Development of Bustarah Media to Introduce Reading and Writing Literacy to Early Children in Historical Tourism Exploration in Palembang

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A B S T R A C T

This study aims to develop a historical pocket book (BUSTARAH) as a learning medium to enhance early childhood (AUD) literacy through an educational tourism exploration approach grounded in the local potential of Palembang. The research is motivated by the need for contextual and engaging literacy media that connect children's learning experiences with real-life environments, particularly through the introduction of historical sites as authentic learning resources. The development process followed the ADDIE model, encompassing needs analysis, design, development, implementation, and evaluation. Validation results indicated a high level of feasibility, with material expert ratings reaching 95%, media experts 100%, language experts 85%, and teacher practicality scores at 97%, demonstrating that BUSTARAH is suitable and easy to use in classroom settings. Its effectiveness was further assessed through learning outcome improvements, reflected in an increase in the average score from 18.5 (pre-test) to 31.2 (post-test), accompanied by an N-Gain score of 0.79 in the moderate category. These findings confirm that BUSTARAH effectively enhances early literacy skills by providing exploratory and meaningful learning experiences aligned with children's developmental needs, particularly through direct engagement with local cultural and historical heritage.

1. Introduction

Literacy is a general term that describes a person's abilities and skills in reading, writing, speaking, performing calculations, and solving problems at a certain level of proficiency required in everyday life. Therefore, literacy cannot be separated from language skills (Gibson et al., 2021). Young children need to learn to develop literacy or language skills naturally. Therefore, children's literacy begins from birth to the age of six. During this period, children acquire knowledge about reading and writing not through formal teaching, but through simple actions by observing and participating in activities related to literacy. By observing others engaging in

literacy activities and participating in these activities themselves, children will acquire the basic skills that are essential for developing conventional reading skills (Farida et al., 2022). Literacy skills are currently a marker of a nation's development. To date, Indonesia has participated in surveys that assess students' literacy skills in three areas, namely text comprehension, numeracy, and science literacy. The COVID-19 pandemic has affected various sectors of life, including education, causing students to experience "*literacy loss*" and "*learning loss*" (Lestariningrum et al., 2024).

Based on the results of research and discussion, it appears that problem-solving skills can be developed through literacy and numeracy learning. These skills are very important and should be developed from an early age, because in human life, problems are something that cannot be avoided. Therefore, in order to shape children who are resilient, persistent, and do not give up easily when facing problems, the role of teachers in fostering problem-solving skills in children is very important. Thus, children will become accustomed to thinking and trying various ways or solutions to solve the problems they face. They will learn to determine the best solution to overcome these problems, so that in the end, children are able to solve their problems with confidence and without despair (Wahyuti et al., 2023).

Literacy for early childhood differs from literacy for elementary school children or equivalent. Literacy in early childhood emphasizes the pre-reading and pre-writing stages, also known as emergent literacy. In order for a culture of literacy to develop in early childhood, a correct initial understanding is needed. Misunderstanding literacy can affect children, causing them to have an inaccurate understanding of literacy (Ifadah, 2020). Problems can arise from various factors, such as the inability of parents and teachers to stimulate literacy in reading and writing ( ), which has a significant impact on the decline in literacy from an early age. Furthermore, teachers' lack of understanding in innovating interactive and interesting learning media has resulted in a decline in children's interest in learning and literacy skills.

Various case studies show weak literacy skills among AUDs in Indonesia. Research by Leonia et al.(2022) shows that the average writing skills of children in the experimental class was 42.5 and in the control class was 40.7. Some teachers are still unaware of the importance of using learning media that is appropriate for the teaching material so that the learning process does not feel boring and monotonous for students (Radeljić et al., 2020). The lack of parental involvement as facilitators in providing facilities and creating a home environment rich in literacy (Basyiroh et al., 2023). Furthermore, limited access to educational opportunities outside the classroom, such as field trips, also contributes to hindering holistic development.

