

# Development of Local Culture Teaching Materials for Early Children Through the Entrepreneurial Program for Kids Special Foods in Gresik

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**Abstract:** The aims of this study were: 1) to find out the needs of teachers and students for local cultural teaching materials for early childhood through an entrepreneurial kids special food program at Ya Bunaiya Paud, Cerme District, Gresik Regency, 2) Design local cultural teaching materials for early childhood through an entrepreneurial program special food kids at Ya Bunaiya Paud, Cerme District, Gresik Regency, 3) Analyze the feasibility test of local cultural teaching materials for early childhood through an entrepreneurial kids special food program at Ya Bunaiya Paud, Cerme District, Gresik Regency, 4) analyze the effectiveness test of local cultural teaching materials for early childhood through the entrepreneurial kids special food program at Ya Bunaiya Paud, Cerme District, Gresik Regency. This research is a type of R&D research and development. The products developed are teaching materials. Product development steps using Borg and Goll's theory include research & information gathering, planning, initial product development, initial trials, product revisions, field trials, product revisions, field trials, final product revisions and dissemination. Effectiveness trial using Quasy Experiment and Non-Equivalent Control Group Design. Data collection includes interviews, observation and documentation. Prerequisite test analysis includes normality and homogeneity tests, hypothesis analysis using product validity tests and effectiveness tests using tests. The results of the study 1) the feasibility test of local cultural teaching materials for early childhood through the Gresik special food entrepreneurial kids' program after passing expert validation it is known that the teaching materials are in the good category and are suitable for use with several revision notes of improvement. 2) test the effectiveness of local cultural teaching materials for early childhood through the entrepreneurial kid's program Gresik special food results in a sig 0.000 value less than 0.05 and Tcount 25.652 > Ttable 2.16037, which means that there is a difference in the average value of students before and after using development teaching materials based on local culture, so that in conclusion teaching materials are effective.

**Keywords:** Teaching materials, local culture, Entrepreneurial Kids, Typical Foods

## 1. Introduction

Diversity is a reality that has existed throughout the history of human life. Diversity gives a unique meaning to the life of a nation, which must be preserved and passed on to the next generation. Because awareness of diversity enables the nation to meet needs and gain survival, achieve self-realization as beings, achieve happiness and fill life's meaning. According to Davidson (2014) "another hope is that diversity will make it happier". What he means is another hope is that diversity will create happier people. Diversity or "cultural diversity" is a necessity in Indonesia. Cultural diversity in Indonesia is something that cannot be denied and historically the Indonesian nation has indeed departed from diversity.

In the context of understanding a pluralistic society, in addition to culture, apart from ethnic groups and cultural groups, Indonesian society also consists of various regional customs and cultures, which are regional in natural which are meetings of various customs and cultures of ethnic groups in the area. According to Konrad (2015: 57) "diversity is the collective number of differences among members within a social unit". That is, diversity is the sum of the collective differences among members of a social unit.

The existing cultural diversity is an identity for the nation. An identity if not known from the start will certainly cause something fatal to the identity itself. If cultural diversity is introduced to children, children increasingly encounter foreign cultures in their surroundings, this will make children forget their own culture. Because if from an early age, children are not introduced to the culture of their own nation, then it will be difficult for children to love their own nation and country.

This is because early childhood is a group of children who are in a process of growth and development that is unique, in the sense that they have patterns of growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, and emotional intelligence). Social emotional, language and special communication according to the level of growth and development of children (Suyadi, 2018: 30).

Therefore, culture must be taught to children from an early age so that children get to know their own culture along with their development. Along with increasing public awareness to provide education as early as possible, parents, especially in urban and suburban areas, are also faced with a dilemma between demands to meet increasing economic needs and increasing gender equality so as to involve mothers (women) to work in outside the home and work. So that entrusting the care of their young children to PAUD institutions or those who organize Child Care Parks (TPA), when both parents are busy outside the home will be safer. Through TPA children get more attention in terms of learning, health services, nutrition and educational stimulation for mental, emotional and social development compared to being entrusted with helpers or other people other than parents who do not have strong guidelines in terms of serving children's needs, including children's needs introduction to local culture.

Currently, our concern for the wealth and local cultural wisdom of the Indonesian people has been put to the test. Neighboring countries that claim some of the Indonesian nation's cultural assets are part of the result of not instilling a sense of love in our students for their own culture. Young people are now engrossed in practicing singing to rap rhythms and playing modern music. Even though we have graceful Malay dances, Javanese dances that are full of meaning, sparkling Banjar dances, interesting Dayak dances, and so on, there are even many easy and beautiful folk songs that can be introduced to children from an early age.

