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Contextual-Based E-Comic Media Through Maritime Thematic Learning In Early Childhood

Farida Samad[1]
farida.samad@unkhair.ac.id

Rosita Wondal[2]
rositawondal@yahoo.co.id

Umikalsum Arfa[3]
umikalsumarfa@yahoo.com

Rita Samad[4]
ritasamad5@gmail.com

[1234] Universitas Khairun, Ternate, Indonesia

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Abstract: *This research aims to analyze the use of contextual-based e-comics through marine thematic learning in early childhood marine. Through this research, the problem will be solved by using e-comic learning media integrated into marine thematic learning for children aged 5-6 years at PAUD Bhayangkari Ternate City. The research uses a mixed method. While the design used to develop teaching materials is the 4-D model design, the development stages used are the development stages of Thiagarajan, Semmel & Semmel (1974) which include four development stages namely define, design, develop, and disseminate. The data that has been collected using the instruments above is then analyzed quantitatively and directed to explain the validity of the comic media developed. Data from the validation of experts were analyzed by considering input, comments, and suggestions from validators. The results of the analysis were used as guidelines for revising the developed learning media. The data analysis methods used in this development research are the qualitative descriptive analysis method and the quantitative descriptive method. This method is used to process data from the results of linguists, learning media experts, and individual and small-group trial experts. To be able to support the learning process at PAUD Bhayangkari, the e-comic media goes through the expert validation test stage (media experts, linguists, PAUD material experts) as well as product trials (small group tests) where all three experts give very good or valid assessments and student responses as subjects classified as very good. From media experts, the percentage of validity obtained is 89.2, from users with a percentage of 98.33, linguists the percentage achieved is 100. From this analysis, as foundational years for cognitive and social development, early childhood education plays a pivotal role in shaping future learning experiences. Integrating engaging and relevant materials, such as e-comics, can enhance children's interest and understanding of marine themes.*

Keywords: *e-comic, media, early childhood, maritime, thematic.*

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INTRODUCTION

Indonesia is an archipelagic country that has around 17,000 islands, and 104,000 kilometers of coastline and is surrounded by an ocean area of 5.8 million square kilometers (Indonesia, 2015). The expanse of Indonesia's territory is dominated by the ocean with enormous potential for biological and non-biological resources, and the majority of people earn their living at sea. Unfortunately, with a wealth of resources, Indonesia's distinctive and unique potential, which consists of thousands of islands and competitive advantages throughout the archipelago, is not being exploited properly (Asmani, 2012 in Fuad & Musa, 2017). Looking at the marine environment and its various potentials, of course, attention to Indonesian waters is very necessary as an effort to protect the earth from an early age and also needs to be introduced to the public.

Children as the nation's next generation are important agents in maritime development. Therefore, it is very important to foster enthusiasm and introduce them to maritime life. Several things can influence a child's response, one of which is closeness to objects and information obtained by the child. Children who receive less stimulation or information related to the maritime or marine environment become less sensitive to that environment. So, in the end, they have less interest in the marine environment.

Marine thematic is a learning approach that provides space for children to play an active role in marine-related learning activities that are appropriate to their goals and developmental age. Education methods for early childhood have been directed to a thematic basis, which means that early childhood education is an effort to develop children. from birth to six years which is carried out through providing educational stimulation to assist physical and spiritual growth and development so that children are ready to enter further education. If these two processes continue continuously, old knowledge and new knowledge will be balanced, in this way, children can gradually build knowledge through interaction with their environment. (Kemendikbud, 2019) (Eviana et al., 2015) (Yuliastri & Sandy Ramdhani, 2018) (Joni, 2009). In this way, thematic learning is taught to children because in general they still see everything as a whole (holistic), their physical development can never be separated from their mental, social, and emotional development.

Based on this, children's learning behavior is greatly influenced by aspects of themselves and their environment. It is impossible to separate these two things because the learning process occurs in the context of the child's interaction with the environment closest to the child, namely the environment (Greely, 2008). For this reason, when a PAUD institution will apply these learning methods and materials, preparations are needed, including preparing the teachers at the institution so that they have the same understanding of the methods and sources of marine thematic learning, because with thematic learning it is hoped that learning will be more continuous and not stand-alone.