Observations and interviews at TK Islam Adventure Palembang show that most children do not yet have an optimal understanding of basic literacy skills. It is not just a matter of reading and writing literacy; since the Covid-19 pandemic, TK Islam Adventure has not had a variety of programs to raise awareness of local culture, which could increase interest and motivation to learn. The learning activities facilitated by the school mostly consist of visits to malls and fast food restaurants

that offer *store outlet* visit programs. Introducing language through reading to young children is very important so that they can understand writing and adjust their thinking development. This process begins with recognizing letters, syllables, and sentence endings, to understanding meaning or purpose in various contexts of conversation or text. For this reason, teachers need to create real and creative media so that children can more easily understand and be interested in learning (Adriance et al., 2022).

The role of media in the learning process is not only as a tool, but can also be used as an effective strategy to achieve learning objectives. One theory that is often used as a basis for the use of media is the Cone of Experience pioneered by Edgar Dale. In his book entitled Audiovisual Method in Teaching, Dale explains the stages of student learning experiences, arranged from the most concrete to the most abstract (Fahmiyah et al., 2025). From the results of the analysis of the needs of TK Islam Adventure, which refers to the problem, it is necessary to innovate the development of learning media in the form of pocket books that can provide interesting education that fosters children's enthusiasm for reading and writing. The pocket books are also expected to contain brief, easy-to-understand information and fun activities that can be done by students. This is especially true if the topic of local culture is in line with the field trip activities. The selection of the field trip method aims to provide a meaningful experience for AUD.

Various researchers have shown that pocket books, especially historical travel pocket books, can be an alternative to improve AUD literacy. Research by Yuniarni et al.(2023) developed a pocket guidebook on gadgets for parents of preschool children. Based on initial identification, researchers identified what kind of pocket book would be suitable as a guide for gadget use to optimize child development. This is also supported by research on pocket book media using the problem-based learning model on theme 6, sub-theme 1, for third-grade students at SDN 067093, which is said to be effective in learning, as evidenced by the improvement in student learning outcomes (Simbolon, 2024).

In addition, the Literacy-Based Pocket Book produced has proven to be highly valid with an average of 91% based on presentation, content, language, and readability (Kundi & Ducha, 2024). The role of the field trip method is to improve the speaking skills of children aged 4-5 years, which includes *social skills*, *semantic skills*, phonetic *skills*, and *vocal skills* (Safitri, 2023). The form of improving the cognitive abilities of students through field trips at Alkhairaat Bungi Early Childhood Education Center is that students can produce something they observe and make it easier for children to communicate with friends or teachers. Students can recognize objects, classify objects, understand the benefits of what they see, cooperate with their friends, and easily recount what they have learned. Previously, students lacked the confidence to perform in front of the class, but with the enjoyment of learning they gained through the field trip method, the students were able to easily and happily recount their experiences when learning outside the classroom using the field trip method (Wahidah et al., 2024).

Based on this background, this study aims to create a historical tourism pocket book (BUSTARAH) to introduce AUD literacy in exploring historical tourism in Palembang that combines local culture. The uniqueness of this study lies in the development of a tourism pocket book that uses direct experience through educational works that are in line with the local cultural context. This strategy is expected to increase the enthusiasm for learning, deepen understanding of the material, and become a useful experience for AUD. This innovation is also expected to contribute to improving AUD's literacy skills while supporting the achievement of learning targets and supporting sustainable development goals, particularly in reducing illiteracy rates and educational access inequality in the future. Based on these issues, this study aims to develop a historical tourism pocket book (BUSTARAH) to introduce AUD literacy in historical tourism exploration in Palembang.

2.   Methodology

This study uses the research and development (R&D) method, which is a research method used to produce specific products and   test their effectiveness (Waruwu, 2024) . The development model used in this study is the ADDIE development model, which has five main stages, namely *Analysis, Design, Development, Implementation, and Evaluation*. The research method was selected in accordance with the objective of creating a Historical Tourism Pocket Book *(BUSTARAH)*. In this study, the researcher developed a historical tourism pocket book learning medium. The testing of the medium was conducted by a validation team consisting of subject matter experts, media study experts, and language experts (Nurfadillah et al., 2021).

