culture requires the participation of parents and educational institutions so that children can have a strong culture they can practice in their daily lives and in the future.

In this context, the role of parents and parenting activities becomes key, acting as interconnected links of equal importance. Without parental involvement in introducing Malay cultural knowledge to early childhood, parenting programs will not be able to run effectively. Similarly, without guidance in parenting programs, many parents do not understand how to instill Malay cultural knowledge in their children. This gap became apparent in initial observations at five early childhood education institutions (PAUD), where there was a discrepancy between expectations and reality in the implementation of Malay Culture knowledge in the curriculum and school programs.

This research offers novelty by developing a Parenting Pocket Book based on Malay Culture in the form of a printed pocket book. With a practical and easily accessible format, it is hoped that parents will be more active in introducing and instilling Malay cultural values in their children from an early age. The use of technology in the form of a pocket book is expected to facilitate the distribution of this knowledge to a wider audience, bridging the gap between tradition and modernity, making a significant contribution to the literature on cultural education, and presenting actual solutions in the form of media relevant to current developments.

RESEARCH METHODS

The place for research and development of Malay culture-based parenting pocket book media aims to increase knowledge of Malay culture in early childhood in the Riau Islands Province and is carried out in Batam City. The research time is October 2022 – December 2023. The research method for developing Malay culture pocket books for early childhood follows a research and development (R&D) approach. This research process consists of several stages involving analysis, development, testing and evaluation. The initial stage involves analyzing literature on Malay culture, early childhood education, and child development theories as a theoretical basis. Next, the development stage involved designing and creating a pocket book by taking into

account relevant Malay cultural elements, such as folklore, traditional songs, art and language. After the pocket book was created, a limited trial was carried out with early childhood children and undergraduate students of the Early Childhood Christian Education Study Program as educators in the early childhood education environment. Data from this trial was used to identify the success of the pocket book in introducing Malay culture to children, as well as to obtain input and suggestions from stakeholders.

Next, an evaluation of the pocket book was carried out based on the test results and input from stakeholders. The pocketbook will be revised and improved according to the evaluation findings.

This research procedure will be carried out in collaboration with Malay culture experts, PAUD experts, language experts and research experts, instrument experts, students and educators as well as involving parents and children in the trial phase. Data analysis will use qualitative and quantitative methods to measure the impact of pocket books on understanding and acceptance of Malay culture by young children. Thus, this research method will provide a strong basis for the development of a Malay culture pocket book that is effective and relevant for young children. Research model used in development research (research and development). Apart from the development model, this research also uses qualitative research, a conceptual description of development research, in the guidebook for writing theses and dissertations at the State University of Jakarta, it is noted that model development research is a combined action-oriented research using quantitative and qualitative approaches in the research implementation process. This research also uses the ADDIE approach because the ADDIE development model is very suitable for developing the Pocket Book product which will be developed in connection with the Parenting Pocket Book to increase Malay Cultural Knowledge. It is a learning design product with a procedural design, namely Analysis, Design, Development, Implementation and Evaluation.

The data that will be collected in research on the development of Malay culture pocket books for early childhood will come from various sources, namely Primary Data, Secondary Data and Analysis Data. The Data Analysis is Quantitative Data Analysis (Instrument Validation Test and Instrument Reliability Test), Qualitative Data Analysis and Evaluation Techniques.

RESULTS AND DISCUSSION

A. Research Findings

The results of this research were studied based on three problem formulations and objectives which were prepared according to this research. This research uses the Dick & Carey Model in Suparman (2011). The procedural model is a descriptive model and depicts the flow or steps from start to finish according to the procedures that must be followed to produce a product. The model used in this research is the Dick & Carey (2001) model. In this model there are 10 steps.

The first objective is to obtain information about Malay cultural knowledge in early childhood in the Riau Islands Province through interviews with several kindergarten heads in 7 city districts. This step is stages 1 and 2 in the Dick & Carey (2001) model, namely analyzing the needs, goals and analysis of Malay cultural learning in PAUD institutions and making observations in its implementation.

