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Development Of E-Comic Media In Teaching Ternate Language To Early Childhood At PAUD Ake Gaale Malaha

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Abstract

The decline in the use of regional languages among young generations has become a significant challenge in maintaining cultural identity and linguistic heritage. In the context of early childhood education, the Ternate language requires innovative learning strategies that integrate technology, cultural values, and children's developmental characteristics. This study aims to develop an electronic comic (e-comic) media for teaching the Ternate language to early childhood students at PAUD Ake Gaale Malaha, Ternate City. This research employed a Research and Development (R&D) approach using the 4D development model consisting of define, design, develop, and disseminate stages. The research subjects were children in Group B of PAUD Ake Gaale Malaha. Data were collected through observation, interviews, expert validation sheets, teacher responses, and pre-test and post-test assessments. The results showed that the developed e-comic media achieved a very high validity level based on media expert validation (94.28%), early childhood education expert validation (97.14%), and Ternate language expert validation (91.42%). The practicality test obtained a score of 92.72%, categorized as very good. Furthermore, the effectiveness test demonstrated an improvement in children's Ternate language skills from 36% in the pre-test to 86.6% in the post-test, with an increase of 50.6%. The findings indicate that e-comic media supports constructivist and social learning approaches by encouraging children to actively construct language knowledge through visual interaction, storytelling, and cultural contexts. Therefore, Ternate language e-comics function not only as digital learning media but also as

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a cultural preservation instrument that strengthens children's appreciation of local identity in a multicultural educational environment.

Keywords: E-Comic; Ternate Language; Early Childhood Education; Constructivism; Social Learning; Cultural Preservation.

INTRODUCTION

Early childhood is a crucial period in a child's life, during which brain and body development occurs rapidly. Between the ages of 0 and 8, children begin to develop various basic skills that are crucial for their future growth. One of the most prominent aspects of development is language development. Language is a vital communication tool in shaping a child's character(Mustoip et al., 2023). The language learning process in early childhood is influenced by various factors, including social interactions, parental or caregiver stimulation, and daily experiences. By using language, children will grow and develop into adults who socialize in society(Heryani, 2020)

Through language, children can express their feelings, needs, and thoughts, as well as receive information from their environment. Language development in early childhood is a crucial aspect that needs to be developed, as language serves as a means of communication that allows every individual in society to convey their thoughts, feelings, and desires to others (Anggraini et al., 2019). Language stimulation in early childhood has a significant impact on their cognitive, social, and emotional development. Therefore, it is crucial for parents and teachers to pay attention to language as a means of communication between members of the surrounding community(Wahidah & Latipah, 2021).Early childhood education institutions that integrate various language activities such as storytelling, role-playing, and shared reading can significantly contribute to children's language development (Ikhtiarani et al., 2024).

The use of learning media is crucial for supporting children's language activities. Learning media not only enriches the learning experience but also helps teachers deliver material in a more engaging and easily understood way for young children (Ediyani et al., 2020). The use of learning media not only helps children understand the material but also increases their interest in learning There are many learning media that use the latest technology in the era of Society 5.0, one of which is animated video learning media (Andrasari et al., 2022). The use of interactive learning media is closely related to children's learning abilities, as it is a learning method based on information and communication technology that can be integrated into the learning process for

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early childhood(Herliza & Nirwana, 2023).

In this study, researchers developed a technology-based learning medium in the form of e-comics. Developing e-comics in regional languages, specifically Ternate, for young children is a strategic way to preserve and introduce local culture through everyday language. E-comic media is a unique visual communication medium because it integrates text and images creatively, making it a means of conveying information that is interesting and easy for children to understand (Tapiah, 2021). Digital e-comics provide a more interactive learning experience through the addition of animation, sound effects, and other interactive features, making them increasingly relevant for use in today's educational context (Damayanti et al., 2024).

