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STEAM-BASED CHILDREN'S STORY DEVELOPMENT AND LOCAL WISDOM

Aprilla Adawiyah¹, Siti Maryam², Aan Hasanah³, Zafira Midya Mulyana⁴

aprilla@unsur.ac.id

Universitas Suryakancana, Cianjur

ABSTRACT

This study delves into the development and evaluation of children's stories infused with local wisdom and STEAM (Science, Technology, Engineering, Arts, and Mathematics) concepts. In today's world, children's stories often carry educational messages, promoting literacy in various forms, including financial, cultural, and digital literacy. This research aims to design and develop stories embedded with Cianjur's local wisdom, introducing these valuable traditions to children from an early age. Alongside local wisdom, the stories also incorporate STEAM elements to engage children in these crucial areas. The research focuses on incorporating local wisdom specific to Cianjur, resulting in the creation of 10 children's stories based on local traditions. Among these, three stories, titled "Didi si Pedagang Geco," "Lampu Gentur untuk Guntur," and "Berburu Belut," specifically integrate STEAM elements.

Keywords: *Children's stories, Local wisdom, STEAM, Cianjur, Literacy education*

INTRODUCTION

The development of the times that is full of modernity requires people to prepare themselves to face their living environment and achieve all competencies that are in line with the development of the times. However, these developments do not make people forget the noble values of local culture. Especially in the younger generation and children who are now very vulnerable to being influenced by modernity. In addition, various information that can now be accessed easily, makes the community, especially children, must be equipped with good literacy skills, in order to be able to choose and sort information. Abidin (in Kurniawati et al., 2021) stated that literacy is defined as a condition of literacy, literacy, and literacy of meaning, in addition to the term discourse literacy, so that the meaning of literacy is wide-



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spread (used in several fields of science that are integrated with the field of linguistics). Literacy is a person's ability to read, write, speak, count, and solve problems needed at work, in the family, and in society (Krismajayanti et al., 2022).

This literacy skill is very important to be taught to children, especially from an early age. Permatasari; et al. (2017) argue That in early childhood, the literacy that is taught and habituated is early childhood literacy or *emergent literacy*. Early literacy is the ability to listen. Understanding spoken language, and communicating through images as well as verbal shapes shaped by their experience interacting with their social environment. In order for children to hone their literacy skills, of course, children must be introduced to books from an early age. The books introduced need to contain good values for children that can grow character in children, especially in this modernization era. Especially it must be strengthened in cultural values, so that children do not forget their own cultural values. In addition to the introduction of cultural values, children also need to master problem-solving skills. Prihatmojo, et al (in (Liliana & Setyaningtyas, 2023), stated that problem-solving skills are one of the skills that must be possessed and quasi-possessed by every child, even from elementary school, these skills must be honed in order to solve the problems faced in the 21st century.

In addition, children also need to be accustomed to STEAM or *Science, Technology, Engineering, Art, and Mathematics* in the midst of the rapid development of science and technology. There are not many children's story books in the community that contain STEAM or local wisdom. The development of STEAM-based storybook teaching materials is carried out so that children can acquire critical thinking skills and processes, analyze situations, and make decisions based on deep understanding. STEAM-based storybooks integrating the concepts and principles of science, technology, engineering, art, and mathematics into stories can provide opportunities for children to see how various disciplines work together in real-life situations (Hartianti, et al. in Liliana & Setyaningtyas, 2023). Storybooks Therefore, the implementation of this research is focused on the development of STEAM-based children's stories and local wisdom. In this era of globalization, humans cannot be separated from books, because books can be used as a medium to provide for the formation of students' character in speaking and acting (Putri et al., 2021). Fahyuni and Bandonno (in (Liliana & Setyaningtyas, 2023) argue that interesting and interactive storybooks allow children to make the most of their imagination. With this, children's creativity can also be used well, especially in understanding and applying concepts STEAM. STEAM-based storybooks used in learning can improve the quality of learning and enrich the student experience, arouse interest and emotional engagement, enable contextual learning, encourage creativity and imagination, and can also support the implementation of collaborative learning (Liliana & Setyaningtyas, 2023).