This study was conducted at TK Islam Adventure Palembang during the 2024/2025 academic year. This school was chosen because it needed to strengthen reading and writing literacy and had not yet utilized historical tourism-based media in learning. The research subjects included subject matter experts, language experts, media experts, classroom teachers, and children in group B. The experts played a role in validating the media, while the teachers and children were involved in the trial phase to assess the practicality and effectiveness of the media (Wisudawati & Sulistyowati, 2022). The subject matter expert validation sheet is used to determine the validity of the material for use in learning. This instrument takes the form of a validation questionnaire related to material suitability indicators, the purpose of which is to determine the level of validity of the material in the media to be developed. The grid for the material validation instrument sheet is presented in Table 1.

Table 1. Content Expert Validation Grid

No	Aspect	Indicator	No. Statement
1	Curriculum	1. Relevance of material to the curriculum 2. Relevance of learning outcome material 3. Relevance of material to indicators. 4. Relevance of material to learning objectives	1,2,3,4

2	Characteristics of the Learning Model	5. The material in the media helps simplify the learning process.	5,6,7,8,9
		6. The material in the media can encourage students to think critically and analytically	
		7. Material on media with everyday life contexts	
		8. The material in the media facilitates understanding of abstract concepts	
		9. The material in the media is presented in a structured and systematic manner	
	Material	10. Media content is relevant to learning needs	10,11,12
		11. The material on the media encourages motivation and active involvement of students	
		12. Increasing motivation and engagement	
	Evaluation	13. In accordance with students' abilities.	13, 14, 15, 16
		14. Covers aspects of the material.	
		15. Pre-test according to initial abilities.	
		16. Post-test based on learning outcomes.	

Next, the design expert sheet is employed to assess and confirm the validity of the design before it is used in the learning process. This instrument is presented in the form of a validation questionnaire that contains indicators related specifically to the suitability and accuracy of the material. The primary aim of this questionnaire is to determine how far the design meets the required standards of validity for the media that will be developed. Through this process, experts can evaluate whether the design components, structure, and presentation align with instructional objectives. Table 2 below provides a detailed grid that outlines the indicators and components included in the design validation instrument sheet.

Table 2. Grid of the Design Validation Instrument Sheet

No	Aspect	Indicator	No. Statement
	Symbol System	1. The color selection in the Pocket Book media is in accordance with the material.	1,2,3,4,5,6,7,8,9
		2. The selection of background/template in the Pocket Book media is in accordance with the material.	
		3. The selection of image symbols in the Pocket Book media is in accordance with the material.	
		4. The selection of geometric symbols in the Pocket Book can be clearly seen in accordance with the material.	
		5. The visual layout in the Pocket Book media is in accordance with the material.	
		6. The Pocket Book media is creative and innovative.	
		7. The elements used in the Pocket Book media are easy to understand.	
		8. The font selection in the Pocket Book media is clearly legible.	
		9. The slides/pages in the media are consistent.	

Technology Perspective	10. The Pocket Book is easy and safe to use. 11. The Pocket Book is easy to use without assistance from others. 12. 's Pocket Book Media is simple and practical to carry anywhere. 13. The use of the Pocket Book is efficient in learning.	10, 11, 12, 13
Processing Ability	14. The use of the Travel Pocket Book media is appropriate for the cognitive development stage of the students. 15. The use of the Travel Pocket Book media can increase the effectiveness of learning. 16. The Travel Pocket Book media can help convey material clearly. 17. The Travel Pocket Book medium can present material in visual form.	14,15,16,17

The language expert validation sheet is used to determine the validity of the media for use in learning. This instrument takes the form of a validation questionnaire related to aspects and indicators of language suitability, with the aim of assessing the level of language validity in the media to be developed. The following is an outline of the language expert validation instrument sheet presented in Table 3.