This research focuses on e-comics in regional languages, particularly Ternate, which can help children recognize and appreciate their cultural identity from an early age, while also honing their language skills. Ternate is a language outside the Austronesian family that is still actively used by its speakers (Duwila, 2021). However, over time, the use of Ternate has begun to decline, especially among the younger generation who are more accustomed to using Indonesian and foreign languages(Duwila & Subuh, 2024). Therefore, the development of regional language learning media becomes a strategic step to help younger generations, especially early childhood children, to communicate with each other and maintain their cultural identity from an early age.

This study aims to optimize learning through the development of e-comic media in Ternate regional language learning for early childhood at PAUD Ake Gaale Malaha, Ternate City. The materials developed for introducing Ternate language to early childhood consist of self-introduction in Ternate language (do you), introduction of numbers 1–10 using Ternate language (your number), and introduction of body parts using Ternate language (sinunako lehe maronga). The development of e-comic media is expected to assist teachers in teaching Ternate language to early childhood and to contribute to the preservation of local cultural heritage through the integration of technology and regional language learning.

OVERVIEW OF CONNECTIVISM

Connectivism is a contemporary learning theory that explains learning processes in the digital era, where knowledge is developed through connections among individuals, information sources, technologies, and learning networks. Unlike traditional learning theories that mainly emphasize knowledge acquisition within individual cognitive structures, connectivism highlights that learning occurs through the ability to create, maintain, and utilize connections in dynamic digital environments. In this perspective, the ability to identify relevant information and establish

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meaningful connections becomes an essential competence in modern education.(Dziubaniuk et al., 2023)

The emergence of connectivism is closely related to technological transformation that has changed the nature of learning resources. Digital technology enables learners to access various forms of knowledge beyond conventional classroom boundaries. Learning materials are no longer limited to textbooks and teacher explanations but are distributed through digital platforms, multimedia resources, and online learning networks. Therefore, learning in the digital age requires educational approaches that integrate technology as part of the knowledge construction process. (Mukhlis et al., 2024)

In early childhood education, connectivism provides a perspective that digital media can become a bridge between children, learning content, teachers, and cultural environments. Although young children are still developing basic cognitive and language abilities, appropriately designed digital media can provide meaningful learning experiences through visual, auditory, and interactive stimulation. Digital learning environments allow children to repeatedly access information, recognize patterns, and connect new knowledge with their everyday experiences.

The development of Ternate language e-comic media reflects the principles of connectivism because it integrates digital technology, local language content, and interactive learning experiences. E-comics combine images, text, audio narration, and storytelling elements that enable children to build connections between visual representations and language concepts. Through digital stories, children can recognize Ternate vocabulary related to self-introduction, numbers, and body parts in a contextual learning environment.

Furthermore, connectivism emphasizes that learning is strengthened through networks and interactions. In the context of Ternate language preservation, e-comics do not function only as individual learning materials but also as a cultural learning network involving teachers, children, parents, and local communities. Teachers can use e-comics during classroom activities, while parents can support children's language exposure outside school. This interaction creates continuity between formal education and cultural practices.The integration of connectivism and digital e-comic media also supports the preservation of regional languages in the digital era. Regional languages face challenges because children increasingly interact with national and global digital content. Therefore, providing culturally relevant digital learning resources becomes an important strategy to maintain children's connection with local languages. Through e-comic media, technology becomes not only a tool for delivering information but also a medium for strengthening cultural identity and sustaining linguistic heritage.Based on the connectivist

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perspective, the use of Ternate language e-comics demonstrates that digital innovation can support language learning by creating connections between technology, pedagogy, and culture. The media provides opportunities for children to learn through digital interaction while maintaining their relationship with local cultural knowledge.

OVERVIEW OF CONSTRUCTIVISM

Constructivism is a learning theory that views learning as an active process in which learners construct knowledge through experience, interaction, and interpretation of information. In this perspective, knowledge is not simply transferred from teachers to learners but is developed through meaningful experiences that connect new information with existing understanding. Constructivist learning emphasizes student-centered activities, exploration, collaboration, and contextual learning environments. In digital learning contexts, technology-based media can strengthen constructivist learning by providing interactive experiences through visual, audio, and multimedia elements that encourage learners to actively engage with learning materials and develop their own understanding (Duwila & Subuh, 2024).