Learning that involves the use of technology is expected to be an innovation to support students' understanding and introduction to material. Currently, early childhood play media is experiencing a shift from nature to technology. In the beginning, children used a lot of natural materials in various play activities. But now, technology is widely used in children's play activities. The use of play media in learning activities aims to make children's learning more effective and meaningful. At the beginning of the 21st century, developments in technology and information can be used as learning media, one of which is e-comic media (T. Handayani et al., 2021; Melliyanti & Suniasih, 2022; Rahmawati, 2018). The use of comics with colored illustrations, concise storylines, realistic characters will attract students' attention (Lestari &

Projosantoso, 2016). Apart from that, research conducted by (Budiarti & Haryanto, 2016) states that comic media can increase motivation and reading comprehension skills. students. (Daryanto, 2013) revealed that comics are a form of cartoon that reveals characters and implements a story in a sequence that is closely related to images and is designed to provide entertainment to readers. In this research, comics are made in electronic form and the images and audio are digitized so that students not only see images, but the digitization of the comics can be moved and there is voice dubbing so that students can obtain information from e-comics.

Based on the results of a preliminary study conducted by interviewing PAUD teachers in Ternate City regarding maritime education, it is stated that the marine or maritime thematic learning process is still conventional, this is shown in learning activities that cannot provide learning media that present objects or events that have occurred, for example, VCD, TV or laptop media, group B teachers still experience difficulties in increasing children's literacy and understanding regarding maritime affairs and teachers do not know some terms well. Apart from that, children have difficulty improving their understanding because children also lack interest in studying the material in children's reading books, in terms of the play media used is not yet varied because they only use pictures, bottle caps, and blocks. The problem formulation proposed in this research is how to use contextual-based e-comics through marine thematic learning for early childhood. Through this research, problems will be solved using e-comic learning media which is integrated into marine thematic learning for children aged 5-6 years. In its application, this e-comic is packaged into an illustrated storyline about maritime affairs which will be given to children in a fun way during play activities. This e-comic media is also a shortcut to make it easier for teachers and young children to learn and it is hoped that young children will be more interested in introducing the maritime sector to maritime themes.

METHOD

To achieve the research objectives according to the proposed problem formulation, the research will be carried out using a mix method. Meanwhile, the design used to develop teaching materials is a 4-D model design, the development stages used are the Thiagarajan, Semmel & Semmel (1974) development stages which include four development stages, namely define, design, develop and disseminate. (Figure 1)

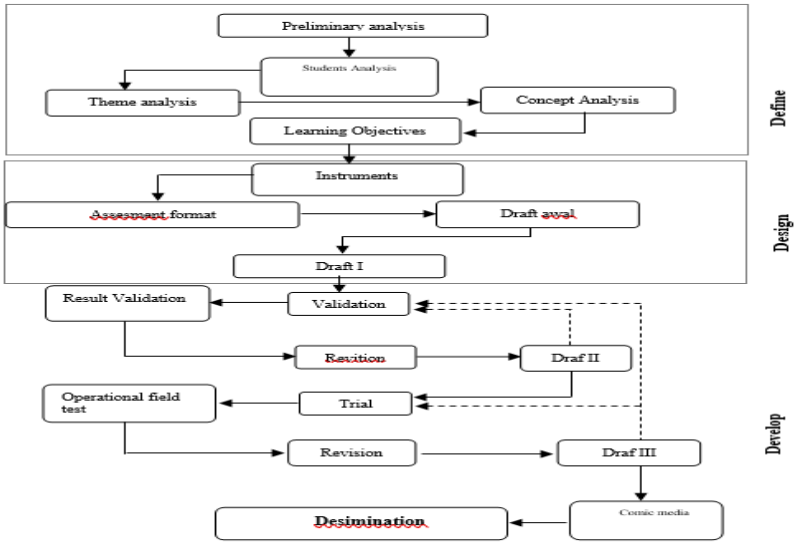

Fig. 1 4D Model

The research instruments used in this research are as follows: (1) validation sheet which includes: a daily activity plan validation sheet and contextual-based comic media validation sheet and (2) teacher response questionnaire. Data collection techniques are the most important step in research. Data collection was carried out using observation activities, interviews, teacher response questionnaires, and documentation at Bhayangkari PAUD, Ternate City. The data collection technique is carried out using the stages of the 4D model which can be seen in the table below:

Table 1. Steps of 4D Model

Steps	Technique of Collecting Data
1. *Define*	Observations, interviews, teacher response questionnaires, and documentation.
2. *Design*	Preparing instruments, selecting assessment formats, and making initial designs.
3. *Develop*	Expert validation (If the analysis results show that draft-1 is valid and feasible without revision, then the next activity is to conduct a field trial. If the analysis results show that draft-1 is valid and feasible to be implemented with revisions, then a minor revision is carried out and draft-2 is obtained. Next, a trial of the 2nd draft is carried out, and if the results of the analysis show that the 1st draft is invalid or not feasible, major revisions are carried out to obtain the 2nd draft. After that, return to the original activities, asking for expert and practitioner considerations followed by analysis so that draft-3 is obtained), and trial
4. *Disseminate*	Final draft limited distribution of group B PAUD teachers in Ternate City.

The data that has been collected using the instruments above is then analyzed quantitatively and aimed at explaining the validity of the comic media being developed. Data from expert validation results are analyzed by considering input, comments and suggestions from validators. The results of the analysis are used as guidelines for revising the learning media developed. The data analysis methods used in this development research are qualitative descriptive analysis methods and quantitative descriptive methods. This method is used to process data from the results of linguists, learning media experts, and individual and small-group trial experts. In making decisions regarding qualifications for E-comic media, the 5-scale achievement level conversion is used which is presented in the following table.

Table 2. Scale Achievement

Level	Criteria	Qualification
90%-100%	Very good	No revision required
75%-89%	Good	Slight revision
65%-74%	Moderate	Revised sufficiently
55%-64%	Less	Many things have been revised
0%-54%	Very Less	Repeatedly make the product

(Tegeh & Kirna, 2013)

RESULT AND DISCUSSION

The results obtained at each stage of development in connection with the process of developing learning resources in the form of contextual-based e-comic media for early childhood are described as follows.

***1. Define*,** at this stage, a preliminary study is carried out which includes: (1) preliminary analysis, (2) student analysis, (3) concept analysis, (4) task analysis, and (5) analysis of marine thematic learning objectives. This stage can be explained as follows.

(1) Preliminary Analysis, the preliminary analysis aims to identify essential problems faced by group B teachers that need attention, especially in optimizing the use of e-comic media in marine thematic learning in marine thematic learning activities. Based on a preliminary study conducted at PAUD Bhayangkari, Ternate City, information was obtained that (1) the learning carried out by teachers so far in the teaching and learning process at PAUD Bhayangkari has not used technology in forming learning media, as a result, the objectives in the learning process have not been achieved as a whole; (2) the learning media used by the teacher is less interesting; (3) the need to provide appropriate contextual-based learning media in the classroom that can explain existing problems related to the environment. Based on information obtained from the Bhayangkari PAUD teacher in Ternate City, contextual-based e-comic media through micro-reflective learning on marine themes for early childhood is necessary as a shortcut to make it easier for teachers and early childhood in learning and it is hoped that early childhood can be interested in familiarizing themselves with the marine environment in their area.

(2) Students Analysis, identifying the characteristics of students at PAUD Bhayangkari in this research concerns the students' initial knowledge and the general characteristics of students that a teacher must know. Achieving learning objectives at Bhayangkari PAUD Ternate City is strongly supported by students' initial knowledge where each student has a better understanding of each theme/sub-theme that has been studied previously. The students who were the objects of this research trial were class B students at Bhayangkari PAUD, Ternate city. Based on information obtained from Bhayangkari PAUD teachers, students' academic abilities vary and some students have never participated in learning using learning media in the form of marine-themed e-comics. Adapting learning methods to learning materials is very necessary for a teacher to achieve the learning objectives to be achieved. A teacher is required to be more creative in choosing methods based on students' needs which can later be useful for students in the teaching and learning process. At Bhayangkari PAUD there are no learning resources in the form of e-comic media for teachers. During the teaching and learning process in the classroom, teachers are sometimes constrained in the classroom by only having worksheet books as a guide. As a result, students who previously had high curiosity became less enthusiastic about participating in learning.