This children's story is a story written for children created by children or adults. Tary (2020) stated that the most important thing in children's stories is to use children's perspectives with simple language in presenting stories or imaginary



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worlds. In addition to simple language, children's stories like presents problems, simple ways to solve problems and contain values that children can learn. The author of children's stories must be able to position himself as a child in the story, not patronize, display conflict and simple problem solving according to the children's point of view. Children's stories are included in children's literature. Children's literature is a term embedded in the form of written works intended for children's readers (Trimansyah, 2020). In writing children's stories, it is necessary to pay attention to the content that is limited by the child's experience and knowledge, which can be reached by children, as well as those that are in accordance with the child's world based on the child's emotional and psychological development (Nurgiantoro, Huck, et al in Trimansyah, 2020). The children's stories that are written are then made in the children's storybook according to their form. The genre, variety, and form of children's literature can be seen in the following table.

Tabel 1 Matriks Klasifikasi Sastra Anak (Trimansyah)

Genre	Ragam	Bentuk
Puisi	Puisi Tradisional	1. buku abjad (ABC) 2. buku angka 3. buku konsep 4. buku bergambar nirkata 5. buku bergambar 6. buku tinggi-rendah 7. buku bab 8. novel awal 9. novel lanjut 10. komik 11. novel grafik 12. infografik
	Puisi Modern	
Prosa/Fiksi	Fiksi Realitas	
	Fiksi Fantasi	
	Foklor	
	Fiksi Sejarah	
Nonfiksi	Informasi	
	Kisah Hidup	
	Sejarah	
	Religi	

The development of children's stories in this study takes a variety of reality fiction in the form of picture books, in the form of a collection of children's stories based on local wisdom. The target readers of children's storybooks are according to the level of reader. However, in this study, the target was in the age range of 6 – 12 years. The most important thing in writing children's stories is to pay attention to the values conveyed, the value of kindness packaged with fun stories, so that not only do they get entertainment, children will also learn a lot of goodness after reading the children's stories written (Tary, 2020).

The rapid development of science and technology makes humans have to prepare themselves with all competencies that can be in accordance with the needs of the times. Likewise, the ability in early childhood is expected to be ready to face the current century, which is based on Science, Technology, engineering, Art, and Mathematics (STEAM). The term STEAM was derived from the American National Science Foundation (ASF). STEAM is an integrated learning approach that encourages children to think more broadly about science, technology, engineering, and art. And math for everyday life is packaged in learning activities (in this case



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children's stories) that are integrated and fun and meaningful and inspiring. With STEAM-based skills, children can develop critical thinking skills, find problem solving, have high creativity, be able to work together, and have active communication (Pratiwi, 2021). Not only in learning, children's reading materials are also sought to contain STEAM content. As stated by Murti Bunanta (in NusaBali.com, 2022) that children's stories today are ideally STEAM content and must be followed by the effective use of books by making various projects and implementations in various activities, such as storytelling, playing theater, rewriting stories, and other literacy activities to achieve optimal results. Through the STEAM approach or STEAM-based children's stories, in addition to the ability to think critically, children's creativity will also develop and be able to apply it in daily life. STEAM also motivates children's curiosity, openness of experience, and asking questions Character formation in children can be done through the introduction of local wisdom.

Local wisdom is knowledge and various life strategies carried out by local communities to meet their needs (Ananda in Putri et al., 2021). Similarly, Kryantoro (in Putri et al., 2021) states that local wisdom is a local thought that has values of wisdom, creativity, kindness, which are internalized from generation to generation. Local wisdom can be contained in books, both storybooks and textbooks for students. It is better if literacy materials and resources can grow children's character and also introduce children to culture or have local wisdom content (Kurniawati et al., 2021). Introducing local wisdom from an early age can be a strong foundation for children in the era of globalization and modernization.

METHODS

This research is a qualitative research with descriptive methods of *content analysis* and design *research*. Content analysis is used to reveal, understand, and capture the message of a literary work (Endraswara in Lubis & Hayati, 2022). Story development is carried out through several stages. The research stage is carried out through exploratory analysis or literature review which includes local wisdom and STEAM. The construction design stage, including the design of children's storybooks based on local wisdom and STEAM. The evaluation stage is validation from expert validators to assess children's stories. Validators are children's story writers who review the content of the children's stories that are developed. Then the content analysis stage is carried out on children's stories that contain local wisdom and STEAM. The data in this study is in the form of words, phrases, clauses, paragraphs and discourses that show STEAM and local wisdom.