In early childhood education, constructivism highlights the importance of learning experiences that are closely related to children's daily lives, social interactions, and cultural environments. Language learning becomes more effective when children are involved in meaningful communication activities rather than only memorizing vocabulary. The development of Ternate language e-comic media reflects constructivist principles by presenting vocabulary, dialogues, and cultural contexts through attractive digital stories. Through visual illustrations and interactive narratives, children can connect new language knowledge with their real experiences, enabling them to construct understanding while strengthening local cultural identity. Therefore, e-comics function not only as learning media but also as a contextual environment that supports children's language development and active participation (Jatiningsih & Dewi, 2022).

SOCIAL LEARNING THEORY

Social Learning Theory explains that learning occurs through social interaction, observation, imitation, and feedback from the surrounding environment. According to this theory, learners acquire knowledge and behaviors not only through direct experiences but also by observing other people, including teachers, peers, and learning models. In educational contexts, interaction becomes an essential component because learners develop understanding through communication, collaboration, and participation in social activities. The integration of digital

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technology can strengthen social learning by providing opportunities for learners to observe, interact, and engage with learning content through various multimedia resources (Amsari et al., 2024).

In early childhood education, Social Learning Theory is highly relevant because language development occurs through interaction and communication with others. Children learn vocabulary, pronunciation, and communication patterns by listening, observing, and imitating language use in meaningful situations. The development of Ternate language e-comic media supports this theory by presenting characters, dialogues, and everyday cultural contexts that enable children to observe language practices and gradually reproduce them. Through teacher-guided storytelling and classroom interaction using e-comics, children can develop Ternate language skills while strengthening social values and cultural awareness. Therefore, e-comic media functions as a social learning environment that connects digital resources, teacher guidance, peer interaction, and local cultural preservation.

THEORETICAL INSIGHT

The development of Ternate language e-comic media is theoretically supported by the integration of constructivism, social learning theory, and connectivism as three complementary perspectives in contemporary education. Constructivism explains that children actively construct knowledge through meaningful experiences and interactions with their environment, while social learning theory emphasizes the role of observation, imitation, communication, and social interaction in the learning process. Meanwhile, connectivism extends this perspective by explaining how digital technology creates new learning networks that connect learners, information resources, and learning environments. This theoretical integration shows that digital learning media should not only transfer information but also facilitate active engagement, interaction, and meaningful knowledge construction in accordance with learners' contexts.(Dziubaniuk et al., 2023)

In the context of early childhood language learning, the combination of these theories provides a strong foundation for developing culturally responsive digital media. The Ternate language e-comic applies constructivist principles by presenting vocabulary and communication experiences through contextual stories, visual illustrations, and familiar cultural settings. At the same time, the social learning dimension appears through children's interaction with teachers and peers during storytelling activities, where children observe language use, imitate pronunciation, and develop communication skills. The use of digital storytelling also supports connectivist

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learning because children interact with multimedia elements such as images, text, and audio that create connections between linguistic knowledge, technology, and cultural experiences.(Fatullah et al., 2026)

Furthermore, this theoretical framework highlights that e-comic media functions not only as an instructional tool but also as a medium for cultural sustainability in the digital era. The integration of technology with local language content allows children to access cultural knowledge through a learning format that matches current digital environments. Through e-comics, Ternate language learning becomes more engaging, interactive, and relevant because it connects children's everyday experiences with local identity and cultural heritage. Therefore, the development of Ternate language e-comics represents a learning innovation that combines pedagogical theory, digital transformation, and cultural preservation(Afanasenko et al., 2022)