The second objective is to be able to see whether culture-based parenting media can introduce Malay cultural knowledge to young children in the Riau Islands Province. This is a research model from Dick & Carey (2001) stages 3 to 4, researchers carry out data management to obtain content formulations in the media as well as carrying out Malay culture learning analysis and drafting Malay culture-based parenting instruments and media that will be used. In stages 5 to 9, researchers validate the instrument with instrument experts who are experts in their fields. After validation, the instrument was used and research began to create parenting media based on local culture. Media development is carried out based on theoretical conceptual studies and expert perspectives (ethnopedagogics and technopedagogics).

The third objective is to obtain steps for developing Malay culture-based parenting media for early childhood in the Riau Islands Province as well as finding the feasibility and effectiveness of the media. At this stage the researcher tested the effectiveness and feasibility of Malay culture-based parenting media for introducing Malay cultural knowledge. This research is stages 4 to 10 starting from the initial field test stage, subject to interviews with 3 experts (software engineering experts, PAUD media experts, and experts PAUD Technician); The first revision stage of the first product was the result of a small scale trial on 8 subjects of children aged 5-6 years and their parents by conducting socialization on Malay Culture Based Parenting Media at Pelita Kasih Kindergarten, Kel. Taman Baloi, Kec, Batam Kota Batam City, Riau Islands Province, operational product revision stage based on the results of the first product field test (effectiveness of parenting media based on Malay culture), Operational product field stage (effectiveness of Malay culture-based parenting media on a large scale with 15 child subjects 5-6 years old at Efata Kindergarten, Batam City District, final product revision stage based on field test results of operational products and dissemination of cultural parenting media to introduce Malay cultural knowledge in early childhood based on ethnopedagogics and technopedagogy to stimulate Malay cultural knowledge in children aged 5-6 year.

The results of qualitative data analysis used in this research using Data Analysis Design (Miles, M.B & Huberman, A.M (1992) to find the need for developing culture-based parenting media to introduce Malay cultural knowledge to children aged 5-6 years can be seen in the following stages:

1. Data Collecting

The data collection stage is the selection stage of the data collected which comes from the results of interviews, observation results and the results of scientific expert judgment on subject review trials, and documentation data which is used as material for analyzing the needs for developing Malay culture-based parenting media which is used as a basis for preparing media designs in story form in e-books or pocket books.

The recapitulation of data collection in this research is in the form of::

a. Interview

Interview data was obtained from teachers and school principals in several PAUD Institutions in the Riau Islands Province which were used as data for analysis of the need for developing Malay culture-based parenting media to introduce Malay cultural knowledge to children aged 5-6 years in the Riau Islands Province PAUD Institutions, which are twenty four students.

Data Table 1: Recapitulation of Interview Data

No	Question	Answer 5 PAUD Institution
1	Does your institution have material on the theme of Malay culture??	No
2	If not, how do you apply Malay cultural knowledge in your institution??	Enter the My Homeland Theme
3	Does your institution have a parenting program based on Malay culture??	No
4	If not, what parenting programs are available at your institution??	Parents meeting Study Tour
5	Has your parenting program ever been socialized in the form of e-books and pocket books??	No
6	Have you ever used Malay culture-based parenting media??	No

b. Observation

Observation data was collected as data that strengthens interview data in fulfilling the need for developing Malay culture-based parenting media to instill an introduction to Malay cultural knowledge in children aged 5-6 years at PAUD Institutions in the Riau Islands Province.

Table 2: Recapitulation of Observation Data

No	Observation Items	Observation Data
1.	Themes used in learning and playing activities at PAUD Institutions	5 themes
2.	Number of children aged 5-6 years	Kindergarten PK 6 children
3.	Availability of learning media in PAUD institutions.	Computers and laptops
4.	Learning and playing activities at PAUD Institutions.	Mobile Phone
5.	Parenting activities in PAUD institutions	Central Model
6.	Parenting activities based on Malay culture in PAUD Institutions	There is

c. PAUD Practitioner Expert Judgment

Data on the results of the PAUD Expert Judgment were obtained from PAUD experts from Jakarta State University, Malay Culture Experts were obtained from the results of interviews with filling in instruments from Malay Culture experts who were winners of the provincial level Malay Pantun as cultural observers of the Riau Islands and language experts who were lecturers and professors at State Universities. Poor.

d. Documentation

The recapitulation of this research documentation data includes product improvement notes from the results of interviews with 3 experts (PAUD Expert, Malay Expert and PAUD Expert) as material for revision and development of e-book media and culture-based parenting pocket books for instilling an introduction to Malay Culture in children aged 5-6 years at the Riau Islands Province PAUD Institute.

