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Developing Local Culture–Based Diorama Learning Media to Improve Creativity in Early Childhood

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ABSTRACT
The development of creativity in early childhood education requires innovative and developmentally appropriate learning media, yet culturally relevant instructional resources remain limited. This study aims to develop and evaluate local culture–based diorama media to enhance early childhood creativity. Using a Research and Development (R&D) approach with the Four-D (4D) model, this study involved early childhood learners and teachers at Telkom Makassar Kindergarten. Data were collected through needs analysis, expert validation, teacher responses, and creativity assessments. The results show that the developed diorama media and its guidebook are valid and practical for classroom use and effectively improve children's creativity. These findings suggest that local culture–based diorama media can serve as an effective alternative learning resource to support creativity development in early childhood education.

Keywords: *Early Childhood, Creativity Development, Local Culture–Based Diorama, Learning Media Development*

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INTRODUCTION

Early childhood education represents a foundational stage of education that has been adopted globally and is commonly referred to as Early Childhood Education (ECE). This concept emphasizes a holistic approach that not only prepares children for formal schooling but also nurtures their potential across multiple life domains from an early age (Maryatun, 2016). Early childhood education is designed to support and stimulate children's growth and development through structured educational experiences that are sensitive to their developmental needs.

The quality of early childhood education is influenced by various factors, including the child's individual characteristics, parental involvement, environmental conditions, and the quality of educational services and stimulation provided. Learning programs in early childhood education play a crucial role in facilitating children's developmental tasks and ensuring the achievement of basic competencies as outlined in the curriculum (Hani, 2019). Well-designed learning programs enable children to progress optimally in accordance with their developmental stages.

Early childhood education should be grounded in children's needs and aligned with the values upheld in their surrounding environment, while also considering their physical and psychological development. It serves as a platform for stimulating all aspects of child development, including physical-motor skills, moral and religious values, cognitive abilities, language, socio-emotional skills, and creativity. This approach is consistent with the Indonesian Ministry of Education Regulation, which emphasizes interactive, inspiring, enjoyable, contextual, and child-centered learning through play-based activities that foster creativity, initiative, and independence (Badan Standar Kurikulum dan Asesmen Pendidikan, 2024).

Learning processes in early childhood education are intentionally designed to promote children's cognitive, social, emotional, physical, and language development through nurturing and age-appropriate approaches. Play-based learning is widely used, as it enables children to learn actively, explore freely, and develop creativity. Through play, children not only strengthen their motor skills but also engage in social interactions that support communication skills and creative thinking.

In addition, early childhood education introduces values of diversity that encourage children to appreciate differences in culture, language, and background, thereby fostering tolerance from an early age. Children are also guided toward independence and discipline through daily routines such as tidying up toys, washing hands, and helping peers. These activities contribute to children's sense of responsibility and readiness for subsequent educational stages.

Early childhood is a critical period characterized by rapid growth and development, often described as a formative phase for character and personality development (Amal & Herlina, 2021). Appropriate stimulation during this stage plays a vital role in maximizing children's developmental potential. Education that focuses on optimizing all aspects of development, personality, and individual potential is therefore essential in early childhood education.

Various developmental aspects can progress optimally when children are systematically stimulated through appropriate educational strategies. Educators are expected to employ suitable methods and techniques to support children's development, particularly creativity, which is one of the key aspects in early childhood education (Herman & Rusmayadi, 2018). Creativity provides children with opportunities to express ideas, explore possibilities, and engage in meaningful interactions with their environment.

Creativity is a crucial domain that must be intentionally cultivated in early childhood. By fostering creativity, children can develop their latent potential and coordinate psychological interactions effectively. Early childhood development requires balanced coordination of physical, intellectual, social, language, and creative domains to establish a solid foundation for overall personality development. Creativity in early childhood is recognized as unique, original, and often spontaneous, reflecting children's imaginative and exploratory nature (Mayar, Uzlah, et al., 2022).

In contemporary education, creativity has become increasingly important, particularly in the context of globalization and intense competition. Creativity enables children to express ideas through observation, questioning, communication, reasoning, and creative production.

Moreover, creativity contributes to problem-solving skills and enhances overall quality of life (Hasanah et al., 2021). At an early age, children possess rich imagination and curiosity, which can be nurtured through activities that stimulate sensory, motor, and cognitive experiences.

