

## **CHAPTER V**

### **CONCLUSION**

#### **5.1. Conclusion**

The storybook "Giri Gajah: Pandu's Adventure in Giri Kedaton" demonstrates that preserving local history and culture, such as the legacy of Giri Kedaton and Sunan Giri, is most effective when presented through an immersive and modern visual approach that resonates with children aged 8–10 years. This design process concludes that the picture book format is a strategic medium, supported by validation from interviews with historians, design experts, and highly satisfactory questionnaire results. Out of 138 respondents, the majority affirmed that dramatic semi-realistic cartoon illustrations, the use of 12 expressive character emotions, and the optimal book size of 25 × 25 cm successfully bridge the gap between historical narratives, often perceived as rigid, and the imaginative world of children. The book creates an emotional and authentic learning experience in which the main character, Pandu, fosters children's sense of belonging and pride toward their own cultural heritage. Therefore, this design yields a strong recommendation: the book should serve as a foundation for developing derivative media, such as interactive educational applications or digital games themed around the history of Giri Kedaton, to reach children through digital platforms. At the institutional level, the book should be integrated as a primary supporting medium in the teaching of the Muatan Lokal subject in schools, ensuring that historical material is delivered in an authentic and engaging manner. To ensure long-term quality and sustainability, support from the government, as well as close collaboration among historians, illustrators, and educators, is essential. Such collaboration is key to creating culturally rooted educational works that deliver meaningful and lasting impact for future generations.

#### **5.2. Suggestions**

This design project produces several important recommendations for the sustainability and innovation of culturally based learning media. First, this picture book should serve as a strong foundation for the development of derivative media. It is recommended to create an interactive educational application or a digital game themed around the history of Giri Kedaton. Expanding into digital platforms will maximize

reach and engagement among children who are accustomed to technology. Second, at the institutional level, the book should be integrated as a primary supplementary medium in the Muatan Lokal and Arts and Culture subjects in elementary schools within Gresik and surrounding areas. This requires official support from the government and educational institutions to promote and distribute creative media grounded in local wisdom. Third, to ensure quality and authenticity, close collaboration among historians (for content accuracy), illustrators and designers (for visual appeal), and educators (for pedagogical effectiveness) must be maintained and strengthened. This collaboration is essential for creating educational works that are not only engaging but also contribute positively and sustainably to shaping children's identity and love for their cultural heritage.