RESULTS

The results of this study are in the form of data on the development process of children's stories based on STEAM and local wisdom and an analysis of the content of children's stories entitled "Hunting Eels". The choice of the title of this children's story, because both stories have elements of local wisdom and STEAM that



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are more prominent than some other stories in the book, which is stronger in raising the element of local wisdom. The data from the research results are in the following table.

Table 2 Data on Local Wisdom and STEAM Elements in 10 Children's Stories

No.	Judul Cerita	Unsur Kearifan Lokal	Unsur STEAM	Keterangan
1.	Tanaman Padi Cila	v	-	Beras Pandanwangi (khas Cianjur), wisata budaya kampung Pandanwangi, menanam padi, masa panen
2.	Ayam Pelung Raafa	v	-	Ayam Pelung, kokokan ayam pelung
3.	Belajar Pencak Silat	v	-	Pencak silat, <i>maenpo Cikalong</i> ,
4.	Menonton Pawai	v	-	Pawai, kuda kosong, sunduk, hanjuang, rengkong, dudukuy/cetok,
5.	Didi Si Pedagang Geco	v	v	Unsur kearifan lokal muncul pada: Geco, tauco, gentong berusia 100 tahun. Unsur STEAM muncul pada pembuatan tauco mseperti: penjemuran, perebusan, pemeraman atau fermentasi, menjamur dalam ruangan suhu tertentu, pemeraman dengan air garam (sains karena berkenaan proses fermentasi yang dilakukan; teknologberkenaan penggunaan gentong 100 tahun untuk proses pemeraman), lama pemeraman (matematika)
6.	Bertualang ke Gunung Padang	v	v	Unsur kearifan lokal muncul pada: Gunung padang; unsur STEAM muncul pada: bentuk/ruang bangun seperti persegi, punden berundak
7.	Lampu Gentur untuk Guntur	v	-	Unsur kearifan lokal muncul pada: Anak-anak berangkat mengaji, cempor, lampu gentur,
8.	Nyanyian Arsyi	v	v	Unsur kearifan lokal: pupuh, tembang Sunda Cianjuran, 17 jenis, mamaos, maenpo. Sementara unsur STEAM tergambar bersamaan penjelasan unsur kearifan lokal, yaitu pada seni musiknya (tidak dibahas secara detail)



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9.	Berburu Belut	v	v	Unsur kearifan lokal: berburu belut/ <i>ngurek</i> , posong, <i>ngarak</i> posong. Unsur steam: pembuatan posong, pembuatan pancing belut
10.	Sebungkus Manisan Cianjur	v	-	Unsur kearifan lokal: manisan Cianjur

Based on the data in the table, it can be seen that the elements of STEAM and local wisdom appear in the stories of Eel Hunting, Didi the Geco Trader, and Adventure to Mount Padang, while in other stories are dominated by elements of local wisdom.

DISCUSSION

The results obtained are then described according to the stages of making children's stories carried out as well as the analysis of the content of children's stories based on local wisdom and STEAM. The discussion of the results of the research is described as follows.

Exploration Stage

At this stage, it is carried out through the guidance of a children's story writing class which is carried out online via zoom and whatsapp groups by expert presenters/children's story writers in collaboration with the publisher. The first class was conducted via zoom as a provision of basic materials for writing children's stories. Furthermore, classes are conducted through a WhatsApp group. The guidance starts from the assignment of creating a theme and 10 story titles that match the theme. The themes chosen by the participants vary, in order to be in harmony with the research objectives, the theme of local wisdom was chosen.

Daftar Isi

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Figure 1 Table of contents of 10 children's story titles based on local wisdom that have been approved and printed

After the selection of titles according to the theme, the stages of searching for data or references are carried out to match the content presented about Cianjur local wisdom, both literature studies through books and the internet.

Construction Stage

The next stage (construction stage), the development of themes and titles into a takeline or framework with different story presentation techniques. There are five presentation techniques taught by the presenter.