Table 3. Language Validation Grid

No	Aspect	Indicator	No. Statement
1	Word/sentence writing	1. The vocabulary used is appropriate for the comprehension level of kindergarten B students. 2. The words and sentences used are appropriate for the learning context. 3. The sentences used convey information clearly without misunderstanding. 4. The sentences in the media are interrelated and do not confuse students.	1,2,3,4
2	Spacing	5. The spacing between text and other elements is consistent throughout the media. 6. The spacing used is consistent with the overall layout and design of the media. 7. The spacing between paragraphs is proportional and comfortable for readers 8. Text and visual elements are easy to understand and are not disrupted by inappropriate spacing	5,6,7,8
3	Writing letters and numbers	9. The use of uppercase and lowercase letters is consistent and follows grammar rules. 10. The style of writing letters and numbers is consistent with the theme of the media. 11. Capitalization according to context.	9,10,11

During the implementation stage, questionnaires were used to measure the ease of use of the media, the clarity of instructions, the suitability of activities to children's

abilities, and the feasibility of learning activities. Questionnaires were given to students to test the practicality of the products produced through small *groups*. The following is a grid of questionnaires on the practicality of e-module products for students, as shown in Table 4.

Table 4. Questionnaire Grid for Student Responses

No	Aspect	Indicator	No. Statement
1	Ease of use	1. The media is easy to use	1,2,
		2. The content of the media is easy to understand	3,4
		3. The media does not require much guidance	5,
2	Time Usage	1. Efficient use in the classroom	7.8
		2. Does not take up too much time	9.10
3	Suitability content	1. Appropriate for literacy material	11,12
		2. Suitable for preschool children	13,14
4	Interest of children	1. Children appear enthusiastic	15,16
		2. Children actively respond to the contents of the pocket book	17,18
5	Readiness of the teacher	1. Teachers are ready to use media	19,20
		2. No significant obstacles	21, 22

Next is the Test. This activity is conducted to assess children's literacy skills before and after using the BUSTARAH media. The test contains indicators such as recognizing letters, copying simple words, reading symbols, and the ability to recount objects. Table 5 below shows the pre-test and post-test question grids.

Table 5. Pre-test and Post-test Question Grid

No	Material	Indicators	Cognitive Level	Question Number
1	Knowing the name of the museum	1. Mentioning the name of the Sultan Mahmud Badaruddin II Museum	C1 (Knowledge)	1
2	Getting to know the Sultan	2. Mentioning and underlining the name Sultan Mahmud Badaruddin II	C2 (Comprehension)	2
3	Understanding Culture	3. Explaining the use of songket weaving tools and highlighting the text Songket Weaving	C2 (Comprehension)	3,4
		4. Name and draw lines connecting the letters to form the word songket		
4	Museum Collection	5. Name the traditional fabric typical of Palembang	C1 (Knowledge)	5,6,7,8
		6. Complete the missing words to form the word "fabric"		
		7. Shading the word "songket" with colored pencils/crayons		
		8. Counting the number of songket fabrics in the picture		

5	Understanding History	9.	Listing the characteristics of the differences between the traditional Palembang Aesan Gede and Aesan Pasangk clothing	C2 (Comprehension)	9,10
		10.	Drawing lines according to the picture		
6	Historical Value	11.	Explain the use of "pelaminan"	C2 (Comprehension)	11,12,13,14
		12.	Listing each letter one by one to form the word "pelaminan"		
		13.	Listing the items found in the wedding canopy		
		14.	Bold the text "Wedding Canopy"		
7	Caring Attitude	15.	Providing examples of appropriate behavior when visiting a museum	C3 (Application)	15

Data Analysis Techniques

Validation and practicality data were analyzed using the Likert scale. Data from the validation sheets filled out by experts were calculated using the following formula:

$$X = \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\%$$

The results were then categorized into predetermined criteria based on Table 6 below.

Table 6. Assessment Criteria

Validation Score Percentage	Validation Category
<55	Not valid
55%-69	Sufficiently valid
70%-84	Valid
85%-100	Highly valid

Meanwhile, the effectiveness of BUSTARAH media was calculated using N-Gain. N-Gain values were classified into low, medium, or high categories. The use of N-Gain analysis is recommended in R&D research because it can quantitatively capture improvements in learning outcomes (Purnamasari, 2023; Fajari & Meilisa, 2024).