Creativity has been defined as the ability to generate new ideas and remain open to developing existing ideas into novel forms (Ibad & SH, 2022). As children grow, creativity plays an increasingly significant role in shaping their personality, confidence, and adaptability. Therefore, creativity is considered a valuable skill that prepares children to face future challenges.

Creative development is closely related to play activities, as children often modify tools, materials, and play strategies creatively. Educators are responsible for identifying and developing the knowledge children bring from their home environment through play-based learning experiences. Activities that strengthen creativity include using recycled materials, natural objects, and diverse play strategies to encourage flexible thinking (Wiyani, 2023).

Curriculum implementation plays a central role in supporting creative development. The Merdeka Curriculum emphasizes joyful learning and encourages teachers to design learning experiences that reduce pressure while fostering students' interests and talents. This curriculum highlights the importance of both academic and non-academic development, including creative thinking skills (Insania & Pasaribu, 2024).

Teachers are expected to act as facilitators who create environments that stimulate creative thinking and provide safe, supportive learning conditions. In early childhood education, learning through play is essential, as children learn more effectively when they are actively engaged and emotionally comfortable. Play-based learning integrates educational content within enjoyable activities that align with children's developmental characteristics.

The Merdeka Curriculum also emphasizes the development of soft skills through project-based learning approaches. These approaches allow children to enhance creativity through problem-solving, collaboration, and exploration of ideas. Teachers are given flexibility to design learning situations that encourage innovation and creativity within meaningful project contexts (Insania & Pasaribu, 2024). Effective learning requires instructional media that optimize teaching and learning processes. Learning media function as tools to convey information and support children's understanding of learning content (Utami, 2023). One form of instructional media that has shown potential in early childhood education is the diorama.

Observations conducted in Group B of TK Telkom Makassar revealed that several children demonstrated limited creative development, including difficulties in expressing ideas, communicating thoughts, and demonstrating curiosity through exploration and experimentation. These findings highlight the need for effective learning media to support creativity development.

Diorama media consist of three-dimensional miniature representations that depict scenes, environments, or events in a tangible and visually engaging manner. Dioramas enable children to observe, manipulate, and interact with learning materials directly, making abstract concepts more concrete (Dessi Laila, 2022). Dioramas often include miniature objects such as figures, trees, houses, and natural elements, creating realistic representations on a smaller scale.

Diorama media are particularly effective in early childhood education due to their visual and interactive nature. They help children understand concepts more easily while stimulating imagination and creativity. In this study, the developed diorama media incorporate local cultural elements and allow detachable components, enabling children to arrange and explore the diorama actively rather than merely observing it.

Local culture–based diorama media offer meaningful learning experiences by introducing children to cultural diversity, traditions, and everyday life within their environment. Such media foster cultural awareness, pride in local heritage, and creative expression through interactive and contextual learning experiences.

Previous studies have demonstrated the effectiveness of diorama media in enhancing creativity and learning outcomes across educational levels (Angelika et al., 2023; Ginting, 2023; Ibriza, 2019). Diorama-based learning has been shown to improve creative thinking, engagement, and conceptual understanding by providing realistic representations of learning content. Although previous studies have confirmed the effectiveness of diorama media in improving learning outcomes and creativity, most research has focused on cognitive achievement or higher education levels, with limited emphasis on early childhood education and local culture integration (Afnita, 2021; Angelika et al., 2023). Moreover, existing diorama media are generally static and observational, offering limited opportunities for children to actively manipulate learning components. This study addresses this gap by developing an interactive, detachable, local culture–based diorama media specifically designed to enhance creativity in early childhood education within the Merdeka Curriculum framework.

This study aims to develop, validate, and evaluate the effectiveness of local culture–based diorama media in enhancing creativity among early childhood learners within the Merdeka Curriculum. The significance of this research lies in its contribution to the development of innovative, culturally responsive learning media that support creative development and holistic learning. The findings are expected to provide practical guidance for educators in designing meaningful learning experiences and contribute to the advancement of early childhood education practices.