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CULTURAL EVOLUTION AND PRIMARY EDUCATION

Cultural evolution refers to the process through which cultural values, knowledge, traditions, and languages are transmitted, adapted, and maintained across generations. In the context of primary and early childhood education, schools have an important role in ensuring the continuity of cultural heritage by integrating local knowledge into learning activities. Culture-based education enables children to develop not only academic competencies but also cultural awareness, identity, and appreciation of their community values. Local languages, as important components of cultural heritage, require educational strategies that allow children to experience and use them meaningfully in everyday learning environments. (Ita & Ngonu, 2025)

The rapid development of globalization and digital technology has created challenges for the sustainability of local cultures, including regional languages. Younger generations increasingly interact with digital content dominated by national and global cultures, which may reduce their exposure to local traditions and languages. Therefore, primary education needs innovative approaches that combine cultural preservation with contemporary learning methods. The integration of digital learning media containing local cultural elements can create culturally responsive learning experiences where children construct knowledge while maintaining connections with their cultural background(Hasanah & Kristanto, 2025).

In relation to Ternate language e-comic media, cultural evolution is reflected through the transformation of traditional language transmission into a digital learning format. E-comics present local vocabulary, stories, characters, and cultural contexts in an attractive form that is appropriate for children's learning characteristics. Through digital storytelling, children can learn

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the Ternate language while recognizing local identity and cultural values. Thus, the development of e-comic media becomes not only an educational innovation but also a cultural preservation strategy that connects local heritage with the needs of digital-era education(Ita & Ngonu, 2025)

HIGHER EDUCATION SHIFT.

The transformation of education in the digital era has shifted learning environments from traditional knowledge delivery toward flexible, technology-based, and learner-centered systems. Digital technology has changed the way learning materials are developed, accessed, and used by integrating multimedia resources, interactive platforms, and digital storytelling. This transformation extends beyond higher education and influences early childhood education by providing new opportunities for children to learn through visual, audio, and interactive media. Digital learning resources such as e-comics support meaningful learning experiences by combining stories, illustrations, and language exposure based on children's developmental characteristics.

Furthermore, digital transformation encourages a shift from teacher-centered learning toward active and contextual learning, where learners construct knowledge through interaction with learning resources and their environment. In this context, Ternate language e-comics represent an educational innovation that integrates digital technology with local cultural knowledge. Through digital storytelling, children can recognize regional vocabulary, develop language skills, and strengthen cultural identity. Therefore, digital learning media functions not only as a teaching tool but also as a strategy to preserve local language and culture while adapting education to the needs of contemporary learners.

Table 1. Digital Transformation Shift in Learning Environment

1.From Traditional to Digital Learning
Learning resources have shifted from printed materials to digital media such as e-comics and multimedia applications..
2 From Teacher-Centered to Learner-Centered Learning
Learners become active participants who explore and construct knowledge through learning experiences.
3. From Passive to Interactive Learning
Digital media encourages interaction through visual, audio, and multimedia elements
4. From General to Contextual Learning

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Learning materials are adapted to learners' needs, environment, and cultural background.
5. From Information Consumer to Creator Learners and educators participate in creating and developing digital learning resources.
6. From Cultural Disconnection to Cultural Integration Technology becomes a medium for integrating local language and cultural identity into learning.

SOCIAL LEARNING THEORY - ACADEMIC PERSPECTIVE

From an academic perspective, Social Learning Theory provides an important foundation for understanding how children acquire language and knowledge through observation, interaction, imitation, and social experiences. Learning is not only an individual cognitive process but also a social process influenced by interaction with teachers, peers, family, and the learning environment. Bandura's social learning perspective emphasizes that children develop new behaviors and understanding by observing models and receiving reinforcement from their surroundings. In early childhood education, language development occurs through meaningful communication activities where children listen, imitate, and practice language use in social contexts(Bandura, 2006) .