Take line Buku Cerna/Dongeng	
Oleh: Aprilia Adawiyah	
Sumber Ide Cerna/Dongeng: Kearifan Lokal	
Konsep Cerna/Dongeng (Outline):	
1.	Tanaman Padi Cila
2.	Ayam Pelung Raafa
3.	Belajar Pencak Silat
4.	Menonton Pawai
5.	Didi si Pedagang Geco
6.	Bertalang ke Gunung Padang
7.	Lampu Gentur untuk Guntur
8.	Nyanian Aryi
9.	Berbaru Belut
10.	Sebungkus Manisan Cianjur
Take line Cerna/Dongeng	
1.	Judul Cerna/Dongeng 1: Tanaman Padi Cila
Tokoh dan penokohan: Cila (susah makan, mau belajar), Bunda (sabar, bijaksana), dan Kakak (penyanggah, sabar)	
Amanat: menghargai dan mau belajar	
Teknik ke: 2	
[1] Masalah	[2] Bunda menyiapkan nasi dan lauk pauk di meja untuk

Picture 2 children's story takeline

This takeline was then sent to the expert/author of children's stories, Mulasih Tary, for review. The results of the review are then developed into a story written no more than 300 words per story. As for the techniques in writing children's stories, Tary (2020) stated the following: 1) the first technique: opening/introduction of characters, problems, problem solving, closing; 2) second technique: problem, problem-solving effort, problem-solving effort, problem-solving effort, closing; 3) Third technique: problem, problem, problem, problem-solving, and closing; 4) fourth technique: problem, problem-solving, closing; 5) Fifth technique: problem, problem, problem-solving, and closing.



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5. **Judul Cernak/Dongeng 5:** Didi si Pedagang Geco

Tokoh dan penokohan: Didi (bersemangat, pantang menyerah), bapak (ramah, penyayang), ibu (sabar, penyayang), Asep (Teman Didi yang senang membantu)

Amanat: rajin membantu orang tua

Teknik ke: 3

1.	Masalah	Didi selalu membantu orang tuanya berjualan gecko (toge tauco), tapi tauconya habis.
2.	Masalah	Bapak dan ibu <u>tidak bisa membeli bahan untuk membuat bumbu tauco, mereka sedang menyiapkan bahan lainnya,</u>

		karena pesanan banyak
--	--	-----------------------

3.	Masalah	Didi pergi membeli bahan tauco, tetapi took langganannya tutup, tidak ada waktu
4.	Penyelesaian masalah	Asep, teman Didi mengajak Didi membeli tauco yang sudah jadi. Mereka melihat langsung pengemasannya ke pabriknya
5.	Penutup	Didi dan Asep kembali dan membawa beberapa botol tauco. Bapak dengan senang hati menerima dan berterima kasih.

Catatan: ini juga keren, silakan dilanjutkan menjadi cerita yang manis ya...

Figure 3 *Takeline* of a children's story titled Didi the Geco Merchant

In figure 3, it can be described that the development of the story entitled Didi the Trader Geco, uses the third technique, namely problem-problem-problem-solving-closing. The story begins with three problems with the characters, then in the next paragraph the problem is solved, and the conclusion is made.

6. **Judul Cernak/Dongeng 6:** Bertualang ke Gunung Padang

Tokoh dan penokohan: Dimi (suka menolong, ramah), Rila (ceria, bersemangat), paman (sabar, senang bertualang)

Amanat: saling membantu, menghargai proses

Teknik ke: 5

1.	Masalah	Dimi dan Rila sedang berlibur merasa bosan dan ingin bermain ke gunung padang
2.	Masalah	Mereka kelelahan di tengah jalan dan tidak mau melanjutkan perjalanan.
3.	Penyelesaian masalah	Paman memberi semangat, dan mengajak meniti tangga perlahan sambil berhitung dan berfoto.
4.	Penutup	Dimi, Rila, dan paman akhirnya sampai di atas gunung Padang

Catatan: ini juga sudah bagus outlinenya. Mungkin nanti saat paman memberi semangat, paman bisa menceritakan masa kecilnya yang suka juga mendaki gunung ya. silakan dilanjutkan menjadi kisah yang manis ya.