Juridically, article 32 of the 45 Constitution states that "The state advances Indonesian National Culture in the midst of world civilization by guaranteeing the freedom of the people to maintain and develop their cultural values". Planting this culture should start as early as possible, by instilling love gradually and practicing skills repeatedly and continuously. In addition, it is reinforced in the specific goals of early childhood education listed in the generic menu stating that "Children are able to recognize the natural environment, social environment, the role of society, and respect social and cultural diversity and are able to develop self-concept, positive attitudes towards learning, self-control, and a sense of belonging". Local wisdom can be integrated into learning activity (Mustofa et al., 2021). So, it is only appropriate that natural wealth and local cultural wisdom become part of the learning activities that can be carried out by managers and educators/caretakers of Childcare Parks.

Based on pre-research observations that so far local culture has not been taught to early childhood at Ya Bunaiya PAUD so that children are less able to understand what local cultural treasures are owned by Gresik Regency, when children are asked what types of typical Gresik food children just keep silent and cannot answer it. This is certainly an unfavorable condition for children's development, because they are less able to recognize their own characteristics and culture. So far, teachers have only focused on children's motor, language and cognitive development and have not focused enough on introducing local culture from an early age. Based on an interview with Ya Bunaiya Cerme Gresik PAUD teachers on October 15, 2022, it was explained that so far, the introduction of local culture to children has received little attention, even if what has been introduced is national culture in general. The teacher explained that the lack of introduction to local culture was not without cause, because so far teachers were not equipped with teaching materials or APE with local culture themes, the absence of a special teaching material about local culture was the main obstacle and factor.

Based on the analysis of the needs of teachers and students, learning practices so far have not emphasized local cultural learning, this is due to the lack of teaching materials that specifically discuss the local culture of typical Gresik food. Teachers and students want teaching materials that are in accordance with the characteristics of early childhood, take an attraction that can motivate children to learn the local culture of typical Gresik food. The desired teaching materials are teaching materials with many color combinations and examples of typical Gresik food preparations. So, in addition to children knowing various types of food, they also know how to process them so as to encourage children to carry out entrepreneurial kids' activities.

Entrepreneurial kids as an activity that trains entrepreneurship skills in children is important and needs to be trained from an early age. Instilling an entrepreneurial spirit when their children are at an early age is an important early stimulation. In fact, entrepreneurship is more about driving mental change. Entrepreneurship learning in early childhood entrepreneurial kids must use the concepts of learning by playing, learning by doing, and learning through stimulation. Important essential values of entrepreneurship have the aim of forming (1) self-confidence, (2) task and result oriented, (3) courage to take risks, (4) leadership, (5) future oriented, (6) originality, Entrepreneurial spirit can be channeled to children with various activity strategies such as family day, modeling, observation, market day.

Seeing that the times are constantly developing, the dynamics of people's lives are changing so rapidly with the increasingly complex global challenges. Thus, the role of entrepreneurship learning is a medium for forming motivation for children to learn to face global competition from an early age as well as a place to recognize their potential, talents and interests

Training children's entrepreneurial spirit requires appropriate teaching materials, this is indeed what often becomes an obstacle in early childhood learning as Aisyah (2020) explains that an important problem that is often faced by teachers in learning activities is choosing or determining appropriate learning materials or teaching materials in order to help children achieve competence. This is due to the fact that in the curriculum or RPPH, teaching materials are only outlined in the form of "subject matter". It is the teacher's job to describe the subject matter so that it becomes a complete teaching material. In addition, how to use teaching materials is also a problem. Utilization in question is how to teach it in terms of the teacher's side, and how to learn it in terms of the child's side.

With regard to the selection of these teaching materials, in general the problems referred to include how to determine the type of material, scope, order of presentation, treatment (treatment) of learning materials, and so on. Another problem related to teaching materials is choosing the source where the teaching materials are obtained. There is a tendency for the source of teaching materials to be focused on books. Even though there are many sources of teaching materials other than books that can be used. Books don't have to be of the same type and have to change frequently as has been the case so far. Various books can be selected as a source of teaching materials.

According to Kamaruddin (2018: 1), teaching materials are not just a tool for teachers to teach students. However, what is more important is the book as a source used by students so that they learn. Teaching materials are generally packaged into textbooks or textbooks. Textbooks should be linked to the curriculum that operates at certain types and levels of education.