2. Data Reducting

The data reduction stage was carried out by researchers after collecting data from interviews, observation and judgment from media experts, language experts and practitioner experts. The data collected through the sorting distribution process was selected through a data relevance process so that it could be adapted to the needs of

developing ethnopedagogical and technopedagogic-based Malay culture parenting media. on the introduction of Malay Cultural knowledge.

The data reduction results are part of the process of analyzing the needs for developing Malay culture-based parenting media based on data from interviews, observations and expert judgment. Apart from data for initial needs analysis, there is also data from judgment results from interviews with Media Experts, Linguistic Experts and PAUD Practitioner Experts which are used as material for media improvements before small-scale field trials.

3. Data Display and Conclusion

Based on the results of data reduction, the researcher then displayed the research data in the form of Malay culture-based parenting media, which was the initial product through the socialization of Malay culture-based parenting media and the use of Malay culture-based parenting media in Family Literacy activities as an assessment of the implementation of small-scale field trials.

The media development that will be presented is ethnopedagogically and technopedagogically based as follows:

a. Needs for Malay Culture Themes and Sub-Themes

Table 3: Theme and Sub-Theme Requirements

Theme	Sub Theme
Malay Culture	1. Traditional house 2. Traditional clothing 3. Malay Food 4. Malay Dance 5. Malay

b. Number of Preschool Children 5-6 years old in Pelita Kasih Kindergarten as small scale subjects observed by nine Regular students and large scale subjects observed by fifteen students in PAUD units in various regions in the Riau Islands.

c. Materials for improving parenting media based on Malay culture by three experts, namely PAUD Experts, Malay Experts and Language Experts.

DISCUSSION

The success of the cultural pocket book was obtained from:

1. Validation of the Malay Culture Handbook based on the results of instrument assessments by PAUD experts, Malay experts and language experts
2. Validation of the Malay Culture Handbook based on student observations in 2 groups:
3. Small scale with nine regular students as many as 9 students
4. Large scale with fifteen non-regular students totaling 15 students

A. Assessment Results of the Malay Cultural Knowledge Achievement Pocket Book

This pocket book on Malay culture is a source of information that is concise, easy to carry, and provides a basic overview of the uniqueness of Malay culture. In a book like this, readers can find a summary of the history of Malay society, an introduction to the

basics of the language, descriptions of traditional clothing, and descriptions of typical Malay food. Apart from that, it also covers topics regarding traditional ceremonies, art, the dominant principles of the Islamic religion, and historical places (Hashim et al., 2011; Versteegh, 2013; Kessler, 2015). There is also a brief explanation of Malay literature and important values held by Malay society such as "budi" and "adat". While this booklet is useful as a quick reference, those wishing to deepen their knowledge should turn to more comprehensive sources.

Table 4: Assessment of the Malay Cultural Knowledge Achievement Pocket Book

No	Expert	Validation Indicator	Validation Results			Information
			Worthy (L)	Worth Revising (Ld)	Not feasible (Td)	
	Early Childhood Specialist	Content Depth	L			
		Material Diversity	L			
		Pocket book design	L			
		Pocket Book Animation	L			
		Pocket book text	L			
		Solving existing problems Assistance	L			
	Malay Expert	Learn together using Malay	L			
		Collaboration between PAUD and parents	L			
		Guiding knowledge of Malay culture in early childhood	L			
		Welcome dance knowledge for young children	L			
		Zapin dance knowledge for early childhood		LD		
		Communication in simple language in a pocket book	L			
		Typical Malay food in a pocket book for early childhood	L			
		Practice reading pocket books by parents at home	L			
		Solving existing problems Assistance	L			
	Language Expert	The language is appropriate and easy for children to understand	L			
		Diversity of material expressed in language	L			
		Language Design	L			
		Animation and language relationships	L			
		Pocket book text	L			
		Solving existing problems Assistance	L			

1. Early Childhood Education Specialist

Based on the results of PAUD expert assessments, this pocket book received high appreciation. In the Depth of Content aspect, the pocket book is considered appropriate, indicating that the content has in-depth information about Malay culture which is suitable for young children. Interestingly, the Material Diversity aspect also received the same assessment. This shows that pocket books offer a variety of materials that ensure children's learning experiences are not monotonous and cover different aspects of Malay culture. Furthermore, from a design perspective, the Pocket Book Design and Pocket Book Animation are considered worthy. This shows that the visual elements of the booklet are well designed, ensuring children are left breathless and engaged. Meanwhile, the Pocket Book Text received a positive assessment, which confirms that the presentation of information in text form in the pocket book is easy to digest and relevant for children. Finally, in the context of Solving Problems with Mentoring, this pocket book gets decent marks. This indicates that the pocket book not only functions as a source of information, but also as a guide for companions, such as parents, in helping children overcome learning obstacles.

