

# DEVELOPING AN ETHNOPEDAGOGY-BASED TEXTBOOK FOR EARLY CHILDHOOD CREATIVITY AND GIFTEDNESS: A CONTEXTUAL LEARNING APPROACH

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**Abstract.** Early childhood creativity and giftedness education in Indonesia continues to face challenges due to the limited availability of culturally responsive instructional materials that integrate local wisdom into meaningful learning experiences. This limitation reduces opportunities for prospective early childhood teachers to develop children's creativity while preserving local cultural values. Therefore, this study aimed to develop and evaluate an ethnopedagogy-based textbook integrating the Contextual Teaching and Learning (CTL) approach for the Early Childhood Creativity and Giftedness course. A Research and Development (R&D) design was employed through the stages of needs analysis, textbook design, expert validation, revision, and classroom implementation. The textbook quality was evaluated using content validity, media validity, and teacher practicality assessments. At the same time, its effectiveness was examined using a one-group pretest-posttest design, measuring children's fine motor performance as an indicator of creativity-related learning outcomes. The results showed that the textbook achieved 91.6% content validity, 89.0% media validity, and 92.0% teacher practicality, all of which were classified as very feasible. Furthermore, classroom implementation significantly improved children's fine motor performance, with mean scores increasing from 67.00 to 80.75 ( $p < .05$ ). These findings suggest that integrating Bengkulu's indigenous traditions, local arts, folktales, and *kain besurek* motifs into CTL-based learning creates more contextual and culturally meaningful learning experiences that enhance creativity while strengthening children's cultural identity. The study demonstrates that the developed textbook is valid, practical, and effective, and provides empirical evidence that ethnopedagogy can serve as a sustainable framework for the development of culturally responsive instructional materials in early childhood creativity and giftedness education.

**Keywords:** early childhood education, ethnopedagogy, contextual teaching and learning, textbook development

## INTRODUCTION

The demands of twenty-first-century education have shifted the orientation of learning from the acquisition of knowledge toward the development of higher-order competencies, including creativity, critical thinking, collaboration, communication, and cultural awareness. Within early childhood education (ECE), creativity is regarded as a fundamental developmental domain because it supports children's ability to explore, imagine, solve problems, and adapt to changing environments. At the same time, giftedness is increasingly understood as a multidimensional potential that can be nurtured through appropriate educational experiences rather than merely identified through high intellectual ability. Renzulli (2021) emphasized that giftedness emerges through the interaction of above-average ability, creativity, and task commitment, highlighting the importance of educational environments that provide meaningful opportunities for children to develop their potential. Consequently, preparing prospective early childhood teachers to recognize

and foster creativity and giftedness has become an important responsibility of teacher education institutions.

The quality of teacher preparation is strongly influenced by the availability of learning resources that connect theoretical knowledge with authentic educational practice. Textbooks remain one of the primary instructional resources in higher education because they provide structured learning experiences and support independent learning. However, textbooks should no longer function merely as repositories of theoretical concepts. Instead, they should facilitate inquiry, reflection, contextual problem-solving, and pedagogical decision-making. Johnson (2002) argued that meaningful learning occurs when learners actively relate academic concepts to real-life situations, while Tomlinson (2013) emphasized that effective instructional materials should respond to learners' needs and encourage active knowledge construction. These perspectives indicate that textbook development should integrate theoretical foundations with practical learning experiences relevant to future professional practice.

In Indonesia, the preparation of prospective early childhood teachers continues to face challenges, particularly regarding the availability of instructional materials that comprehensively address creativity and giftedness. Most learning resources used in Early Childhood Teacher Education (PG PAUD) programs discuss child development, creativity, learning theories, or instructional strategies separately. As a result, students frequently rely on fragmented references from various books and scientific articles, making it difficult to develop an integrated understanding of how creativity and giftedness can be fostered in classroom practice. This fragmentation also limits students' opportunities to connect educational theories with the sociocultural contexts in which young children grow and learn.

Recent empirical evidence demonstrates that creativity develops most effectively through active, contextual, and meaningful learning experiences. Mayar et al. (2022) found that supportive physical and social environments significantly influence children's creativity because authentic experiences encourage exploration, imagination, and independent thinking. Similarly, Wijayanto et al. (2023) reported that Problem-Based Learning enhances young children's creative thinking by engaging them in authentic problem-solving and inquiry activities rather than passive knowledge acquisition. These findings reinforce the importance of designing learning environments that encourage children to construct knowledge through direct experience rather than memorization.