In general, teaching material sources are available in libraries or in various bookstores. Sources of teaching materials packaged in the form of textbooks are written by experts and practitioners from subject backgrounds or fields of study. Writing teaching material sources such as textbooks should not be done haphazardly but must follow the rules for writing standard teaching materials. Therefore, not all teachers know and understand how to write or compile textbooks as a good source of teaching materials. Based on these reasons, a new teaching material is needed which can train and introduce the local cultural richness of Gresik's special food so that children from an early age get to know the local culture of their city, considering that Gresik Regency has many food cultures such as Ayas, Bali Welot, Sayur Menir, Bongolan, Bungolan Giri, Jubung, Intestinal Martabak, Milkfish Brains, Cow Milkfish, Sego Romo.

The various uniqueness of Gresik district, especially in food culture, need to be introduced to children from an early age through activities and supported with appropriate teaching materials. The right activity to introduce a typical food culture is with entrepreneurial kids' activities. So far, the implementation of entrepreneurship education at PAUD Ya Bunaiya has integrated entrepreneurial values into learning themes every day and there is no separate theme about entrepreneurship. For example, the theme about my environment is also taught about the values of responsibility and cooperation. Entrepreneurship education for early childhood at PAUD Ya Bunaiya has started early and has been intensified even more for new students. However, this, according to one teacher, is the lack of supporting factors in the form of local culture-themed teaching materials.

Entrepreneurial kids will be taught in a planned manner using teaching materials developed by researchers after passing expert validation tests. In the experimental class, learning was carried out in a planned manner with teaching material products, while the control class carried out planned activities without using developed teaching materials. Entrepreneurial kids' activities were taught in indoor and outdoor models to create a different atmosphere in each experiment. The implementation of the activity is assisted by the teacher with the RPPH guidelines adjusted to the theme.

## **2. Methodology**

This research uses the reasearch and development method which is commonly referred to as R&D or Research and Development. The development model used in this study includes potentials and problems; data collection; product design; design validation; design revision; product trials; product revisions; trial use; product revisions; mass production. Data collection techniques using questionnaires, observation and documentation. Product analysis uses material and language validation analysis. Data analysis used validation questionnaire analysis, homogeneity test, normality test, independent paired sample t-test. If the data is proven to be normally distributed, then a paired sample t test can be performed (Paired-Samples T Test). However, if the data is not normally distributed, the test performed is a nonparametric test, namely the Wilcoxon test.

## **3. Findings and Discussion**

The results of interviews with teachers at PAUD Ya Bunaiya show that the teaching materials that are expected by the teacher in the development of teaching materials that are developed are teaching materials that promote local culture, for example Gresik specialties, because so far the existing teaching materials do not display examples of local specialties so that knowledge food culture of children can increase. Then the teaching materials are also equipped with pictures so that

it makes it easier for children and teachers to understand the questions and attract the attention of students. The practice questions given are exercises that are not monotonous (creative) and varied so that children don't get bored to hone their skills in getting to know Gresik's typical food culture.

Based on interviews with the Mutiara Biru Betiting Cerme Kindergarten teacher, Gresik Regency explained that the implementation of learning using this teaching material is a picture media book introducing Gresik's distinctive culture which is packaged in entrepreneurial kids activities, because so far the books or teaching materials available are less innovative and do not present much pictures that exist in the daily lives of students besides that teachers are less skilled in finding examples of traditional Gresik food.

Based on the results of the interview with the Mutiara Biru Betiting Cerme Kindergarten teacher, Gresik Regency, it was explained that there were obstacles encountered in learning that the teacher was unable to provide examples of local culture because the teacher was also limited with media and teaching materials from the shop market. The lack of local cultural literacy by teachers needs to be supported and developed as media teaching materials in which many local cultures present typical Gresik food.



**Figure 1.** Interview with Mutiara Biru Kindergarten Teacher

Likewise, the results of interviews with PAUD Ya Budaya teachers explained that so far learning had been less effective. teachers have difficulty presenting examples of local culture because they are not in the book. what is in the book is the national culture. The teacher's hope in the interview could be developed products that present a lot of local culture so that children understand their own culture of the city of Gresik with the help of pictures with attractive color combinations. The teaching materials developed are expected to be easier to understand and concise and the color combinations easy to carry, then packaged in a visual form for kids to facilitate children's memory and stimulation.