Based on the findings and expert assessments, pocket books as a source of information and guidance have an important role in educating children, especially in introducing culture. PAUD experts, as experts in early childhood education, gave a very positive assessment of this pocket book, indicating its quality and relevance for its target readers. Depth of Content is a very important aspect, especially in historical and cultural material. Children need to get a complete and in-depth picture of Malay culture in order to appreciate and understand it well (Yusuf et al., 2013; Chen-Hafteck, 2018; Chernyak et al., 2019; ABDULLAH KAMAL, 2020). The fact that this pocket book was deemed worthy in this aspect shows its success in conveying this information to children.

The diversity aspect of materials is key to maintaining children's interest. Children tend to get bored quickly if they are presented with monotonous information. This booklet, rated as it is in its diversity of material, offers a variety of content that ensures children remain engaged and interested throughout the learning process. It's not just about providing information, but also about how to present it.

Visual elements have an equally important role as text content in learning materials, especially for children. Attractive and appropriate pocket book designs and animations can increase children's involvement and help them understand concepts better. A positive assessment in these aspects indicates that this booklet focuses not only on its text content, but also on how the information is presented visually. In today's digital era, the ability to present information in clear and easily digestible Pocket Book Texts is becoming increasingly important. Children need information presented in a way that is age-appropriate and easy to understand. A positive assessment in this aspect indicates the effectiveness of the pocket book in conveying information clearly and relevantly.

Finally, Solving Problems with Accompaniment highlights the importance of pocket books as a tool for companions, such as parents. Considering the complexity of Malay culture, there may be moments where children need additional guidance. This booklet, by its credit, shows that it not only provides information, but also solutions and guidance to help children overcome these obstacles. Overall, this assessment from PAUD experts confirms the superiority of pocket books as a source of learning Malay

culture for children. With its combination of in-depth content, diversity of material, attractive design, clear text, and effective guidance, this booklet truly deserves high appreciation.

2. Malay Expert

Malay experts provide in-depth perspectives on the relevance and accuracy of Malay cultural content in pocket books. Learning Together Using Malay received a decent assessment, which illustrates that this pocket book has succeeded in integrating the use of Malay in a cultural learning context. Furthermore, the PAUD and Parent Collaboration aspect was also considered feasible, showing that the pocket book supports integration between educational institutions and the home environment in Malay cultural education. However, there is one area that requires further attention. In the aspect of Zapin Dance Knowledge for Early Childhood, the pocket book is considered worthy of revision. This shows that the information about Zapin dance may not be optimal or requires improvement to make it more suitable for children.

The findings are based on expert assessment. Cultural themes are often complex and require sensitivity and accuracy in delivery, especially when aimed at young children. In this case, Malay experts play an important role in evaluating the relevance and accuracy of the Malay cultural content in the pocket book.

Learn Together Using Malay: Language is the main bridge in understanding a culture. Malay language, as an important identity of Malay culture, must be presented in a correct and relevant way, especially for children who may be exposed to it for the first time. The fact that this pocket book is considered appropriate in this aspect shows that the pocket book is successful in presenting content using appropriate Malay language, integrating the language into a cultural learning context in a way that is interesting and easy for children to understand.

PAUD and Parent Collaboration: Cultural education is not only limited to formal education environments but also needs to be continued and strengthened at home. This aspect highlights the importance of synergy between formal education and home education in introducing Malay cultural values to children. A decent rating indicates that this handbook promotes and supports such integration, becoming a bridge between the educational institution and the home environment, ensuring that Malay cultural values and knowledge are applied consistently in both environments.