The development of Ternate language e-comic media reflects the principles of Social Learning Theory by presenting characters, dialogues, and contextual stories that enable children to observe and imitate language practices. Through visual narratives and digital storytelling, children can recognize Ternate vocabulary related to daily activities, self-introduction, numbers, and body parts. The interaction between teachers and children during e-comic-based learning strengthens the social dimension of learning because teachers function as facilitators who guide children in understanding stories, practicing pronunciation, and communicating using regional language(Tarsono, 2018).

Furthermore, Social Learning Theory highlights the importance of modeling in developing children's attitudes, behaviors, and cultural awareness. In the context of Ternate language preservation, e-comics provide language models and cultural representations through characters and stories. Children are not only introduced to vocabulary but also exposed to local values and identity through digital learning experiences. Therefore, integrating Social Learning Theory with e-comic media demonstrates that technology can support socially meaningful learning by connecting children, educators, and cultural knowledge in an interactive learning environment(Bond et al., 2019) .

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CONNECTIVISM'S IMPLICATIONS FOR TEACHING AND LEARNING

The application of connectivism in teaching and learning emphasizes the integration of digital technology, learning networks, and accessible knowledge resources. In the context of Ternate language e-comic development, connectivism provides several implications for creating meaningful, connected, and technology-supported learning experiences:

1. Educational institutions need to provide supportive digital learning environments and infrastructure to facilitate the implementation of technology-based learning media. In early childhood education, the availability of digital devices and appropriate learning resources supports the use of e-comics as an interactive medium for introducing Ternate language and local culture.
2. The role of teachers as facilitators is essential in digital learning implementation. Teachers are not only transmitters of knowledge but also guides who help children interact with digital learning resources. In the use of Ternate language e-comics, teachers support children by explaining stories, guiding vocabulary recognition, and encouraging communication activities.
3. Learning design needs to consider children's characteristics and cultural contexts when integrating digital media. The development of e-comics should combine visual elements, storytelling, language content, and local cultural values to create learning experiences that are engaging and meaningful for young learners.
4. Digital media training and support for educators are important to ensure effective implementation and sustainability. Teachers need adequate understanding of digital learning strategies so that e-comics can be used effectively as a tool for language development, cultural learning, and continuous interaction between school and home environments.

CONSTRUCTIVISM'S IMPLICATIONS FOR TEACHING AND LEARNING

The application of constructivism in teaching and learning emphasizes active learning, meaningful experiences, and learners' involvement in constructing their own knowledge. In the context of Ternate language e-comic development, constructivism supports learning activities that connect digital media, children's experiences, and local cultural contexts.

1. Learning should be learner-centered, where children actively explore and construct their understanding through learning experiences rather than only receiving information.

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2. Teachers act as facilitators who guide children in understanding stories, vocabulary, and meanings presented through e-comic media.
3. Learning materials should be contextual and meaningful by connecting language learning with children's daily experiences and cultural environment.
4. Interactive digital media can support knowledge construction by combining images, text, audio, and storytelling to improve children's understanding.
5. Children's prior experiences should be considered so that new knowledge, such as Ternate vocabulary, can be connected with what they already know.
6. Learning activities should encourage exploration and communication to develop language skills, creativity, and cultural awareness through e-comic-based learning.

DISCUSSION

The development of Ternate language e-comic media for early childhood education represents an effort to integrate digital innovation with local cultural learning. The developed media combines visual storytelling, local language content, and child-friendly illustrations to create a learning resource that is relevant to early childhood characteristics. The use of e-comics provides children with opportunities to recognize Ternate vocabulary through contextual stories and attractive visual representations. This finding supports the idea that digital learning media can provide meaningful experiences by combining cognitive, linguistic, and cultural elements in the learning process (Tapiah, 2022)

The development of this e-comic is also consistent with constructivist principles, where children build knowledge through interaction with learning materials and their environment. Rather than receiving language information directly, children construct understanding through observing characters, following stories, and connecting vocabulary with familiar situations. The visual and narrative elements in the e-comic support children's learning processes by making abstract language concepts easier to understand. In addition, the role of teachers remains important as facilitators who guide children in interpreting stories and practicing the use of Ternate language.