The results of interviews with other teachers explained that, so far learning has not been able to achieve the target, that is, learning is only centered on passive teachers and children, it is undeniable that this is because the availability of teaching materials is lacking in quantity and learning is only in the nature of lectures which are not held in the form of entrepreneurial activities. kids, apart from that the teaching materials are old-fashioned and unattractive because the color combinations are lacking and not innovative, presenting something new according to the characteristics of early childhood. Retrieval of data using a questionnaire technique to determine the need for teaching materials through the development of picture books with indicators of children's habits every day, contained in picture books, illustrated content related to children's experiences, picture books are used all the time. The pictures used in the learning process communicate facts and ideas clearly and strongly through a combination of words and pictures.

The observation results show that children's learning does not utilize learning media and more often uses the lecture method in learning. The lack of using media in learning makes students get bored more quickly, especially in cultural learning which is considered difficult by students because there is a lot of material such as reading lots of fairy tales in each sub-lesson. So that students who are classified as slow in understanding other than that do not do various creative and fun methods and media that can increase student enthusiasm in learning. The results of observations in learning can be concluded that learning students show less interest and motivation, teaching materials and media used are still lacking, teachers are less innovative in conveying playing and learning activities. The culture being taught is national culture not directed at local cultural needs and Gresik city interviews, there are no entrepreneurial kids type activities to introduce food culture, just lectures in front of the class.



**Picture 2.** Results of Observation of Learning at Ya Bunaiya Early Childhood Education

The results of observations in learning can be concluded that learning students show less interest and motivation, teaching materials and media used are still lacking, teachers are less innovative in conveying playing and learning activities. The culture being taught is national culture and does not address local cultural needs and the Gresik city interview, there are no entrepreneurial kids' activities to introduce food culture, only lectures in front of the class

The first validity result is that the total score obtained from the validation of teaching materials with expert lecturers gets an achievement score of 66 and a maximum score of 75. Then the final score is 88. Based on the guidelines for classifying the results of the final grade, it is known that the teaching materials developed are in the good category (A). The expert lecturer concludes that it is very good, so it can be used without any revisions. The second validity result is that the total score obtained from the validation of teaching materials with expert lecturers gets an achievement score of 72 and a maximum score of 75. Then the final score is 96. Based on the guidelines for classifying the results of the final grade, it is known that the teaching materials developed are in the good category (A). The expert lecturer concludes that it is very good, so it can be used without any revisions. The results of the validity of the kerud show that the total score obtained from the validation of teaching materials with expert lecturers received an achievement score of 59 and a maximum score of 75. Then the final score was 78.66. Based on the guidelines for classifying the final grade results, it is known that the teaching materials developed are in the good category (B). The expert lecturer concluded that the teaching materials were in good condition, so they could be used with minor revisions.

The results of the pretest stage of the experimental class developed according to very good categories, there were 2 children (14.3%), in the developing category according to expectations there were 3 children (21.4%), in the category starting to develop there were 3 children (21.4%) not yet developed there were 6 children (42.9%). Thus, the experimental class pretest before using teaching materials in the undeveloped category. The posttest results of the experimental class in the very well-developed category were 5 children (35.7%), the developing category according to expectations there were 4 children (28.6%), in the starting to develop category there were 3 children (21.4%) in the undeveloped category there were 2 children (14.3%). Thus, after using teaching materials based on local culture in the BSB (very well developed) category.

Control class pretest results of the learning process in the BSB (very well developed) category there are 2 children (14.3%), in the BSH (growing as expected) category there are 4 children (28.6%), in the MB (start growing) category there are 2 children (14.3%) in the BB (undeveloped) category there are 6 children (42.8%). Thus, the learning outcomes at the pretest stage are not yet developed. In the control class, the results of the posttest learning activities for children in the BSB (very well developed) category were 4 children (28.6%), in the BSH (growing as expected) category there were 5 children (35.7%), in the MB (start growing) category there were 4 children (28.6%) and in the BB (undeveloped) category there was 1 child (7.1%) teachers.

In the control class the value of the control class's poesttest was at BB, then after using conventional learning models the children's abilities were in the BSH (growing as expected) category and got better. However, the posttest in the control class with an average score of 85 is greater than the posttest in the experimental class with an average score of 87. This shows that the experimental class that uses local cultural teaching materials through the entrepreneurial kids' program, Gresik specialties is better than the control class which does not use materials teach.

