

## Design Of Project Story Book Development Based On Local Wisdom Of Kudus District

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### Abstract

Kudus regency is one of the districts in Central Java, Indonesia. Before Islam entered, Kudus district was named Tajug village, which means a fertile area stranded between the Tanggulangin river and the Juwana river to the east. The design of project story book development is a form of solution to existing problems, namely attracting early childhood interest and learning about local wisdom in the Kudus district. This study discuss the design of the project story book that was made. The research method used in this research is descriptive qualitative. The data obtained are results of literature studies in the form of book, journals, interview with competent people and observations. The result of this research is the creation of a project story book aimed at early childhood in Kudus district.

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### Introduction

Kudus regency is one of the districts in Central Java, Indonesia. Before Islam entered, the Kudus district was named Tajug village, which means a fertile area stranded between the Tanggulangin river and Juwana river to the east. There are two guardians in the history of the spread of Islam in Kudus district, namely Sunan Kudus and Sunan Muria. Sunan Kudus himself left a legacy of the mosque which is now 469 years old. The mosque which has q temple-shaped tower is better known as the Menara Kudus Mosque or the Al Aqsa Mosque. This mosque was built around 1549 BC or 956 Hijriyah. The location of this mosque is located in Kauman Village, Kota district, Kudus Regency, Central Java, Indonesia.

Sunan Kudus in preaching to the Tajug people through the path of peace and tolerance which can be seen from the accuracy of the Menara Kudus building. Sunan Kudus does not eliminate Hindu culture, but still preserves Hindu culture and acculturates it with Islam. This is done to attract Hindus to the teachings of Islam. Sunan Kudus also instills the values of life in the Menara Kudus building. One of them uses a pyramid roof taken from a typical Javanese building. The shape of the pyramid when viewed from one side forms a triangle which in Hindu belief is equated with the shape of a mountain which means the abode of the gods. Meanwhile, by Sunan Kudus, the roof of the tower was intended as the house of Allah SWT.

Not just a story about the history of its construction, the Menara Kudus Mosque also has many life values. As a famous religious tourist attraction, the Menara Kudus Mosque is certainly known to many people. Unfortunately, the Kudus people, especially the young generation or early childhood in Kudus, do not know about the potential in term of history and life values. This knowledge is only obtained from word of mouth (Pertiwi, 2019: 6). Therefore, we need a media in the form of a project story book based on local wisdom of Kudus Regency as a means of information, insight and knowledge about the Menara Kudus Mosque. This project story book

was chosen because this media can create illustrations of the Menara Kudus Mosque and build a fun atmosphere for early childhood. Based on the background description, the formulation of the problem is how to design a project story book on local wisdom in Kudus Regency that is informative, interesting and adds insight to early childhood?

A picture story book is a story in the form of a book and is equipped with pictures as representatives of the story that are interrelated between one picture and another. In addition to pictures, in a picture story book there are also writings that represent the storyline displayed by the picture (Miranda, 2018: 22-23). Meanwhile, according to Siddha Malilang (2013: 82) picture story book as text for children are a unique combination of words and pictures. Two elements that are interrelated with each other create inter-animation together in constructing meaning.

Tomkins and Hoskissom (in Ratnasari & Zubaidah, 2019: 269) explained that story books have short texts, generally consisting of thirty-two pages consisting of words and pictures that are combined in stories to convey information. The same thing was also stated by Stewing (1980: 97) that picture story books are books that juxtapose stories with pictures. These two elements are interrelated and work together to produce an illustrated story. Usually picture books are meant to encourage an appreciation and love of books. In addition to the verbal story must be interesting, the book must contain pictures so that it affects students interest in reading the story. Therefore, pictures in childrens's stories must be lively and communicative. Based on some of the opinions above, it can be concluded that story books are on of the learning media in early childhood education which contains writing and picture that interrelated in creating a complete story.

Mitchell (Nurgiyantoro, 2013: 159) mentions several benefits of story book for children, namely helping students learn about nature, getting to know other people and relationships that occur and developing feelings. Furthermore, Hurlock (in Faizah, 2009: 254) said that there are nine functions of story books, namely : (1) through stories, children get the opportunity to get to know their personal and social problems. This will help the child in solving the problems he faces; (2) picture stories guode imagination and attract children's curiosity; (3) it is easy for children to read and understand, because children who are less able to read can use pictures to understand the contents of the story even though they cannot read yet; (4) picture story book are common and not difficult to find; (5) story books are stimulated by pictures so that children are interested in reading; (6) stories can be serialized, so as to encourage children's curiosty; (7) characters in stories often exhibit behaviors that make children think about the next step of the story; (8) the characters in the story such as brave, strong, beautiful of handsome, so as to make children become mainstay characters; (9) the pictures displayed in the story are colorful and simple so that children can easily understand them. Based on some of the opinions above, it can be concluded that the benefitd and function of story books for early childhood are to help the development of language, cognitive, social emotional, character and creativity aspects of children in solving a problem.