From the perspective of connectivism, Ternate language e-comic media reflects the transformation of learning resources from conventional materials into digital learning environments. The integration of technology allows local language learning materials to become more accessible and attractive for the digital generation. Through e-comics, children can connect with digital resources while maintaining interaction with teachers and cultural knowledge. This

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demonstrates that technology can function not only as a learning tool but also as a medium for strengthening connections between learners, information, and cultural identity.

The findings also relate to Social Learning Theory, which emphasizes that children learn through observation, imitation, and social interaction. The characters and dialogues presented in the e-comic provide language models that children can observe and reproduce during learning activities. Teacher guidance and classroom interaction strengthen the learning process because children receive social support when using new vocabulary and expressions. Therefore, the e-comic serves as a supportive environment for language development rather than replacing direct communication.

Furthermore, the development of Ternate language e-comics contributes to cultural preservation in early childhood education. Local languages face challenges in the digital era due to increasing exposure to dominant languages and digital content. Integrating Ternate vocabulary and cultural elements into digital learning media provides an alternative approach to maintaining children's connection with local identity. Similar studies indicate that local culture-based digital comics can support literacy development and strengthen cultural awareness among learners(Rachmadani et al., 2021) (

Overall, the developed e-comic demonstrates the relationship between digital transformation, learning theory, and cultural sustainability. The integration of connectivism, constructivism, and social learning perspectives shows that digital media can support language learning while preserving local cultural values. Therefore, Ternate language e-comic media represents an educational innovation that responds to contemporary learning needs while maintaining the importance of regional language preservation.

CONCLUSION

This study concludes that the development of Ternate language e-comic media for early childhood education represents an innovative approach that integrates digital technology, language learning, and cultural preservation. The e-comic provides a contextual and engaging learning resource by combining visual narratives, local vocabulary, and cultural elements that are appropriate for children's learning characteristics. Through this digital medium, children are encouraged to recognize and interact with Ternate language in a more attractive and meaningful learning environment.

The integration of connectivism, constructivism, and social learning theory demonstrates that digital media can support children's learning processes through connection, interaction,

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observation, and knowledge construction. The e-comic functions not only as an instructional tool but also as a bridge connecting children, teachers, technology, and local cultural knowledge. This approach shows that digital transformation in education can be utilized to strengthen early childhood language development while maintaining local identity.

Furthermore, the development of Ternate language e-comics contributes to cultural sustainability by transforming local language learning into a digital format that is relevant to the needs of the digital generation. The use of culturally responsive digital media provides an alternative strategy for preserving regional languages through formal education. Therefore, e-comic-based learning can be considered a valuable educational innovation that supports both pedagogical development and the preservation of local cultural heritage.

FUTURE DIRECTIONS

Future research should focus on expanding the development and implementation of Ternate language e-comic media across wider early childhood education contexts. Further studies can examine the effectiveness of e-comic implementation in improving children's language skills, vocabulary acquisition, communication abilities, and cultural awareness through experimental or longitudinal research approaches. A broader involvement of schools, teachers, and learners from different areas can provide deeper understanding of the applicability and sustainability of digital local language learning media.

Future development may also explore the integration of additional digital features such as audio narration, interactive activities, animation, and child-friendly interfaces to enhance children's engagement with the learning materials. The combination of multimedia elements can support various learning styles and provide more immersive experiences for young learners. Furthermore, collaboration between educators, linguists, cultural practitioners, and technology developers is needed to ensure that digital learning media accurately represents local language structures and cultural values.

In addition, future studies should investigate the potential adaptation of the e-comic model for other regional languages and cultural contexts. The use of digital media as a tool for cultural preservation has the potential to support the sustainability of local languages in the digital era. Therefore, the development of culturally based digital learning resources can become a strategic approach to connecting technological innovation, educational transformation, and preservation of cultural identity.

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