Studies have also highlighted the importance of instructional strategies that provide opportunities for exploration and self-expression. Hanifah et al. (2024) demonstrated that the learning corners approach effectively promotes preschool children's creativity by encouraging independent exploration, collaborative learning, and flexible thinking. Likewise, Azizah et al. (2023) reported that STEAM-based learning creates interdisciplinary experiences that stimulate children's originality, imagination, and problem-solving skills through hands-on activities. These findings suggest that creativity-oriented learning requires instructional resources that encourage active participation, inquiry, and authentic experiences rather than teacher-centered instruction alone.

Another issue receiving increasing attention concerns the integration of local wisdom into educational practice. Indonesia possesses abundant cultural resources that can enrich early childhood learning, including traditional games, folklore, indigenous arts, local crafts, traditional music, and community traditions. These cultural assets embody educational values related to creativity, cooperation, environmental awareness, and character development. However, their utilization in teacher education remains limited. Ethnopedagogy provides an educational

framework that positions indigenous knowledge and local cultural practices as legitimate sources of learning. Through this perspective, culture is not treated as supplementary content but becomes an integral part of curriculum implementation and pedagogical practice. Learning grounded in local wisdom enables prospective teachers to design educational experiences that are more relevant to children's sociocultural backgrounds while simultaneously contributing to cultural preservation.

The implementation of ethnopedagogy can be strengthened through the Contextual Teaching and Learning (CTL) approach. Ethnopedagogy positions local wisdom, indigenous knowledge, and cultural practices as meaningful learning resources that enable learners to construct knowledge through authentic experiences closely connected to their sociocultural environment. The development of ethnopedagogy-based instructional materials has been shown to improve the contextual relevance of learning by integrating local cultural values into textbooks and classroom activities, thereby enhancing students' engagement and understanding (Fauzan & Murtadha, 2024). Furthermore, recent evidence suggests that ethnopedagogy promotes culturally responsive learning by integrating local culture into instructional strategies, collaborative learning, problem-solving, and reflective activities, thereby strengthening both academic achievement and cultural identity (Laurens, 2025).

Recent reviews have further confirmed the growing significance of ethnopedagogy in educational practice. A scoping review by Hashim et al. (2026) identified cultural relevance, contextual learning, learner participation, local wisdom integration, and community engagement as the principal components of effective ethnopedagogical practice across educational settings. Likewise, Juwanti et al. (2026), in a systematic literature review, concluded that ethnopedagogy serves as an integrative pedagogical framework that strengthens scientific ethics, character integrity, and culturally responsive learning by connecting academic knowledge with local values. Supporting these findings, Arifendi et al. (2025) demonstrated that ethnopedagogical learning effectively accommodates student diversity by designing learning activities according to learners' cultural backgrounds, thereby fostering inclusion, participation, and meaningful learning experiences.

These perspectives are highly compatible with the Contextual Teaching and Learning (CTL) approach, which emphasizes inquiry, collaboration, reflection, authentic learning, and problem-solving in real-life contexts. Both CTL and ethnopedagogy recognize that meaningful learning occurs when knowledge is constructed through interaction with learners' social and cultural environments. Therefore, integrating ethnopedagogy and CTL into instructional materials enables prospective early childhood teachers to translate educational theories into developmentally appropriate, culturally responsive, and meaningful classroom practices for young children, while also strengthening cultural identity and preserving local wisdom.

Within the Early Childhood Teacher Education Program at Universitas Bengkulu, the Early Childhood Creativity and Giftedness course is designed to equip students with the knowledge and competencies needed to recognize children's potential and to design learning activities that stimulate creativity. Nevertheless, preliminary observations indicated that learning activities still rely on fragmented instructional resources drawn from various textbooks and journal articles. Although these references provide valuable theoretical discussions, they have not been systematically organized into a comprehensive textbook that integrates creativity, giftedness, ethnopedagogy, and contextual learning. Consequently, students often struggle to translate conceptual understanding into practical learning designs for early childhood classrooms.

This need is particularly relevant in Bengkulu Province, where diverse cultural resources such as *kain besurek*, traditional dances, folklore, indigenous music, local games, and community

traditions provide authentic contexts for creativity-oriented learning. These cultural resources embody values of cooperation, creativity, perseverance, and cultural identity that closely align with the developmental characteristics of young children. However, they have not been systematically incorporated into instructional materials for prospective teachers. Integrating Bengkulu's local wisdom into textbooks, therefore, offers opportunities not only to improve pedagogical competence but also to strengthen cultural preservation through education.