Figure 4 *Takeline* of Children's Stories Titled Adventure to Mount Padang

In figure 4, there is data on the takeline technique used in the story Adventure to Mount Padang is the 5th technique, namely problem-problem-solving-closing. Unlike the previous story, this story presents two problems faced by the characters, how to solve them, and the conclusion.



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9. **Judul Cernak/Dongeng 9:** Berburu Belut
Tokoh dan penokohan: Cecep (ceria, suka menolong), Adi (rajin, kreatif), Aki (Kakek Adi yang baik hati), paman petani (suka menolong, baik hati)
Teknik ke: 4
Amanat: mau berusaha

1.	Masalah	Cecep dan Adi berburu Belut di sawah, tapi susah sekali menangkap belut itu.
2.	Upaya penyelesaian masalah	Meminta bantuan kakek dan paman petani untuk membuat Posong agar bisa menangkap belut.
3.	Penutup	Cecep dan Adi menangkap belut dengan Posong, dan mendapatkan banyak belut.

Cetakan: outline ini sudah sangat baik. Silakan lanjutkan menjadi cerita yang manis.

10. **Judul Cernak/Dongeng 10:** Sebungkus Manisan Cianjur
Tokoh dan penokohan: Rara (pemalu, baik hati), Tante (ramah), Ibu (ramah, penyayang), Engeng (teman Rara yang baik hati)

Figure 5 Takeline of a children's story titled Hunting Eels

Meanwhile, in this story titled Hunting Eels, the technique used is the 4th technique (problem – Problem solving effort – closing), simpler than the previous two techniques.

Evaluation Stage

The next stage is the evaluation or validation stage carried out by experts (children's story writers). On each storyline, there is a note from the training supervisor. As in the story of Hunting Eels, there are notes to develop the skeleton into a story. Meanwhile, in some takelines, there are inputs and improvements, such as input for story ideas such as in the story "A Pack of Cianjur Candy" given input so that the characters also make sweets instead of just bringing souvenirs. The character of Arsyi who struggles to be able to sing Sundanese songs (Nyanyian Arsyi), an explanation about cempor is added in the story "Lamp Gentur for Thunder", there is also input to tell about his uncle's childhood while climbing the mountain (in the story Adventure to Mount Padang), input so that the main character realizes his mistake for not taking care of the pelung chicken (Pelung Raafa chicken), while the other five outlines are immediately asked to be developed into the story without input.

Content Analysis Stage

At this stage, it is necessary to first understand the concept of STEAM and local wisdom. The concept *of science* in children is interpreted as things that stimulate children to increase curiosity, interest, and problem-solving, so as to cause thoughts and actions such as observing, thinking, and relating between concepts or events, science is a problem-solving activity (Gunawan, 2019). The concept of technology, related to tools or machines created to help make it easier for humans to solve problems or jobs. The concept of engineering is defined as a way to solve



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problems, use materials, design, and create and build something that can be functional. The concept of Art or art is everything created by humans that contains elements of beauty and evokes feelings for themselves and others. The concept of Mathematics is seen from the perspective of children, contained in daily life activities, studying patterns and relationships, a way or pattern of thinking, reasoning, ideas. Meanwhile, the concept of local wisdom in this study is limited to local wisdom found in Cianjur.

Based on this, the following data from the content analysis of the story was obtained.

1. Didi si Pedagang Geco

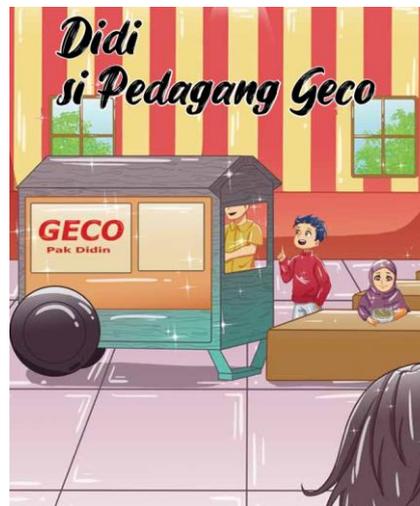


Figure 6 Illustration of the Story of Didi the Geco Merchant

This story contains STEAM elements that are shown in several sentences, as follows.

In paragraph eleven, Asep's explanation is "*Sunbathed in the sun. We have to wait less than a week, until the soybeans are completely dry.*" Explain the drying process and drying time (science and math).