The results of this study indicate that local cultural teaching materials for early childhood through the entrepreneurial kid's program Gresik specialties can be effectively used. This is based on the paired samples t-test obtained by Sig. (2-tailed) of  $0.000 < 0.05$  Tcount 25.652 > Ttable 2.16037 which means that there is a difference in the students' average scores before and after using the development of teaching materials based on local culture. Thus, it can be concluded that



the development of local culture-based teaching materials in entrepreneurial kids' activities can increase children's activities and understanding of Gresik's local culture

**Table 1.** Paired Samples Test

| Paired Samples Test |                    |                |            |   |        |        |    |            |
|---------------------|--------------------|----------------|------------|---|--------|--------|----|------------|
|                     | Paired Differences |                |            |   |        |        |    |            |
|                     |                    |                | Std. Error | 95% Confidence Interval of the Difference |        |        |    | Sig.       |
|                     | Mean               | Std. Deviation | Mean       | Lower                                     | Upper  | t      | df | (2-tailed) |
| Pretest             | -48.286            | 7.043          | 1.882      | 52.352                                    | 44.219 | 25.652 | 13 | .000       |
| Posttest            |                    |                |            |   |        |        |    |            |

The results of this study are in accordance with the theory of Sudjana and Rivai (2016: 84), pictorial media is a book written in light language, equipped with pictures which are a unit to convey certain facts or ideas tend to be characteristic of chat. The use of picture books as learning media for PAUD children will stimulate the development of Indonesian language acquisition for PAUD children. Picture books display interesting pictures that motivate children to be imaginative, want to know new things so that children know these things through their language development. Learning to use picture books makes children interested in paying attention, observing them, then the teacher and children interact to explore what is in the pictures. The interaction process that takes place during learning with the picture book will stimulate the child to speak and convey what he sees from the book, so that the acquisition of English in PAUD children is increasing.

As stated by Sudirman (2016: 32), states that learning by using image media will stimulate students' thinking power, or students will be more careful in observing all learning steps, and students sharpen their thinking power and is one of the teaching aids. effective way to stimulate children in learning aspects of speaking. The use of picture book media also facilitates the teacher in the learning process. Through pictorial media the teacher becomes more creative in conveying teaching material. The teacher can play a role following the character conveyed. The character conveyed by the teacher correctly will attract children to know new things, so that children are motivated to convey their imagination and play an active role in following the final plot of the characters, and children want to know more deeply - other things they have never heard of.

Dardowidjojo (2018: 84), states that PAUD children are a period of imitating, everything that the child's teacher conveys will follow and imitate what the teacher conveys. One of the things that is imitated by the teacher by children is speech and speaking, so that in teaching PAUD children, media is needed to help develop their learning, especially for PAUD children to support their language acquisition. Acquisition of English in PAUD children is more appropriate using picture books as media. what the teacher conveys well is heard by the child well too, so that the child quickly imitates the vocabulary and sentences conveyed by the teacher.

These illustrated teaching materials make it easier for teachers to teach and develop teacher creativity which has a positive impact on students. Teachers are also creative in choosing methods and determining PAUD children's activities that support language acquisition and children's cognitive development. The pictures shown are interesting and motivate children to make a better life. Better activities are reflected in the daily experiences and habits of children, so that it motivates children to carry out activities and live a better life.

This is in line with the views of Sudjana and Rivai (2016: 45), stating that pictures are graphic media used in the learning process, have a practical meaning, namely being able to communicate facts and ideas clearly and strongly through a combination of expressing words. and pictures.

Based on the research findings, it can be concluded that pictorial teaching materials are a good alternative for fun learning English, especially for young children in improving their language acquisition. Through pictorial media there is interaction between the teacher and the child. teachers are more skilled in teaching English. Pictures are a medium for exploring new knowledge or what children have acquired. Through pictures, teachers and children are motivated to explore new things so that teachers and children better understand the meaning in the pictures, so that language acquisition in children will develop properly. This is in line with the theory presented by Rahman (in Susanto, 2017: 15) which states that in early childhood education, educators or caregivers should make planned and systematic efforts so that children are able to develop their potential optimally.

The results of this study indicate that interpretive education can be maximized with media, teaching materials, methods and so on and this is in line with Bakhti, W Ida. (2021:44) that entrepreneurship learning activities in schools can be maximized by instilling the mindset of an entrepreneur, educational institutions can provide facilities, methods and learning models used, the themes taught are associated with thinking like an entrepreneur, so that children will get used to the character of a entrepreneur until adulthood.