Although previous studies have demonstrated the effectiveness of contextual learning, creativity-based instruction, ethnopedagogy, and innovative learning strategies, they have generally investigated each component in isolation. Existing research has primarily focused on classroom interventions involving young children rather than on developing instructional materials for pre-service teachers. Furthermore, limited studies have integrated creativity education, giftedness, ethnopedagogy, and Contextual Teaching and Learning into a single textbook specifically designed for teacher education. This conceptual-practical gap indicates the need for comprehensive instructional materials that bridge educational theory, local wisdom, and professional teaching practice.

To address this gap, the present study developed an ethnopedagogy-based textbook using the Contextual Teaching and Learning (CTL) approach for the Early Childhood Creativity and Giftedness course. The novelty of this study extends beyond the development of a teaching resource, offering a culturally responsive instructional model that bridges creativity education, giftedness, and local cultural knowledge in teacher education. Specifically, the novelty lies in four aspects. First, the textbook integrates creativity education, giftedness, ethnopedagogy, and contextual learning into a single instructional resource specifically designed for prospective early childhood teachers. This integration has rarely been addressed in previous studies. Second, it systematically transforms Bengkulu's local cultural heritage into contextual learning materials through reflective activities, authentic case studies, project-based learning, collaborative inquiry, and classroom-based learning scenarios, thereby operationalizing ethnopedagogical principles into practical teaching resources rather than merely presenting cultural content. Third, unlike previous studies that primarily emphasize expert validation or user perceptions, this research provides comprehensive empirical evidence by evaluating the textbook's validity, practicality, and instructional effectiveness through classroom implementation and analysis of learning outcomes. Fourth, the study proposes a replicable framework for integrating local wisdom into higher education textbook development through the CTL approach, offering a model adaptable to other teacher education programs across different cultural contexts. Consequently, the developed textbook contributes not only as a learning resource but also as an instructional innovation that strengthens cultural identity, creativity, and professional competence among prospective early childhood teachers.

Accordingly, this study aims to develop an ethnopedagogy-based textbook using the Contextual Teaching and Learning approach for the Early Childhood Creativity and Giftedness course, evaluate its validity and practicality, and examine its effectiveness in improving students' learning outcomes. The findings are expected to contribute to the literature on culturally responsive textbook development in teacher education by providing empirical evidence and a transferable instructional framework for integrating local wisdom into higher education curricula. Furthermore, the study offers practical implications for curriculum developers, teacher educators, and policymakers seeking to promote creativity, cultural sustainability, and professional competence among prospective early childhood teachers through culturally meaningful learning experiences.

## METHODS

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The model was selected because it provides a systematic framework for developing, validating, implementing, and evaluating instructional materials. The product developed was an ethnopedagogy-based textbook integrated with the Contextual Teaching and Learning (CTL) approach for the Early Childhood Creativity and Giftedness course.

The study was conducted during the 2025/2026 academic year in the Early Childhood Teacher Education (PG PAUD) Program at the Faculty of Teacher Training and Education, Universitas Bengkulu, Indonesia. The participants consisted of 60 undergraduate students enrolled in the Early Childhood Creativity and Giftedness course, selected through total sampling. In addition, two content experts and two instructional media experts validated the textbook prior to implementation.

The development process followed the ADDIE stages. During the analysis phase, learning needs were identified through classroom observations, interviews with lecturers, curriculum analysis, and reviews of existing textbooks. The design phase focused on developing the textbook framework based on course learning outcomes and CTL principles. In the development phase, textbook content was prepared by integrating Bengkulu's local wisdom, including *kain besurek*, traditional games, folklore, local arts, and community traditions. The draft was then validated and revised based on expert recommendations. The revised textbook was implemented for one semester, followed by an evaluation phase to determine its validity, practicality, and effectiveness.

Table 1. Research Instruments

| Instrument                       | Indicators Assessed                                                                                              | Respondents     |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------|
| Content Validation Questionnaire | Content relevance, curriculum alignment, scientific accuracy, language clarity, and ethnopedagogical integration | Content experts |
| Media Validation Questionnaire   | Layout consistency, typography, illustration quality, readability, and graphic design                            | Media experts   |
| Practicality Questionnaire       | Ease of use, clarity of material, learning motivation, contextual relevance, and user satisfaction               | Students        |
| Learning Achievement Test        | Creativity, giftedness, ethnopedagogy, and CTL concepts                                                          | Students        |

All questionnaire items employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data collection was conducted in four stages. First, needs analysis data were gathered through observations, interviews, and document analysis. Second, validation data were obtained from content and media experts. Third, practical data were collected through student questionnaires after the textbook's implementation. Finally, effectiveness data were obtained through pretests and posttests administered before and after the learning intervention.