Paragraph twelve ... *pre-sun-dried soybeans... Then it is ground and it takes two hours. This process is to separate the skin and soybean seeds. Soy decoction For five to six hours. It is also boiled over a fire that comes from firewood. The stew is spread in the garbage to be dried in the sun. Then, when it is dry, the soybeans are taken to a pickling or fermentation site. Soybeans are allowed to mushroom in a room of a certain temperature (science, technology, and mathematics).*

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The fourteenth paragraph *"the fermented soybeans were put into the 100-year-old barrel, then mixed with brine to be salted for one month..."* (science and mathematics).

Fifteenth paragraph...*storage tubs made of ceramics to store soybeans for one month. ... cooked for two to three hours* (math).

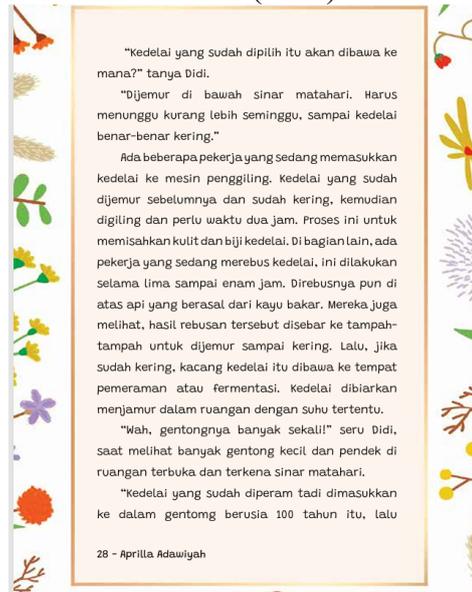


Figure 7 Quotes from the story of Didi the Pedagang Geco Based on STEAM

The elements of local wisdom in this story are found in all parts of the story, the beginning, middle, and end. As in the first paragraph, *he is also diligent in helping you sell geco. This typical Cianjur food has become a source of ..., "... You prepared tauco seasoning and lacang vinegar!", "... put in a 100-year-old tile..."*.



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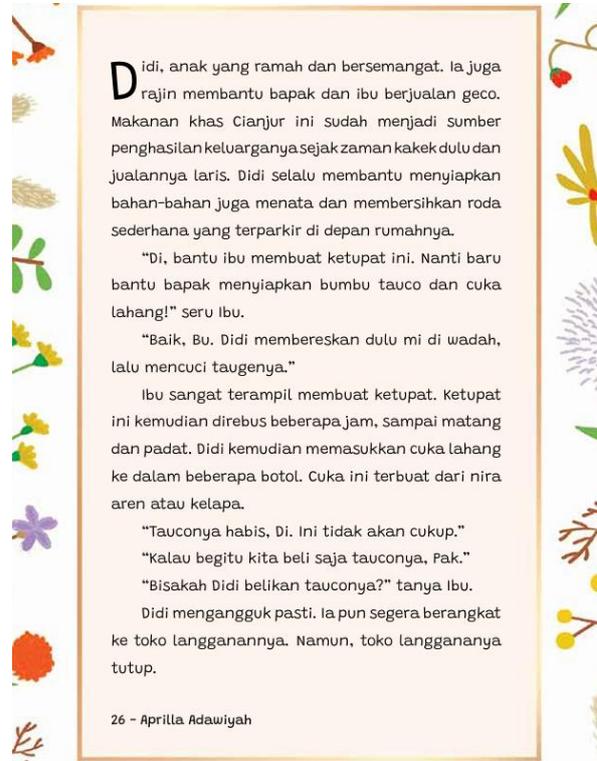