3.   Results and Discussion

The results of the research on the Development of BUSTARAH Media to Introduce AUD Reading and Writing Literacy in Historical Tourism Exploration in Palembang show that the product developed in this study uses the ADDIE Development Model, which consists of 5 stages, namely analysis, design, development, implementation, and evaluation. During the data collection stage, expert validation and direct observation were conducted while the media was being used by the AUD. The effectiveness of the media was assessed using *the One To One evaluation, small group,* and *field test* methods to measure the feasibility,

attractiveness, and success of the media in supporting the AUD's reading and writing literacy through historical tourism exploration. All stages of development and evaluation will be described in detail in this chapter.

Analysis Stage

The analysis stage was conducted to identify the literacy needs of early childhood students at TK Islam Adventure. Based on field findings, some children were unable to recognize letters correctly, match letters with pictures, and name simple vocabulary words. Teachers also stated that literacy materials needed to be linked to the local cultural context in order to motivate students. These findings are in line with the research Ernawati et al.(2018) which states that learning based on local wisdom increases children's familiarity with the material, thereby facilitating the process of concept internalization. In addition, this needs analysis stage follows the principles of media development as suggested by Handayani & Adi (2025) that mapping user needs is an important foundation before media is designed so that the media can address learning gaps appropriately.

Based on the data collected, most teachers demonstrated good pedagogical competence in delivering material to early childhood students. All teachers were able to explain the material in simple language appropriate for the children's age, using concrete examples and effectively applying play-based learning methods. Teachers were also active in creating varied activities that involved the children in a participatory manner and built positive communication by greeting and calling the children by name when interacting with them.

However, there are still several aspects that need improvement. Some teachers are not consistent in delivering material in a coherent and calm manner, and some are still unresponsive to children's questions and do not give praise or positive comments on a regular basis. In addition, the use of learning media is not yet optimal, including in explaining its functions so that children understand how to use it. Next, a needs analysis was conducted to determine the extent to which teachers need appropriate learning media to support the learning process of early childhood. The results of the analysis of the four main aspects showed a very high level of need, with a total percentage of 100%, which means that all aspects were considered very important by the respondents.

Design Stage

During the design stage, researchers developed the concept for the BUSTARAH media, which features historical tourist attractions in Palembang such as Kuto Besak Fort, Ampera Bridge, and the Grand Mosque. The content was designed to combine early literacy activities such as reading letters, tracing letters, copying words, and finding letters in pictures. The design was carried out through the preparation of storyboards, page layouts, illustration patterns, and script writing. This visual and contextual can improve concept recognition in early childhood because it provides multimodal stimuli that are appropriate for their cognitive development.

Before designing in Cavna, a concept analysis was first conducted for the historical travel pocketbook, such as introducing historical sites to children, accompanied by illustrated narratives, reading and writing literacy activities, and reflections on cultural and religious values, in order to support the development of reading and writing interests in early childhood in a relevant and enjoyable way. Next, a storyboard layout is prepared as shown in Figure 1 below.
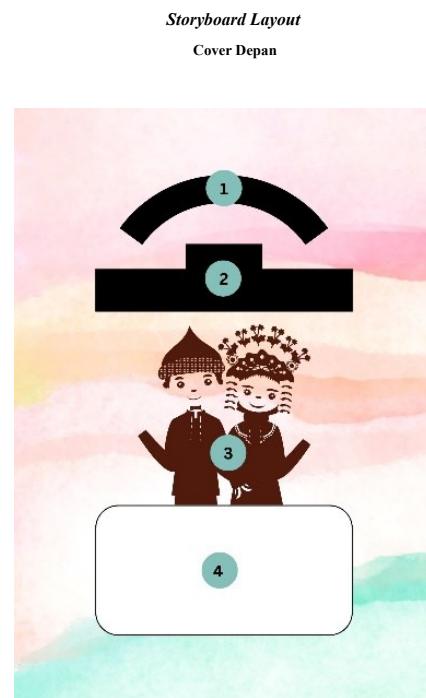
Storyboard Layout