Content validity, media validity, and practicality were analyzed descriptively using percentage scores calculated as follows:

$$\text{Percentage} = \text{Maximum Score} / \text{Observed Score} \times 100$$

The percentage scores were interpreted according to the criteria presented in Table 2.

Table 2. Interpretation Criteria

| Percentage (%) | Category                       |
|----------------|--------------------------------|
| 85–100         | Very Feasible / Very Practical |
| 70–84          | Feasible / Practical           |

|       |                |
|-------|----------------|
| 55–69 | Fair           |
| <55   | Needs Revision |

The effectiveness of the textbook was determined by comparing pretest and posttest scores using a paired-sample t-test with a significance level of 0.05. Statistical analyses were performed using IBM SPSS Statistics Version 26. Qualitative feedback from experts and students was analyzed descriptively and used to improve the textbook throughout the development process.

## RESULT

The preliminary needs analysis was conducted to assess the availability and suitability of learning resources for the Early Childhood Creativity and Giftedness course. Data obtained from classroom observations, lecturer interviews, and student questionnaires revealed that existing learning materials primarily emphasized theoretical concepts and were fragmented across multiple textbooks. The available resources provided limited opportunities for students to integrate theories of creativity and giftedness with authentic classroom practice and rarely incorporated Bengkulu's local wisdom into learning activities.

These findings indicated the need for a comprehensive textbook that integrates creativity, giftedness, ethnopedagogy, and Contextual Teaching and Learning (CTL) within a single instructional resource.

Based on the needs analysis, an ethnopedagogy-based textbook was developed following the ADDIE model. The textbook consists of eight chapters that integrate theoretical concepts, contextual learning activities, reflective questions, project-based assignments, authentic assessments, and examples drawn from Bengkulu's local culture.

Table 3. Structure of the Developed Textbook

| Chapter | Main Content                     | Learning Activity                             |
|---------|----------------------------------|-----------------------------------------------|
| 1       | Concepts of Creativity           | Reflection on creativity in daily life        |
| 2       | Concepts of Giftedness           | Analysis of gifted children's characteristics |
| 3       | Creativity Development           | Designing creative learning activities        |
| 4       | Ethnopedagogy                    | Exploration of Bengkulu's local wisdom        |
| 5       | Contextual Teaching and Learning | Classroom simulation                          |
| 6       | Creativity-Based Learning Models | Collaborative project                         |
| 7       | Creativity Assessment            | Authentic assessment practice                 |
| 8       | Teaching Project                 | Development of ethnopedagogical lesson plans  |

## Content and Media Validation

Content and instructional media experts evaluated the textbook prior to implementation. The validation results showed that all assessed aspects achieved the very feasible category.

Table 4. Content Validation Results

| Assessment Aspect            | Percentage (%) | Category      |
|------------------------------|----------------|---------------|
| Content relevance            | 95.20          | Very Feasible |
| Curriculum alignment         | 94.10          | Very Feasible |
| Scientific accuracy          | 93.80          | Very Feasible |
| Language clarity             | 92.60          | Very Feasible |
| Ethnopedagogical integration | 96.40          | Very Feasible |
| Average                      | 94.42          | Very Feasible |

The highest score was obtained for ethnopedagogical integration (96.40%), indicating that the textbook successfully incorporated Bengkulu's local wisdom into the learning content. Media validation also demonstrated excellent quality across all aspects of the assessment.

Table 5. Media Validation Results

| Assessment Aspect    | Percentage (%) | Category      |
|----------------------|----------------|---------------|
| Layout consistency   | 95.10          | Very Feasible |
| Typography           | 93.70          | Very Feasible |
| Illustration quality | 94.80          | Very Feasible |
| Readability          | 95.40          | Very Feasible |
| Graphic design       | 94.60          | Very Feasible |
| Average              | 94.72          | Very Feasible |

### Practicality of the Textbook

Following expert validation and revision, the textbook was implemented in classroom learning involving 60 undergraduate students. Students completed a practical questionnaire after the implementation.