(Widiyatmoko et al., 2021) said, utilization of local wisdom can increase student's love for their culture and can increase the love of the country in the nation's successor generation. Local wisdom in foreign languages is often conceptualized as local policy, local knowledge or local intelligence. Local wisdom is a conceptual idea that lives in society, grows and develops continuously in public awareness from those related to sacred life to ordinary ones (Asriati, 2012: 111). Haryati Subadio (in Brata, 2016: 11) says that local wisdom (local genius) as a whole includes the identity or cultural personality of nation. While local wisdom according to Sumar and Amiruddin (in Utari et al., 2016: 42) explains that local wisdom is local knowledge that is used by local people to survive in an enviroment which is a belief system of norm, laws, culture and is

expresses in traditions and myths that have been held for a long time. Some examples of local wisdom that will be used as story book material in this study include: Menara Kudus.

### **Method**

This study discusses the design of the project story book which was made based on local wisdom of the Kudus regency. The research method used in this research is a qualitative research method, namely literature studies, field studies by conducting observations and interview with competent sources to fine out more extensive information about the history of Kudus district. The data obtained are the results of literature studies in the form books, journals, interview with competent people and observations.

### **Result and Discuss**

Designing a project story book by describing the philosophical values that exist in the building and the history of the construction of the Menara Kudus Mosque. Menara Kudus Mosque is a historic building site that was built in the form of acculturating two cultures. From a historical perspective, this building had a major influence on the establishment of Muslims in Kudus. In addition, this building also has the potential in terms of philosophy, where there is meaning and advice from the shape of building (Sulton, 2019: 9).

The Menara Kudus building is crowded with pilgrims from within and outside the city. However, apart from being famous and visited by many pilgrims. Most of the Kudus people themselves do not know the history of the establishment of this building, especially the younger generation. Some of them only know information by word of mouth and the internet. Ignorance and lack of information about historical sites in their city regarding the potential of the building in terms of history and philosophy.

So, the design of this project story book was made as a medium of information and as a bridge for the younger generation to learn more about this historic building. With the hope that they have awareness of the existence of the potential of the building Menara Kudus mosque, as well as taking part in maintaining and caring for the story of this old building, so that the historical story and its potential are not lost to time. Kudus people, especially the younger generation with a vulnerable age of 0 to 8 years, which at this age still has a curious nature and an exploratory spirit. With the hope that this design can add information, knowledge, and their awareness as the next generation of historical sites in Kudus regency.

The storyline is a descriptive narrative with the location setting at the Menara Mosque Kudus. This design project story book will be later be distributed in the Kudus. In designing the project story book in the form of a narrative that tells the history of the early establishment of the Menara Kudus Mosque, which began with the migration of Sunan Kudus from the kingdom of Demak in 1549 AD (Zuhroh, 2019: 6). The choice of this storyline is because most books only tell about Sunan Kudus when he was still serving in the Demak kingdom.

Considering the target audience is early childhood as the nation's successor, however there is still minimal information and their ignorance about the Menara Kudus Mosque. In order for the message to be delivered optimally, the book design was chosen the story of the project on the Menara Kudus Mosque building. The project storybook was chosen because to early childhood and can be an attraction to foster interest read and give the impression of being interesting and not boring because there is a visual form. The choice of a philosophy theme is also a learning medium about religion and interpreting the value of tolerance between religions taught by Sunan Kudus. Project story book in the form of a narrative that is considered easier to understand. In

designing a project story book, it begins with collecting data from source of literacy books about the ancient Kudus regency and the life journey of Sunan Kudus. In addition to the book, there are also interviews with the chairman of the Menara Mosque foundation Saints and historians. The verbal data that has been collected is then plotted or plotted storyline which is then continued by making project story book with text and picture to give an interesting impression.

### ***Design project story book***

In designing this project story book, the semi illustration style is used realist. Semi-realist is a combination of realist and cartoon style. The use of a semi realistic illustration style can explain the scene with real, starting from the atmosphere of the place, time setting, characters, clothing, and buildings (Wicaksono, 2019: 8). Other than that, semi realist style can also touch early childhood. The illustration is done using a digital painting technique that is felt able to provide time efficiency and is supported by a very wide color palette many and varied, besides that this technique will give a modern imoression in the current development.



Figure 1. Cover project story book

### **Conclusion**

The design of the project story book on the Menara Kudus Mosque building is a year and a half of hard work. With collect many literacy books and resource persons. In data collection especially concerning a historical building site, of course, requires data valid and relevant. However, it is not uncommon to experience some obstacles that sometimes can't be helped. Like some story books that are considered irrelevant again with today, the lack of books that review the buikding of the Menara Kudus Mosque, both in print and online media, mostly tell about Sunan Kudus's journey when he was still a judge in the Demak kingdom. As well as the difficulty of finding the right sources, the ignorance of many people about the building. The history of Menara Kudus Mosque makes the project story book "Menara Kudus" deemed acceptable.

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