Cover Depan

Keterangan :

1. Judul : BUSTARAH
2. Ket. Lokasi Wisata : Museum Sultan Mahmud Badaruddin II
3. Gambar sepasang pengantin Palembang
4. Identitas Peserta didik

Figure 1. Front Cover Storyboard Layout

Development Stage

The objective of the development stage of the Historical Tourism Pocket Book (BUSTARAH) at TK Islam Adventure is to create an initial product that meets the needs of early childhood, namely a learning medium that can help increase interest in reading and writing literacy through contextual, interesting, and relevant material to the surrounding environment. At this stage, storyboards are created, story scripts are written, and expert validation is carried out. At this stage, all illustrations, colors, lay , and font content are tailored to the developmental characteristics of early childhood. This process which emphasize that media development for children must consider learning styles and developmental characteristics, resulting in media that is not only engaging but also effective in stimulating literacy and numeracy. The result of this development process is an initial version of a pocket book with a simple page design, clear text, and attractive images suitable for young children. Figure 2 below shows the prototype front cover.
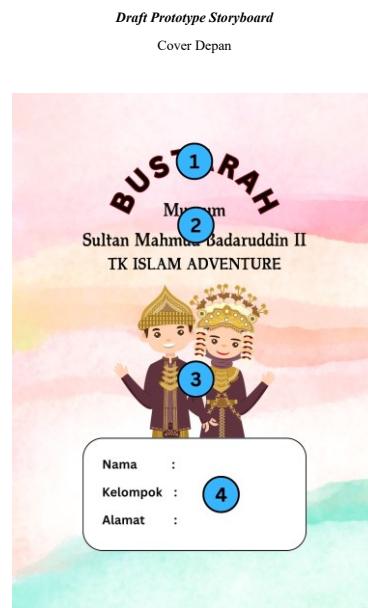
Draft Prototype Storyboard

Cover Depan

Keterangan :

1. Judul : BUSTARAH
2. Ket. Lokasi Wisata : Museum Sultan Mahmud Badaruddin II
3. Gambar sepasang pengantin Palembang
4. Identitas Peserta didik

Figure 2. Front Cover Storyboard Prototype

After designing the front cover, the next step is to design the pages, such as the foreword, table of contents, and historical information about the city of Palembang. Figure 3 shows a prototype of one of the historical information pages.

Halaman 9 & 10
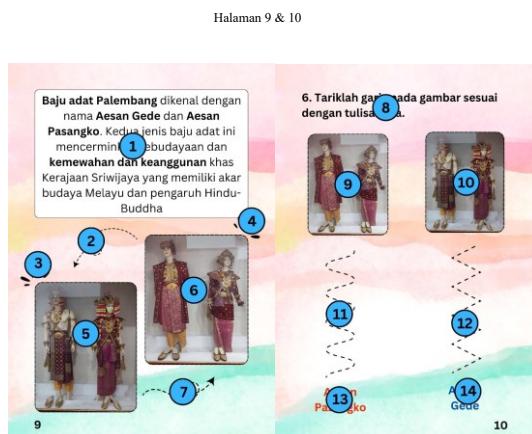
Keterangan :

1. Informasi tentang baju adat Palembang
2. Pola hiasan tanda panah 1
3. Pola hiasan 2
4. Pola hiasan 3
5. Gambar baju adat aesan gede
6. Gambar baju adat aesan pasangko
7. Pola hiasan panah 2
8. Perintah tugas aktivitas menarik garis
9. Gambar baju adat aesan pasangko
10. Gambar baju adat aesan gede
11. Pola garis melengkung
12. Pola garis zigzag
13. Tulisan aesan pasangko
14. Tulisan aesan gede

Figure 3. Prototype Storyboard of Information on Palembang Traditional Clothing

After completing the design stage, a validation test was conducted on *the Historical Tourism Pocket Book*, which aims to introduce early childhood literacy in the context of historical tourism exploration in Palembang. The validation test was conducted to ensure the quality and suitability of this book as a learning medium. The results of the material validation test can be seen in Table 7 below.