RESEARCH METHODOLOGY

Research Design

This study employed a Research and Development (R&D) approach aimed at developing and evaluating a local culture–based diorama learning medium for early childhood education. Research and Development is a systematic method used to produce educational products and to examine their effectiveness through iterative stages of design, testing, and refinement (Nusantara et al., 2023). This approach emphasizes needs analysis and longitudinal evaluation to ensure that the developed product is pedagogically sound and empirically effective (Branch, 2009). In addition, R&D research may result not only in physical products but also in instructional media that support learning processes (Salim, 2019).

Development Model

The development process followed the Four-D (4D) model proposed by Thiagarajan, which consists of Define, Design, Develop, and Disseminate stages. This model was selected

due to its systematic structure and suitability for instructional media development, particularly in early childhood education contexts. The 4D model allows each development stage to be clearly defined, evaluated, and revised, ensuring that the final product meets validity, practicality, and effectiveness criteria (Sugiyono, 2013).

Research Setting and Time

The study was conducted during the odd semester of the 2025–2026 academic year. The development and implementation of the learning media took place at TK Telkom Makassar, located on Jl. AP. Pettarani, Makassar. This research site was chosen based on the diversity of student characteristics, the learning media currently used, and the availability of supporting educational facilities, which provided a suitable context for media development and testing.

Research Participants

Participants in this study included key stakeholders involved in early childhood learning, namely school administrators, early childhood educators, and children in the early childhood age group. The involvement of multiple participant groups ensured comprehensive data collection related to instructional feasibility, implementation processes, and learning outcomes. All participants were selected based on their direct involvement in the learning process at the research site.

Development Procedures

The Define stage focused on identifying learning needs and instructional challenges related to creativity development in early childhood education. This stage involved initial needs analysis to identify problems faced by teachers, learner analysis to examine children's characteristics, task analysis to align learning activities with curriculum competencies, concept analysis to structure instructional content, and formulation of instructional objectives to determine measurable learning indicators.

The Design stage involved planning the structure and appearance of the local culture–based diorama media. This included preparing assessment instruments, selecting appropriate media formats, determining presentation styles, and developing an initial draft of the diorama media. The draft was prepared for expert validation prior to field testing.

The Develop stage aimed to produce a refined version of the diorama media through expert validation and limited field testing. Expert validators assessed content accuracy, language clarity, visual design, and instructional suitability. Revisions were made based on expert feedback, followed by limited field trials to examine learning implementation, children's motivation, and creativity development.

The Disseminate stage involved validation testing, packaging, diffusion, and adoption of the finalized product. The revised diorama media were implemented in actual learning settings to evaluate instructional effectiveness. Packaging included the preparation of a user guidebook for teachers, while diffusion and adoption were conducted to facilitate broader use of the media.

Data Collection Techniques

Data were collected through observation, questionnaires, and documentation. Classroom observations were conducted to examine the implementation of learning activities using the diorama media and to assess children's creative development. Questionnaires were administered to teachers to obtain responses regarding media usability, instructional benefits, challenges, and suggestions for improvement. Documentation was used to support research findings through photographic records of learning activities, school facilities, and instructional materials.

Research Instruments

Research instruments included validation sheets for the diorama media and supporting instructional materials, child development assessment sheets, and teacher response questionnaires. Validation instruments assessed aspects of format, language, illustration, and content quality. Validators provided quantitative scores and qualitative recommendations, which served as the basis for revising the developed learning media.

Data Analysis

Data analysis employed both qualitative and quantitative techniques. Qualitative data were analyzed descriptively to interpret feedback, comments, and suggestions from validators and teachers, which informed media revisions. Quantitative analysis focused on evaluating the validity, practicality, and effectiveness of the diorama media. Content validity was assessed using average validation scores across criteria and aspects. Practicality was examined through teacher response questionnaires to determine ease of use and instructional feasibility. Effectiveness analysis evaluated children's creativity development after the implementation of the local culture–based diorama media.

Children's creativity outcomes were measured using a four-point developmental scale ranging from low to very good based on predefined performance indicators. Learning outcomes were categorized into developmental levels according to percentage intervals. To examine differences in creativity development before and after the intervention, non-parametric statistical analysis using the Wilcoxon test was conducted with SPSS version 25.