Figure 8 Quotes from the Story of Didi the Geco Merchant Based on Local Wisdom

2. Adventure to Mount Padang

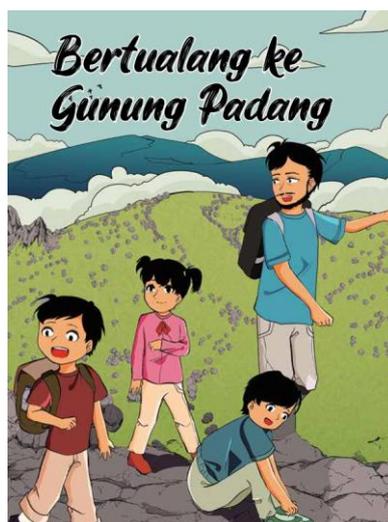


Figure 9 Illustration of a Children's Story Titled Adventure



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to Mount Padang

The STEAM element in this story is the mathematical element (numbers and building spaces), shown in the following few sentences or paragraphs. Paragraph Nine *"The Mount Padang site can be said to be a hill, the height is about 885 meters above sea level..."* Paragraph ten *"... from the center of Cianjur city, the distance is about 45 kilometers"* Paragraphs 27 and 29 *"... Gunung Padang is shaped like a stepped punden.";* *" terraces, like stairs there are steps..."* Paragraph 34 *The stone is elongated dark gray in shape square...* Paragraph 36 ... *The second terrace seems more extensive, still with some rectangular stones...*

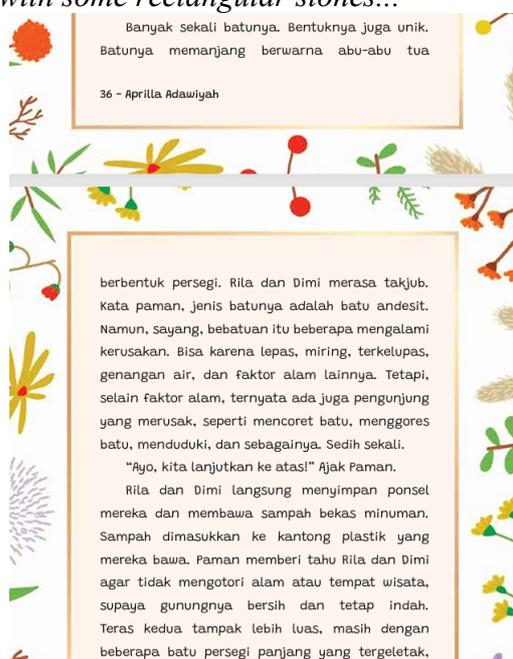


Figure 10 STEAM-Based Adventure to Mount Padang Story Quotes

The elements of local wisdom appear in each paragraph in the story, which tells the story of Mount Padang in Cianjur. As in the sentence *fragment ... they departed for Karya Mukti village, Campaka Cianjur district...*; *"... Mount Padang is considered a cultural heritage, a relic of the prehistoric period, the Megalithic era..."*.



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Figure 11 Quotes of Adventure Stories to Mount Padang Based on Local Wisdom

3. Eel Hunting

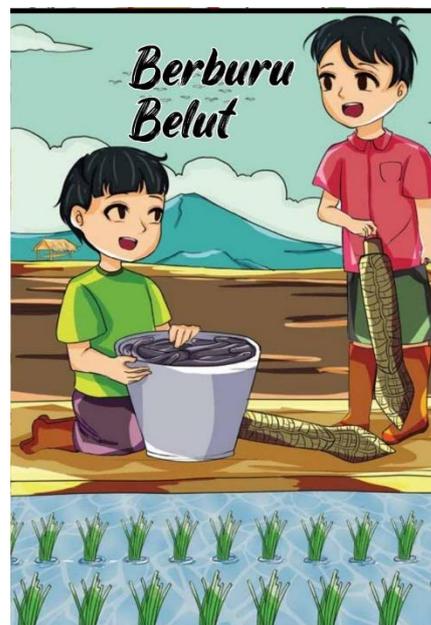


Figure 12 Illustration of the Story of a Child Hunting Eel

The story titled Hunting Eels contains STEAM, this can be seen in several paragraphs in the story, as follows.