Table 7. Results of Material Validation Test

Aspect	Number of Indicators	Total Score	Maximum Score	Minimum Score	Percentage
Curriculum	4	16	16	4	100
Characteristics of learning models	5	20	20	5	100
Materials	3	9	12	3	75
Evaluation	4	16	16	4	100%
Total	16	61	64	16	95

The validation results show a total score of 61 out of a maximum of 64, which means that the feasibility level reaches 95% and is classified as "highly valid." Furthermore, the results of the design expert validation are presented in Table 8 below.

Table 8. Design Validation Test Results

Aspect	Number of Indicators	Total Score	Maximum Score	Minimum Score	Percentage
Symbol System	9	36	36	9	100
Technology perspective	4	12	12	4	100
Processing capability	4	8	8	4	100
Total	17	56	56	17	100

Design validation was conducted to evaluate the quality of historical travel pocketbooks in terms of technical aspects and appearance. The assessment covered three main aspects, namely the symbol system, technological perspective, and information processing capabilities. The overall result showed a score of 100%, which means that this medium is very suitable for use in early childhood learning activities. Next, the results of the language expert validation can be seen in Table 9 below.

Table 9. Language Expert Validation Test Results

Aspect	Number of Indicators	Total Score	Maximum Score	Minimum Score	Percentage
Word/sentence writing	4	16	16	4	100
Spacing	4	12	12	4	100
Writing letters and numbers	3	6	12	3	50
Total	11	34	40	11	85

Language validation was conducted to assess whether the use of language in the media was appropriate for early childhood, in terms of writing, readability, and technical accuracy. Out of a total of 11 indicators, the media received a score of 34 out of a maximum of 40, with a percentage of 85%, which means it is suitable for use but still requires some refinement in certain aspects.

Implementation Stage

The implementation phase began with communication between researchers and classroom teachers to design a schedule for using the pocket books in learning activities. Teachers were given explanations on how to use the pocket books, techniques for assisting children, and ways to observe children's responses and engagement during activities. The implementation was carried out in a fun learning environment, integrating story reading activities, light discussions about historical sites, and literacy activities that included tracing letters, coloring pictures, and retelling stories.

During the implementation phase, researchers and teachers observed children's interests, their ability to participate in activities, and any obstacles that arose when using the pocket books. The children were given the opportunity to explore each page of the pocket book both individually and in groups. The results of the observations and feedback provided by the teachers and children formed the basis for evaluating how effective this medium was in attracting attention to learning, increasing curiosity, and making it easier for children to recognize letters, words, and simple stories.

Evaluation Results

At this stage, students at TK Islam Adventure will go on a field trip to the Sultan Mahmud Badaruddin II Museum. They will use historical travel guidebooks with the aim of introducing AUD reading and writing literacy through exploring Palembang. The location visited is the Sultan Mahmud Badaaruddin II Museum. This activity involved 20 students at TK Islam Adventure. They were given a pre-test before using the media and a post-test after the media was used in the learning process. The following is a graph showing the distribution of the students' *pre-test* and *post-test* scores.