This reason is the reference for the need for e-comic media that can be used by a teacher in introducing marine themes. It is related to Bada, 2015; Morrow (2018) that by understanding the characteristics of students at PAUD Bhayangkari is vital for effective teaching. By leveraging theoretical frameworks, teachers can design and implement learning experiences that are engaging, relevant, and tailored to meet the diverse needs of their students. The introduction of marine-themed e-comics serves as a strategic response to the challenges identified, aiming to enhance student engagement and learning outcomes.

(3) Concept Analysis, it can be seen that the concepts that students will learn in the theme 'plants' and the sub-theme 'coconut trees' as well as contextual-based e-comic learning media through marine thematic learning in early childhood are suitable for application in the teaching and learning process in class. By learning marine thematic using e-comic media, students can build marine concepts, and carry out conservation activities for the marine environment by developing aspects of children's development, namely religious, moral, physical motoric, language, cognitive, and social-emotional values.

(4) Material Analysis, based on the material analysis for the plant theme/sub-theme of coconut trees, a task analysis is carried out which refers to the predetermined themes/sub-themes, indicators, learning activities, learning tools/resources, assessment of student development and learning objectives to be achieved in learning activities.

(5) Analysis of Learning Objectives, learning objective analysis is intended to formulate learning objectives. The learning objectives using e-comic learning media on marine themes are as follows: 1) To find out an overview of the use of e-comic media implemented in Bhayangkari PAUD Ternate City. 2) To find out an overview of a hypothetical marine-thematic contextual-based e-comic media model for early childhood children in Bhayangkari PAUD, Ternate City. 3) To determine the level of implementation of contextually based e-comic media on marine themes for early childhood children in Bhayangkara PAUD Ternate City.

a. Description of Design Stage

At this stage, the results of the contextually based e-comic media design on marine themes for early childhood include the initial design of e-comic media on marine thematic for early childhood which consists of making an e-comic concept map, e-comic framework and storyboard and preparation of instruments.

b. The Initial Design

The initial design of contextually based e-comic media on marine themes for early childhood is the result of the initial development of learning media which is still temporary (hypothetical) and will be assessed by a validator of 5 experts. The assessment results obtained are then used as a basis for improving the learning media that will be developed. Contextually based e-comic media through reflective microlearning on marine themes for early childhood includes 1) Interface design (display) that reflects the content of marine-themed comics, layout composition, lines and colors, figures or characters with stories. 2) Text message design which includes size and type of font, accuracy of sentences used, effect of sentences and writing, balance between text and images, material content, suitability of images to characters, type of letters, color, spacing, and font

size. 3) Design an image message that explains the suitability of the image to the material, image quality

c. Marine Thematic e-Comic Media.

The e-comic media that has been created has been developed in such a way as to encourage students to increase their curiosity, insight, and knowledge. The presentation of the material is combined with illustrated stories with a plant theme, which can attract the interest of group B PAUD Bhayangkari. It is hoped that the development of this comic can facilitate students learning so that it can improve students' marine thematic learning outcomes because this media is also expected to increase awareness of the maritime environment from an early age. By integrating these theories, the e-comic media developed for PAUD Bhayangkari aims to not only improve marine thematic learning outcomes but also to foster early environmental awareness among students. This multifaceted approach aligns with contemporary educational practices that prioritize engagement and active learning.(Sari et al., 2022).

3. Develop

At this stage, draft-1 of contextual-based e-comic media is produced through reflective micro-learning on marine themes for early childhood which consists of daily activity plans which are followed up by carrying out activities to test the validity of the resulting draft-I. The following is a picture of the learning implementation:

Fig 1. Teaching Implementation Activities used e-comic 'Luna and Uma'

To test validity and reliability, a team of experts is needed as validators. Those who act as validators in this research are the first validators, namely Sam (Language), Nur (PAUD Media), San (Teacher), Kas (Teacher), and Alfa (Media). The results of this marine thematic learning development stage are as follows.