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Third paragraph: *...They also quickly inserted the fishing rod that had been given bait. It takes care in using this fishing rod. The bait must be moved up and down, ... hooks wrapped with strings one meter long....*

In the sixth paragraph of Aki's dialogue *"Oh, then let's just change the tool, we use a posong", "yes, posong, made of bamboo, shaped like a bottle..". there is a process of making posong, which is shown in the dialogue "Well, if we weave it from the beginning, it will definitely take a day.. we can order it in the afternoon and take it in the morning", "The difference is that we can store the posong and then the fish or eels that have entered the posong cannot come out anymore, because the hole is small.*



Figure 13 STEAM-based Eel Hunting Story Quotes

The story entitled Hunting Eels contains local wisdom of Cianjur, because it explains the tradition or custom of Cianjur, namely catching eels with posong. As in the sentence *"Yes, it is rare. However, in Cianjur some eel farmers still use nuya. Especially in the Cibeber area. Until there is a tradition of ngarak posong...", "this tradition shows how the process of catching eels is. As a tribute to the eel farmers and gratitude. In addition, it contains the advice that human beings must go through a process."*



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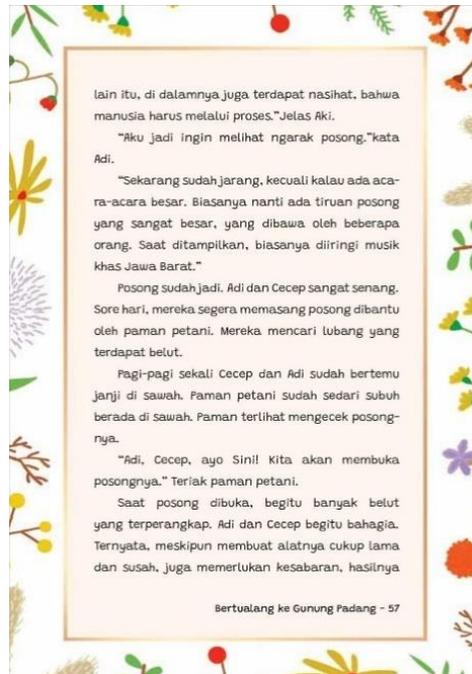


Figure 14 Eel Hunting Story Quotes Based on Cianjur Local Wisdom

Based on this data, it is described that the three children's stories in the collection of stories in the book entitled Adventure to Mount Padang, contain elements of STEAM and local wisdom that can be taught to children.

The results or outputs in this study are a series of activities or classes in children's story writing in the form of children's storybooks with ISBNs and IPR products. Meanwhile, the next planned output is in the form of an article about the results of STEAM analysis and local wisdom in a story titled Hunting Eels. The following is an attachment to the product cover and IPR.



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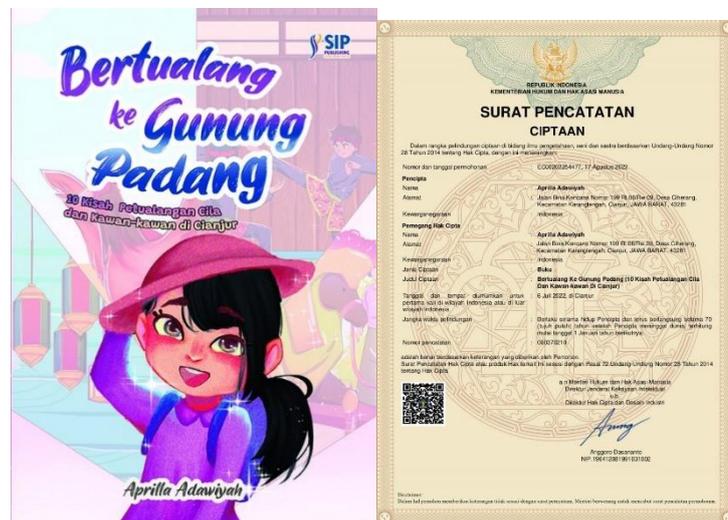


Figure 7 of children's storybook covers (Adawiyah, 2022) and IPR

CONCLUSION

Based on the data from the research, it can be concluded that children's stories based on local wisdom and STEAM can help introduce culture to children. With a simple presentation in children's stories, children can be more familiar and understand the culture or STEAM being introduced. As in the story of Didi the Geco Merchant who conveyed the culture of Cianjur's specialties (geco and tauco), as well as the process of making tauco; Adventure to Mount Padang with cultural presentation about the Gunung Padang cultural heritage site in Cianjur and the form of building space on the rocks on Mount Padang; and Eel Hunting, the delivery of the culture of ngarak posong or the use and making of posong is carried out through simple languages that are poured into everyday stories that can be experienced by children.

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