The assessment categories are BB (Not Yet Developed), MB (Still Developing), BSH (Developing as Expected), BSB (Developing Very Well). Based on the results of the pre-test and post-test conducted on 20 students, there was a significant improvement after they used the historical travel pocket book media. During the pre-test, most of the students were in the Still Developing (MB) category, totaling 13 students (65%). Meanwhile, 7 students (35%) were in the Developing as Expected (BSH) category. None of the students reached the Developing Very Well (BSB) category during the pre-test.
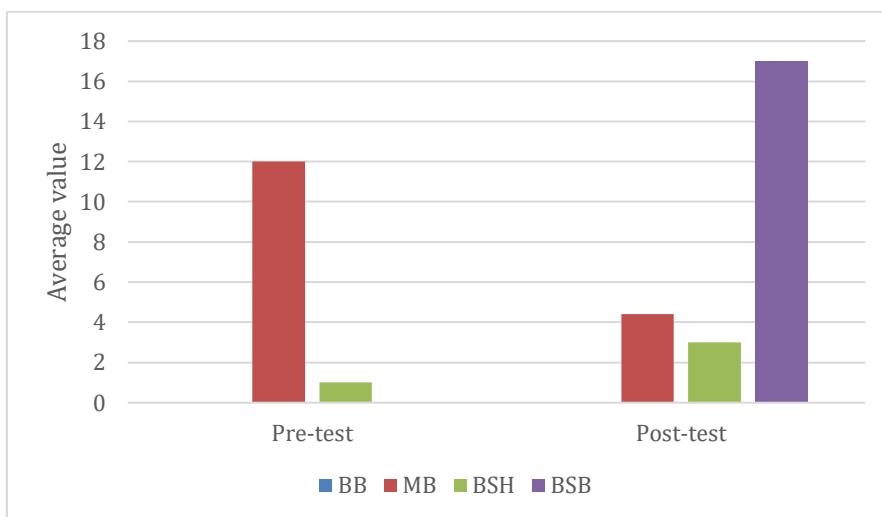
Figure 4. Graph of *Pre-Test* and *Post-Test* Score Distribution of Students

However, after being taught using the travel pocket book, there was a drastic change. In the post-test results, 15 students (75%) achieved the BSB category, and the remaining 5 students (25%) were in the BSH category. No students remained in the MB category, which means that all students experienced an improvement in learning outcomes. This shows that the travel guidebook used was successful in helping to increase students' understanding of the material presented, particularly in the context of learning about historical places in a fun and interactive way.

Table 10. Summary of Pre-test, Post-test, and N-Gain Scores

Notes	Score		N-Gain	Category
	Pre-test	Post-test		
Total	370	624	0.76	Moderate
Average	18.5	31.2		
Minimum	13	25		
Maximum	27	35		

Based on the results of processing the pre-test and post-test data conducted on 20 students, it was found that there was a significant increase in scores after they participated in learning activities using historical travel pocket books. The average pre-test score, which was only 18.5, increased to 31.2 in the post-test. This shows an increase in students' understanding of the material provided after the learning media intervention was carried out. When viewed from the N-Gain calculation results, a score of 0.76 was obtained, which is in the moderate category. This score indicates that the learning media developed is quite effective in improving student learning outcomes, although there is still room for improvement so that its effectiveness can reach the high category.

The results of the study show that the development of historical travel pocket books contributes positively to improving early childhood literacy. This can be seen from the increased interest of children in learning letters, words, and stories related to historical places in their surroundings. Media designed in a contextual manner and based on local culture such as this can stimulate curiosity and enrich children's

vocabulary. These results are in line with research conducted by Wati & Widiana (2024), which states that locally-based media can improve children's understanding of literacy in a more meaningful context.

Support for the effectiveness of pocket books is also demonstrated in a study by Sidiq et al.(2025), which reveals that attractive and age-appropriate visual media can increase children's interest in and understanding of reading texts. In the context of this study, pocket books featuring illustrations of historical tourist attractions in Palembang were able to foster a sense of belonging and emotional involvement in children towards the content of the story, which ultimately strengthened their memory and reading and writing skills (Dewi, 2022).

4. Conclusion

The BUSTARAH media developed through the ADDIE model has proven to be feasible, practical, and effective in improving early childhood literacy in the context of exploring the local culture of Palembang. Expert validation shows that the content and appearance of the media are appropriate for child development and support literacy activities, while practicality tests scored 97%, indicating that the media is easy to use and assists teachers in learning. The effectiveness of the media is evident from the increase in children's average scores from 18.5 to 31.2 with an N-Gain of 0.76, indicating significant development in reading, writing, and symbol recognition skills. Overall, BUSTARAH provides a concrete and contextual learning experience, integrates local culture into literacy activities, and serves as an innovative learning tool that supports the Merdeka Curriculum in early childhood education.

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