Validity Test Results of Contextually Based E-Comics Media Through Marine Thematic Learning for Early Childhood Children, the validity of contextually based e-comic media on marine themes for early childhood is based on expert agreement which is as follows: 1) Validation activities for contextually based e-comic media through marine thematic learning for early childhood begin with creating a specification table for daily activity plans. The design results are then validated by experts who are competent in their field. The results of the two experts' assessments are presented as follows:

Table 3. Validation of Media Expert

No	Aspect	Validator (Mean)
1.	**Design of Interface /Cover** a. Image reflects the content of the comic b. Composition line and colors c. The character of story d. Font type e. Accuracy	5
2.	**Design of Text** a. Appropriateness of type, color, spacing, and size of letters b. The quality of the text used c. Correct use of sentences d. Balance between text and images a. Harmony of background color with text	4.3
3.	**Desain of Image** a. Image suitability with material/text message b. The quality of the images presented c. Image layout with text presentation d. Image suitability with a text message/material e. Image highlighting	4.17
4.	**Animation Message** a. Compliance b. Easy to understand c. Interactive Messaging	4.36
	Mean	4.46
	(%)	89.2

Thus, the validity percentage obtained is 89.2. From this analysis, it can be concluded that the resulting media coefficient is very good so it does not need to be revised further. The comments given by the validator are that the e-comic design is good and focused. E-comic layout settings are concise, instructions for use are clear, font type and size are correct and content is appropriate. The appropriate colors depict the sea and the combination is appropriate. The spacing of text, objects, and images is appropriate. Animation has explained related material, it is easy to understand the information provided. E-comics can provide an overview of the importance of not throwing rubbish into the sea, and have good quality. The voices of the characters in the images presented are appropriate. Interactive e-comic products work well.

Table 4. Validation of User

No	Aspect	Validator (Mean)
1	**Material presentation** a. Suitable for children's needs b. Suitability to Learning Objectives c. Systematic d. Proportional, detailed	4.75
2	**Intercente and Interactivity** a. Attractive, concise, and focused design b. Interactive in creating active learning c. Multidirectional Learning d. Supporting children's creativity	5
3	**Media Organizing** a. Easy interactive b. Interactive works well	5
	Mean	4.92
	(%)	98.33

The validity value obtained is 98.33. From this analysis, it can be concluded that the resulting media coefficient is very good so it does not need to be revised again. The notes given include the presentation of interactive e-comic material for children's needs because it is an

interesting learning source. Apart from that, the e-comics displayed are in the form of pictures and the graphics are quite simple and understandable for kindergarten children. E-comics are presented in the form of text, images, and audiovisuals that support and stimulate children's creativity. Interactive material by the learning objectives can be seen in the storyline about the importance of protecting the marine environment by children which is presented, including good and focused design, a concise layout that is easy to understand, clear instructions for use, appropriate font size, and appropriate material content. The product material is presented proportionally and the comics displayed are appropriate and cover the child's development stage. The choice of material is very appropriate to the learning theme in PAUD. Content presentation is by PAUD characteristics. Children are enthusiastic and active when playing e-comics and the children can interact well. E-comics are interactive and support learning creativity, children ask how to make interactive comics and why there is a teacher's voice in the comic. (Ofori-Attah, 2021). The integration of e-comics in the learning environment at PAUD Bhayangkari not only aligns with educational goals but also enhances children's engagement and creativity. This interactive medium serves as an effective tool in promoting curiosity and interaction, essential for fostering a love of learning and awareness of marine themes among young learners.