RESULTS AND DISCUSSION

Results

This section presents the research findings following the adapted Four-D (4D) development model, consisting of Define, Design, Develop, and Disseminate stages. The results focus on needs analysis, media design outcomes, validation and practicality testing, and effectiveness testing of local culture–based diorama media in enhancing early childhood creativity. The research subjects were selected using purposive sampling and involved 30 children in Group B, four classroom teachers, and school principals from TK Telkom Makassar, TK Aisyiyah Lempangang, and TK Aisyiyah Amanah.

Define Stage: Needs Analysis Results

Needs analysis was conducted through classroom observations, interviews, and teacher questionnaires. Observational data indicated that creativity development activities were still dominated by conventional approaches such as drawing, coloring, block play, and worksheet-based activities. Learning media were largely two-dimensional and applied without structured instructional guidance, resulting in limited learning variation and reduced student engagement.

Table 1. Summary of Teachers' Needs for Local Culture–Based Diorama Media

Aspect Evaluated	Percentage of Agreement
Learning media are essential in early childhood learning	100%
Teachers need diverse learning media	100%
Media improve motivation and learning quality	100%
Familiarity with diorama media	100%
Previous use of diorama media	0%
Willingness to use diorama media	100%
Need for instructional guidebook	100%

The results indicate a very high level of need for three-dimensional, interactive, and culturally contextualized learning media. Although teachers were familiar with the concept of diorama media, none had previously implemented it in classroom learning. All teachers emphasized the importance of a structured guidebook to support effective implementation.

Design Stage Results

Based on the needs analysis, the local culture–based diorama media were designed in alignment with the Merdeka Curriculum and early childhood developmental characteristics. The media integrated cultural elements from Sulawesi, including traditional houses and traditional clothing from Makassar, Bugis, Toraja, and Mandar cultures.

The diorama was designed as an **interactive three-dimensional medium with detachable components**, allowing children to arrange and modify objects independently. This design aimed to stimulate imagination, fluency of thinking, and sustained interest in creative activities.

Figure 1. Design of Local Culture–Based Diorama Media

Figure 1 illustrates the overall structure of the local culture–based diorama media, showing detachable three-dimensional cultural objects arranged within a miniature landscape to facilitate creative exploration. To support implementation, a teacher guidebook was also developed. The guidebook provides theoretical foundations, step-by-step usage instructions, learning scenarios, and creativity assessment guidelines.

Figure 2. Sample Use of Local Culture–Based Diorama Media

Figure 2 presents an example of children interacting with the diorama media by arranging cultural objects independently, reflecting active participation and creative engagement.

Develop Stage Results

Expert Validation Results

Expert validation was conducted to evaluate the validity of the instruments and developed products.

Table 2. Summary of Expert Validation Results

Component	Mean Score	Category
Needs analysis instrument	3.31	Valid
Diorama media guidebook	3.33	Valid
Teacher response questionnaire	3.21	Valid
Media evaluation instrument	3.33	Valid
Children's creativity assessment	3.33	Valid

All components met the **valid** criteria, indicating that the developed media and instruments were suitable for classroom implementation with minor revisions.

Practicality Results

Practicality was assessed using the Teacher Response Questionnaire (ARG).

Table 3. Summary of Practicality Analysis Results

Indicator	Percentage
Ease of media use	87.5%
Children's ease of use	87.5%
Time efficiency	87.5%
Media attractiveness	87.5%
Creativity stimulation	87.5%
Instruction clarity	75%
No special training required	100%
Overall practicality	**91.34%**

The results indicate that the diorama media fall into the **Very Practical** category and can be implemented effectively by teachers without additional training.

Effectiveness Results

Effectiveness was measured through pre-test and post-test assessments of creativity across three indicators.