However, there are challenges faced in conveying certain aspects of Malay culture, as shown by the assessment of Zapin Dance Knowledge for Early Childhood Children. Zapin dance is an integral part of Malay culture and is important to introduce to the younger generation. However, introducing traditional dance to children requires a special approach so that the information is delivered in a way that is interesting and relevant to them. A rating of “worth revising” indicates that there is room to improve this section. It may be that the way certain information, context or details are presented needs to be adjusted to be more appropriate for children. Overall, the views of Malay Experts provide valuable insight into how this booklet handles Malay cultural content. Although most aspects were rated positively, there were areas that required further refinement, highlighting the importance of a careful and focused approach when conveying culture, especially to young audiences (Spence, 2003).

3. Language Expert

From a language perspective, experts provided consistently positive feedback. Language Appropriate and Easy to Understand is considered appropriate, indicating that the pocket book uses language that is appropriate for young children and is easy to understand.

This is reinforced by a decent assessment on Diversity of Material in Language, which shows diverse content with relevant and consistent language presentation. Meanwhile, Language Design and Animation and Language Relations received positive assessments, indicating that the visual and text elements work well together to support children's understanding of Malay culture. Language is the main communication tool in the learning process.

Especially for young children, word choice, sentence structure, and presentation of information must be considered carefully to ensure effective and efficient comprehension. In the context of a pocket book about Malay culture, the language aspect is critical, because it is through this language that children will get their first picture of this culture. Therefore, assessment from language experts is very important.

Language Appropriate and Easy to Understand: Young children have a different understanding capacity than adults. They need information presented simply, clearly, and directly. A decent assessment in this aspect shows the success of the pocket book in conveying information in language appropriate for children.

This confirms that the pocket book has taken into account children's learning characteristics and provides content that is appropriate to their stage of cognitive development. Diversity of Content in Language: Presenting diverse content in consistent language is key to keeping children's attention and interest. By assessing it as worthy in this aspect, language experts admit that the pocket book succeeds in presenting various topics and information in language that remains relevant and consistent. This helps ensure that children not only gain diverse knowledge, but also understand it well.

Design The language in a pocket book, how the information is organized and presented has an equally important role as the content itself. Good language design will ensure a logical flow of information and make it easier for children to follow and understand the content. A positive assessment in this aspect confirms that the booklet has been well designed in terms of language, ensuring a clear and easy-to-follow flow of information.

Animation and Language Connection: Animation and other visual elements play an important role in supporting text comprehension, especially for children who tend to be more visual. A good relationship between animation and text can improve understanding and retention of information. With a positive assessment on this aspect, language experts pointed out that the booklet has succeeded in integrating visual elements with the text in harmony, ensuring that both elements work together to support children's understanding.

In conclusion, from a language perspective, the pocket book has succeeded in presenting information about Malay culture in an effective and relevant way for young children. Positive feedback from language experts indicates that this booklet has carefully considered the needs and characteristics of its target readers, ensuring a rich and in-depth learning experience.

Overall, the assessment results from three groups of experts show that this pocket book is a valuable learning resource for introducing Malay culture to children. Although there are several areas that require improvement, this pocket book is considered to be of high quality and relevant to its target readers.

Based on the research findings of expert assessors, Malay culture has long been recognized as having philosophical depth and values that can be integrated into education. This is supported by findings. According to Habibi et al., (2018); Ali, (2022); Sauri et al., (2023), the constructivist approach in social studies education can be enriched with case studies about Malay culture in Jambi.

This approach not only strengthens students' understanding, but also connects them to their cultural heritage. Apart from that, the connection between Malay culture and education appears deeper when discussing mathematics education. Mahmood et al (2012); Saragih et al (2017); Amirullah et al (2018); Widada et al (2018); Simamora & Saragih, (2019); Widada et al (2019); Suraji et al (2020); Heleni & Zulnaidi,(2021); Alim et al (2021) found that understanding of mathematical concepts can be improved through a learning approach based on Malay culture.

This not only shows the relevance of culture in formal education, but also its potential to enrich students' learning experiences. Apart from that, the importance of introducing Malay culture from an early age has become the attention of researchers. Arkas (2022) and Suratman (2019) emphasize how early childhood education can be enriched by introducing Malay culture. This created a strong foundation for cultural appreciation in later years.