Table 5. Validation of Language Experts

No	Aspects	Validator (Mean)
1	**Vocabulary** a. Diverse vocabulary b. Interactive according to grammar c. Easy vocabulary for early childhood	5
2	**Pronunciation** a. Correct pronunciation of words or sentences on audio b. Clarity of words or sentences on the audio c. Pronunciation of words or sentences is done naturally	5
3	**Grammar** a. Word selection or sentence arrangement b. Interactive works well c. Compatibility with language rules	5
	Mean	5
	(%)	100

The validity obtained is 100. From this analysis, it can be concluded that the resulting media coefficient is very good so it does not need to be revised again. The following are the comments given as follows: the use of E-Comics media is very interactive and worthy of implementation because from a linguistic aspect, it already has a diverse vocabulary and is easy to understand for young children. The use of vocabulary in e-comics is very interactive, the media used can send messages to students and is by learning objectives. From a linguistic aspect (grammar), it is by Indonesian language rules (spelling used by EYD) and is very easy for young children to understand. The urban vocabulary used in e-comics Media is easy for young children to understand. The pronunciation of words and sentences in the audio is appropriate. The pronunciation of the words in each sentence in E-Comics Media sounds very clear. The pronunciation of the words in each sentence in E-Comics Media is natural according to the context and theme. The arrangement of words in each sentence spoken on e-comic media follows the rules of Indonesian grammar. From a grammatical aspect, the arrangement of the sentences follows the Indonesian sentence structure.

Results of assessment/validation of contextual-based e-comic media development through marine thematic learning for early childhood. The suggestions given by the validator are taken into consideration:

Table 6. Product Revision

No	Suggestion	Revision
1.	Animation, if possible, provides more variety	Objects and images are visualized with movement adapted to the character.
2.	It is best to make text objects more interesting with various variations.	Text font adjustments that are easy to read and attractive

This assessment by the teacher is intended to obtain direct input from the teacher regarding contextual-based e-comic media through marine thematic learning for those produced and validated by experts/experts. This assessment by teachers was carried out by the researchers themselves by consulting/interviewing and giving response questionnaires to the e-comic media developed for teachers. The results of interviews and teacher response questionnaires were then used as input for researchers to improve/revise the e-comic media produced to adapt it to the level of development of students at PAUD Bhayangkari. The names of the teachers who assessed the marine-themed e-comic media produced were SH and Kas.

Table 7. Teacher Evaluation

No	Teacher	Aspect			
		Teaching Module			
		Very good	Good	Poor	Not Good
1	Observer 1	-	√	-	-
2	Observer 2	-	√	-	-
Percentage		100%			

a) Based on Table 7, the teacher's assessment of the teaching module is in a positive category, namely 100% "good". Teacher assessment is said to be effective because ≥ 80% of teachers give positive responses, good and very good, as much as 100% of teachers. According to teachers, the benefits that students can obtain from contextually based e-comic media on marine themes for early childhood are: a. Through e-comic media, the learning process for early childhood becomes more meaningful, fun, and interesting so that children can understand more widely.
b) In learning activities, the use of e-comics can create students' interest in learning.
c) Develop attention or enthusiasm for the learning material presented by the class teacher.
d) Make learning activities more effective.

The learning media developed can be used and utilized in the future at Bhayangkari PAUD Ternate City. Judging from the teacher's assessment, the teacher received the following positively: a. There is no learning media in the form of digital comics that can be accessed by educators online and this has been the case for teachers to help the teaching and learning process in the classroom. b. Teachers need contextual-based e-comic media through reflective micro-learning on marine themes for young children to further develop an attitude of concern for the sea from an early age. c. This teaching material is very good for teachers in a more focused and developing learning process in the future.

4. Disseminate

The learning media produced at the end of development was then distributed on a limited basis to Bhayangkari PAUD teachers in Ternate City through FGD (*Focus Group Discussion*). From the results of the distribution of learning tools, a final draft of contextual-based e-comic media was obtained through marine thematic learning for early childhood.

CONCLUSION

The conclusions of this research are as follows: the design of contextually based e-comic media through marine thematic learning for early childhood was developed using a 4-D model design development model, the development stages used were the development stages of Thiagarajan, Semmel & Semmel (1974) which includes four stages of development, namely define, design, develop, and disseminate. To be able to support the learning process at Bhayangkari PAUD, this e-comic media must pass the expert validation test stage (media expert, language expert, PAUD material expert, and product trial (small group test) in which the three experts gave very good or valid assessments and Student responses as subjects were classified as very good. For media experts, the percentage of validity obtained was 89.2, users with a percentage of 98.33, and language experts the percentage achieved was 100. From this analysis, it can be concluded that the resulting media coefficient is very good so it does not need to be revised.

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