Likewise, the results of the study are in line with Syifaузakia (2019: 65) that early childhood who have not been able to develop entrepreneurial values in themselves, it is necessary to have help from adults, researchers view that entrepreneurship-based education is one of the solutions that can help children develop entrepreneurship, because through entrepreneurship-based education it can provide self-sufficiency, think creatively and be innovative like an entrepreneur.

Siwiyanti, Leonita (2019: 23) explains that the values of entrepreneurship that are instilled during the learning process at Khalifah 2 Serang Kindergarten are honest, earnest, polite, responsible, independent, visionary, trustworthy, disciplined, courageous, self-confident, empathetic, grateful, cooperative, and creative. Efforts to instill these values are carried out through habituation activities and various learning activities in the classroom, centers as well as learning activities from other learning activity programs such as market days, cooking classes, outbound, visits to entrepreneurial places.

Pratama, G. N. I. P., & Triyono, M. B. (2017:31) then Rosala, D. (2017: 61) explain more or less the same thing that learning in PAUD is theme-based and there are no subjects, so the development of entrepreneurship education can be integrated with self-development through school routine activities, spontaneous activities, exemplary, and conditioning. teachers do not need to change existing subject matter but use the subject matter to develop entrepreneurship. Likewise, the teacher does not have to develop a special learning process. Syifauzakia (2019: 51) Entrepreneurship for early childhood does not mean teaching children to trade or make money from an early age, but to grow and develop traits or characters that already exist in children. Entrepreneurship education itself can be interpreted as education for prospective entrepreneurs to have courage, independence, skills and creativity.

The research results are supported by Pradani, R. F. E., Wahjoedi, W., & Sunaryanto, S. (2017:16) and Korhonen, M., Komulainen, K., & Rätty, H. (2019:65) that when entrepreneurial activities are introduced to early childhood, it turns out that new challenges are found that must be responded to by academics. The concept of introducing entrepreneurship to children itself is divided into 2, namely the concept of teaching children to do business or buying and selling from an early age and the concept of instilling entrepreneurial values such as honesty, discipline, never giving up, working hard and so on.

Dhian Farah (2018:65) and Santika, Tika. (2017: 84) explains that in developing entrepreneurial activities that are integrated into learning activities, school principals and kindergarten teacher boards design annual programs, and semesters in each new school year and design daily plans every day. This planning is based on the curriculum provided so that teachers develop what has been arranged according to the conditions of each region.

Seikkula-Leino, J. (2020:61) this entrepreneurship is a mental attitude and soul that is always active and creative and tries to increase income for its business activities. There are 6 basic entrepreneurial values that can be integrated into early childhood learning, namely: independence, creativity, risk taking, leadership, action orientation, and hard work. Suryana, Sawa and Lita Latiana, (2021: 94) explained in research that instilling entrepreneurial character values is one way to realize the vision of the Sabilina Islamic Kindergarten by creating the "Small-Small Becomes an Entrepreneur" program. Where these activities are not only focused on market day activities (buying and selling), but children are taught to produce, package their products and also market them. The research method used is a qualitative research with a case study method. This study aims to reveal the actual conditions regarding the inculcation of entrepreneurial values with market day activities for early childhood in Sabilina Islamic Kindergarten. The results of these market day activities can be used as a way to instill entrepreneurial values from an early age, so that after they graduate from school, they are no longer job seekers but will open up jobs.

## 4. Conclusions

The results of the study 1) the results of the interviews revealed that teachers and students needed local cultural teaching materials for early childhood that could be used in the implementation of the Gresik special food entrepreneurial kids' program. The teaching materials needed are made of paper with a combination of colors and pictures. Teaching materials adapted to the characteristics of early childhood. 2) The design of local cultural teaching materials for early childhood is composed of three parts, namely introduction, topic of activity and closing. Activities include cooking day, market day, outing class, Friday sharing and family day. Teaching materials are made with reference to indicators of children's learning achievement. 3) Feasibility test of local cultural teaching materials for early childhood through the Gresik special food entrepreneurial kids' program after going through expert validation it is known that the teaching materials are in the good category and are suitable for use with several revision notes of improvement. 4) Testing the effectiveness of local cultural teaching materials for early childhood through the entrepreneurial kids' program Gresi special food results in a sig 0.000 value less than 0.05 and Tcount 25.652 > Ttable 2.16037, which means that there is a difference in the average value of students before and after using development teaching materials based on local culture, so that in conclusion teaching materials are effective.

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## Conflict of Interest

The authors declare no conflicts of interest.

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