However, Malay culture-based education is not just about knowledge. As stated by Abdi, (2018); Hidayat, (2020); Suroyo et al., (2020); Septarina et al (2023), the implementation of character education can be done through Malay culture, especially in early childhood. This is confirmed by Rowe, (2010); Lee & Jung, (2020); Sahmini, (2020); Suriansyah & Amelia, (2021) who emphasizes the development of a traditional story-based character learning model. In line with this, Jaafar (2022) explores more deeply how the values of early childhood education can be seen through a gender lens in the oral traditions of the Siak Malay community. This highlights another aspect of cultural integration in education.

Achievement of Malay Cultural Knowledge Using Pocket Books

Achieving knowledge about Malay culture is now easier with the existence of pocket books. This pocket book makes it easier for individuals to understand important aspects of Malay culture, including customs, language, art, and history. With a compact format and easy to carry anywhere, this pocket book is an important reference source for those who want to explore Malay culture, whether for academic purposes, research, or just personal interest. Apart from that, pocket books also make it easier for the younger generation to recognize and understand their cultural heritage in more depth. In this fast-paced digital era, pocket books serve as a bridge connecting the past with the present, ensuring the richness of Malay culture continues to be inherited and spread throughout the world.

Table 5: Achievement of Malay Cultural Knowledge Using Pocket Books

Group	Material	Achievement Assessment		
		Worthy	Worth Revising	Not feasible
Small Regular Student Group with 9 students	Custom home	8	1	
	Traditional clothes	9		
	Malay Dance	9		
	Typical Malay Food	9		
	Malay language	9		
Large group of non-regular students with 15 students	Custom home	13	2	
	Traditional clothes	15		
	Malay Dance	10	5	
	Typical Malay Food	15		
	Malay language	15		

In a small group of regular students consisting of 9 people, the assessment of the Malay culture pocket book for early childhood tends to be positive. The Traditional House material, although appreciated by 8 students as appropriate, showed there was room for improvement, with one student feeling that revision was necessary. This could indicate that although the majority of students are satisfied with the explanation about Traditional Houses, there are certain aspects that may not fully meet the expectations or information needs of a small number of students.

Meanwhile, other materials such as traditional clothing, Malay dances, typical Malay food and Malay language for early childhood received very positive responses. All students agreed that the materials were presented well and informative in the pocket book. This shows that the pocket book succeeded in conveying information effectively on these topics for this group.

From the findings of the Regular Student Small Group consisting of 9 people, it appears that the Malay culture pocket book for early childhood succeeded in creating a positive impression on the majority of students. However, as seen from the response to the Traditional House materials, there is still room for improvement.

Traditional Houses, as one of the key elements of Malay culture for early childhood, are important to understand properly. The majority of students (8 of 9) felt the content was appropriate, but one piece of feedback that suggested revision provided an important signal. There may be certain nuances, details, or perspectives that are not explained enough, so a student feels there is a need for revision. Even though it is just one opinion, this feedback emphasizes the importance of hearing every voice to ensure the content presented is the best.

Meanwhile, for other materials, the responses given gave an optimistic picture. Materials about Traditional Clothing, Malay Dances, Typical Malay Food and Malay Language received unison appreciation. All students felt that the material had been presented with high quality. This confirms that this pocket book has been well designed to present this essential information. Of course, these positive results show that this pocket book has good potential as a learning resource. However, feedback for revisions, even if minor, still provide valuable lessons. Every feedback is an opportunity to improve and ensure that this pocket book is of higher quality in the future.

For larger groups, namely non-regular students with 15 members, the responses varied. The Traditional House material for early childhood was well received by 13 students, but there were 2 students who felt the material needed revision. This indicates that, although the majority feel the content is adequate, there are still aspects that may need to be improved to meet the expectations of all group members.

Traditional Clothing and Typical Malay Food for early childhood as well as Malay Language received full positive assessments from this group, indicating the success of the pocket book in presenting information on these topics.

However, Malay Dance material for early childhood shows different results. Although 10 students felt the content was appropriate, there were 5 students who felt it needed revision. This indicates a need to look more deeply at how Malay dance information is presented, as it seems there are elements or information that may not be completely clear or relevant for some students. In the assessment of the Large Non-Regular Student Group which consists of 15 members, there are interesting dynamics to observe. First, regarding the Traditional House material for early childhood, the majority of this group, 13 students to be precise, rated the material as appropriate. However, what is of concern is that there are 2 students who feel the content needs to be improved. Even though they are in the minority, this opinion indicates that there are certain aspects that may need to be enriched or clarified in order to meet the expectations of all group members.