Table 4. Comparison of Average Creativity Scores

Indicator	Pre-test (%)	Post-test (%)
Imagination	30.00	89.16
Fluency of thinking	29.33	84.00
Interest in creative activities	30.55	88.33

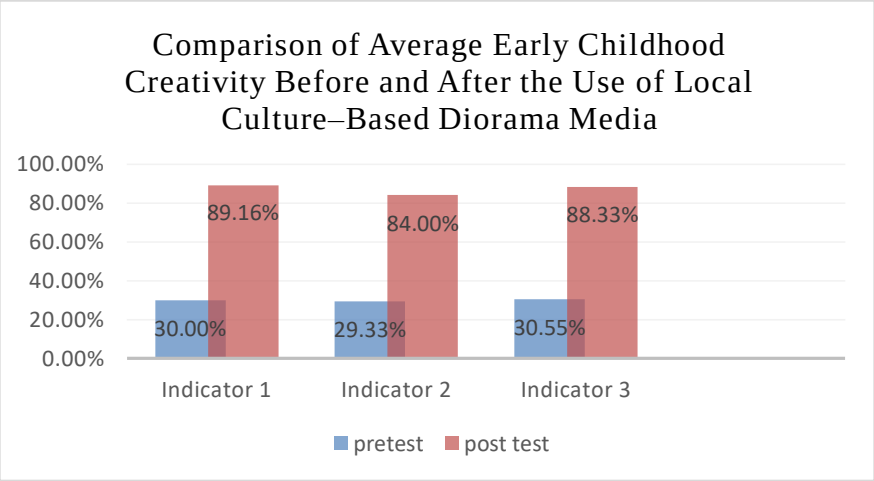

Figure 3. Comparison of Average Creativity Scores Before and After Implementation

Figure 3 shows a substantial increase in creativity across all indicators following the implementation of local culture–based diorama media. Wilcoxon Signed Ranks Test results showed no negative ranks, indicating that all children experienced improvement. The significance value (Asymp. Sig. < 0.05) confirms that the improvement was statistically significant.

Discussion

The findings of this study indicate that the limited variation of instructional media and the dominance of conventional learning methods contributed to suboptimal creativity development in early childhood classrooms. This condition aligns with Hani (2019), who emphasized that inadequate learning stimulation can hinder children's developmental task achievement. The strong demand for three-dimensional and interactive learning media identified in the needs analysis reflects teachers' awareness of the importance of concrete learning experiences in early childhood education (Maryatun, 2016).

The design of the local culture–based diorama media aligns with the principles of the Merdeka Curriculum, which emphasizes contextual, child-centered, and exploratory learning experiences (BSKAP, 2024). By integrating local cultural elements, the media not only stimulated creativity but also fostered cultural awareness and identity formation from an early age. This finding supports the argument of Putra (2022) that creativity development in early childhood education should be embedded within meaningful cultural contexts.

The validity and practicality results demonstrate that the developed media were pedagogically appropriate and feasible for classroom use. Teachers' positive responses indicate that the diorama media were easy to use, efficient, and capable of stimulating creativity without requiring additional training. These results are consistent with Herman et al. (2020), who argued that effective learning media must be adaptable to classroom conditions and teacher capabilities. Similarly, Angelika et al. (2023) and Ibad and SH (2022) found that diorama-based media significantly enhance engagement and creative expression through hands-on learning experiences.

The effectiveness analysis revealed significant improvements in imagination, fluency of thinking, and interest in creative activities. These improvements confirm that creativity in early childhood can be effectively enhanced through interactive and exploratory learning environments. This finding aligns with Mayar et al. (2022), who emphasized that children's creativity develops optimally when learning activities encourage imagination, experimentation, and symbolic play. Moreover, the significant Wilcoxon test results strengthen the conclusion that the observed improvements were not incidental but directly influenced by the implementation of the local culture–based diorama media.

Overall, the findings support the conclusion that local culture–based diorama media represent a valid, practical, and effective instructional innovation for enhancing early childhood creativity within the framework of the Merdeka Curriculum. By combining cultural relevance, three-dimensional visualization, and active child participation, the developed media address both pedagogical and developmental needs in early childhood education.

CONCLUSION

The development of local culture–based diorama media is essential for enhancing early childhood creativity, as teachers require innovative three-dimensional learning media that have not previously been implemented in classroom practice. Through the Four-D (4D) development model, this study produced a local culture–based diorama media prototype accompanied by a structured usage guidebook that supports creative learning activities. Expert validation results indicate that both the diorama media and the guidebook meet very valid feasibility criteria, while practicality testing shows that they are very practical for classroom use. Effectiveness testing further demonstrates that the local culture–based diorama media and its guidebook effectively improve early childhood creativity. It is therefore recommended that this media be implemented more broadly in early childhood education settings and further developed to integrate diverse local cultural contexts.

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