

Integrating Indigenous Students' Funds of Knowledge to Introduce Multiplication with a Picture Storybook

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Abstract : The low level of Indigenous Papuan students' literacy and numeracy in Merauke Regency-Indonesia needs to be considered. The development of a learnable storybook with pictures related to their lives might raise their curiosity to read. This study aimed to design a storybook as a complementary resource for the third graders using Indigenous Malind cultural approaches by employing research and development methods. The product developed was a thematic-integrative picture storybook using funds of knowledge from Indigenous students. All the book contents depicted Indigenous students' lives and were in line with the national curriculum syllabus, specifically representing one sub-theme—multiplication topic. Multiplication material of grade 3 was modified in the form of a story, and at the end of the reading, students were given several multiplication exercises. Based on the results of the evaluation from the expert team, it was found that the average score was in the excellent category. The students' and teacher's responses to the storybook were very positive. Students were thrilled when reading this book and also effortlessly understood the concept of multiplication. Therefore, this book might be used as a companion book to the main book and serve as introductory reading material for students prior to discussing multiplication material.

Keywords : a picture storybook, funds of knowledge, Indigenous elementary students, literacy, numeracy

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