Furthermore, on the materials on Traditional Clothing, Typical Malay Food and Malay Language for early childhood, the response received was extremely positive. All 15 students gave decent assessments, confirming that these three materials were presented very well in the pocket book and succeeded in meeting their expectations. However, what is in the spotlight is the response to the Malay Dance material for early childhood. Although the majority, namely 10 students, felt that the content was appropriate, there were 5 students who felt that revisions were needed. This shows that there are special challenges in presenting information about Malay dance that is relevant and interesting to all group members.

Reviewing the results of this assessment, it is clear that the Malay culture pocketbook for early childhood has been successful in many aspects, but there remains room for improvement. This feedback from non-regular students provides an opportunity to maximize the potential of pocket books in educating and inspiring students about the richness of Malay culture. Overall, this Malay culture pocket book received a majority positive response from both groups of students. However, there are several areas that need attention and perhaps improvement to ensure all students have an optimal learning experience.

In the context of character and culture education, Sulistiwa's (2013) research highlights how Malay culture can be a strategic foundation in character education for young children. Malay culture, with all its richness, is seen as having elements that can enrich character education for children.

Delving deeper into the educational curriculum, Marhamah et al. (2018) explored how teaching materials thematized with Malay cultural values can be integrated into the basic education system. From this perspective, a Pocket Book focused on Malay culture can be articulated as a supportive tool in the transmission of Malay cultural values and knowledge to the younger generation. Guslinda and Kurnia (2018) strengthen this argument by emphasizing the crucial role of learning media for early

childhood. In this context, the Pocket Book can be considered as an effective instrument to facilitate children's understanding of Malay culture, considering its format is easy to access and can be adapted to their cognitive capacities.

Research by Ikhsan et al. regarding the West Kalimantan Malay Arts and Culture Padepokan shows how local wisdom and Malay arts and culture are closely intertwined and have the potential to be introduced as part of formal and non-formal education. This gives an indication that the Pocket Book which focuses on Malay culture can be a rich source of information to introduce these elements to the wider community, especially the younger generation..

Table 6: T Test Results Table

Group Statistics					
	time	N	Mean	Std. Deviation	Std. Error Mean
Observation	Morning	63	2.92	.272	.034
	Evening	105	2.89	.320	.031

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Observation	Equal variances assumed	2.163	.143	.723	166	.470	.035	.048	-.060	.130
	Equal variances not assumed			.753	146.947	.453	.035	.046	-.057	.127

The results of the analysis in the table based on Levene's test are used to check the equality of variance between the two groups. The results of Levene's Test show an F of 2.163 with a p-value of 0.143. Because the p-value is greater than 0.05, this indicates that the variances of the two groups are considered equal. Furthermore, in the t test with the assumption of equal variances, a t value of 0.723 was found with degrees of freedom (df) 166. The P-value from the results of this test was 0.470. Since the p-value is greater than the threshold of 0.05, we do not have enough evidence to reject the null hypothesis. This means there is no significant difference in the daily development achievements of the Malay culture pocket book between observations of STT REAL non-regular classes in the morning and evening sessions. However, to ensure the accuracy of the results, the t test was also carried out assuming unequal variances. In this scenario, t is found to be 0.753 with degrees of freedom (df) of

146,947. The P-value for this test is 0.453. As before, because the p-value is greater than 0.05, this reaffirms the previous conclusion that there is no significant difference between the two observation groups. Thus, based on the analysis that has been carried out, it can be concluded that there is no significant difference in the daily development achievements of the pocket book Malay culture between observations of STT REAL non-regular morning and evening classes.

Table 7: Daily Development Achievements of the Malay Culture Handbook for Regular Morning Class

NO	Assessment Indicators	Evaluation								
		Lisa	Bagas	Bryan	Shiva	Smile	Eduward	Adven	Bela	Elijah
1.	Ceremony	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
2.	Children understand Abraham's story and learn to obey	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
3.	Child counts 1-10 with shells and snails	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
4.	Children understand how to make drum luti and screwdriver tea	BSH	BSH	BSH	MB	BSH	BSH	BSH	BSH	BSH
5.	Read the Culture pocket book	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
6.	Children are able to dance Malay dances	BSH	MB	BSH	MB	BSH	BSH	BSH	MB	BSH

Based on the data provided, the majority of students in non-regular morning classes show similar achievements in various assessment indicators. Indicators such as "Ceremony" and "Abraham's Story" demonstrate consistency in achievement, with all students achieving developmental grades in line with expectations. This indicates that these topics may be taught with effective methods, or have high relevance for students, making it easier for them to understand. In line with this, students' ability to count 1-10 with the help of shells and snails also showed similar results. In fact, all students scored as expected on this indicator. This indicates that the method of teaching counting concepts using real objects such as shells and snails was successful in helping them understand basic mathematical concepts better.

However, there is some variation in student achievement on other indicators. One of them is on the indicator "making drum luti and screwdriver tea", where Shiva gets the value starting to develop. These variations may indicate that Shiva requires a different learning approach, or that there may be certain obstacles he faces in understanding the concept. Likewise, in "Malay dance", there are some students who get grades starting to develop. Dance is a cultural expression that requires coordination, rhythm, and understanding of movement. Factors such as training, frequency of practice, or motivation could be the reasons behind these differences in performance. Bagas,

Shiva, and Bela were among the students who scored beginning to improve on this indicator, indicating that they may need more time or different teaching methods in learning Malay dance.

In conclusion, while the majority of students in non-regular morning classes show consistent achievements across various indicators, there are still some areas that require special attention. This variation in achievement emphasizes the importance of diverse and adaptive teaching approaches to suit each student's needs.

Table 8: Daily Development Achievements of the Malay Culture Pocket Book for Non-Regular Evening Classes

No	Assessment Indicators	Name of Student											
		Nathanel	Grace	Chang	Handric	Hena	Dareen	Devora	Niena	Faiht	Alvaro	Steve	Louis
1.	Ceremony	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
2.	Children understand Abraham's story and learn to obey	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
3.	Child counts 1-10 with shells and snails	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
4.	Children understand how to make drum luti and screwdriver tea	BSH	BSH	BSH	MB	BSH	BSH	BSH	BSH	BSH	MB	BSH	MB

In observations in non-regular evening classes, various assessment indicators show various student achievements.

1. For the Ceremony and Children indicators, counting 1-10 with shells and snails, all students achieved a score of "Developing According to Expectations". This indicates that the teaching approach related to ceremonies and basic concepts of counting has been well received by all students. The consistency in this understanding indicates that the teaching methods applied are effective and appropriate to the needs of evening class students.
2. However, when we look at the indicators of children understanding how to make drum luti and screwdriver tea, there are variations in student achievement. While most students scored "Developing as Expected," some, like Handric, Alvaro, and Louis, scored "starting to thrive." This could indicate that there are aspects or methods in the teaching that some students may not have fully accepted. There may be a need to adjust the approach or provide additional help for certain students so that they can understand the concepts better.

In conclusion, while the majority of students in non-regular evening classes demonstrated good understanding of most indicators, there were several areas that required further attention. This emphasizes the importance of a teaching approach that is adaptive and responsive to the individual learning needs of each student.

CONCLUSION

This study presents significant findings on the impact of the Malay culture pocket book media in early childhood education in the Riau Islands Province. The research aims in detail to:

1. Gather information about Malay cultural knowledge among early childhood in the Riau Islands Province. The findings indicate that there is a lack of Malay cultural knowledge among children, attributed to insufficient incorporation of local content learning in school curriculums and limited parental participation in school activities.
2. Assess the effectiveness of the Malay culture pocket book media in instilling Malay cultural knowledge in early childhood. The research shows that the pocket book media is effective in introducing Malay culture to children.
3. Develop and evaluate the steps for creating Malay culture pocket book media for early childhood. The development process includes need analysis, design, development, implementation, and evaluation, as well as the implementation of Malay cultural knowledge learning using pocket books.

The study's limitations include its geographical focus limited to the Riau Islands Province and the potential bias in sample selection. The pocket book media has limitations in reaching a broader audience and in communicating more complex cultural aspects.

Future studies are suggested to expand the geographical scope, apply more diverse methodological approaches, and utilize digital technology to enhance the learning experience. Further research should also focus on developing more inclusive materials that are representative of the diversity of Malay culture.

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