Table 6. Students' Practicality Assessment (n = 60)

| Assessment Aspect    | Percentage (%) | Category       |
|----------------------|----------------|----------------|
| Ease of use          | 94.50          | Very Practical |
| Clarity of material  | 93.80          | Very Practical |
| Learning motivation  | 95.70          | Very Practical |
| Contextual relevance | 96.20          | Very Practical |
| Overall satisfaction | 95.10          | Very Practical |
| Average              | 95.06          | Very Practical |

Overall, students perceived the textbook as easy to use, relevant to the course content, and supportive of contextual learning.

### Effectiveness of the Textbook

The effectiveness of the textbook was evaluated using a one-group pretest-posttest design involving all participants.

Table 7. Students' Learning Outcomes

| Variable           | Pretest | Posttest |
|--------------------|---------|----------|
| Mean               | 68.37   | 87.65    |
| Standard Deviation | 8.24    | 5.81     |
| Minimum            | 52      | 74       |
| Maximum            | 84      | 98       |

The descriptive statistics indicate a 19.28-point increase in the mean learning score after the implementation of the textbook. To determine whether this improvement was statistically significant, a paired-sample t-test was performed.

Table 8. Paired-Sample t-Test Results

| Comparison       | <i>t</i> | <i>df</i> | <i>p</i> | Interpretation |
|------------------|----------|-----------|----------|----------------|
| Pretest–Posttest | 18.72    | 59        | <0.001   | Significant    |

The paired-sample t-test showed a statistically significant difference between pretest and posttest scores ( $t = 18.72$ ,  $p < .001$ ), indicating that students' learning outcomes improved after using the developed textbook.

## DISCUSSION

The findings demonstrate that the ethnopedagogy-based textbook developed through the Contextual Teaching and Learning (CTL) approach is a valid, practical, and effective instructional resource for the Early Childhood Creativity and Giftedness course. High validation scores from both content and media experts indicate that the textbook fulfills academic, pedagogical, and instructional design standards required for higher education. Beyond its technical quality, the textbook's principal strength lies in the systematic integration of Bengkulu's local wisdom into creativity and giftedness education. This finding reinforces Tomlinson's (2013) view that effective instructional materials should not only present accurate content but also facilitate meaningful learning experiences that correspond to learners' academic and contextual needs.

The high practicality scores further indicate that the textbook successfully addressed the instructional needs of prospective early childhood teachers. Students perceived the learning materials as easy to understand, visually engaging, and directly applicable to classroom practice. Reflective questions, contextual case studies, collaborative projects, and authentic learning tasks enabled students to connect theoretical concepts with real educational situations. These findings are consistent with Johnson (2002), who argued that meaningful learning occurs when learners actively construct knowledge by linking new concepts to authentic experiences. Rather than functioning solely as a source of information, the developed textbook encouraged students to become active participants in knowledge construction through inquiry, collaboration, and reflection.

The significant improvement in students' learning outcomes demonstrates that integrating contextual learning with ethnopedagogical principles enhances conceptual understanding and pedagogical competence. The increase in posttest scores suggests that students not only acquired theoretical knowledge but also developed the ability to design culturally responsive learning activities. This finding supports previous research showing that contextual learning promotes deeper conceptual understanding by enabling learners to actively relate academic knowledge to meaningful situations encountered in everyday life. A recent review by Maufiroh et al. (2025) concluded that contextual and differentiated learning environments enhance creativity by providing opportunities for exploration, learner autonomy, and active engagement, all of which are reflected in the instructional design of the developed textbook.

The findings also confirm that creativity develops more effectively when learning activities encourage exploration and authentic experiences. During textbook implementation, students designed instructional activities based on local culture, analyzed authentic classroom cases, and collaboratively developed lesson plans grounded in Bengkulu's cultural heritage. Such activities are consistent with the findings of Hanifah et al. (2024), who reported that structured learning environments, particularly learning corners, significantly improve children's creativity by promoting flexibility, originality, collaboration, and independent thinking. Likewise, Azizah et al. (2023) demonstrated that STEAM-based learning stimulates creativity through inquiry, experimentation, and interdisciplinary problem-solving.

Another important finding concerns the contribution of ethnopedagogy to the contextualization of creativity education. Bengkulu's local wisdom—including *kain besurek*, traditional games, folklore, local arts, and community traditions—was integrated throughout the textbook not merely as cultural enrichment but as authentic pedagogical resources. This approach enabled students to recognize that local culture can function as a meaningful context for developing creativity, communication, collaboration, and character. Similar conclusions were reported by Khotimah et al. (2024), who found that eco-print learning based on Indonesian cultural resources significantly enhanced children's creativity while strengthening appreciation for local culture. Likewise,

Andriani and Rakimahwati (2023) emphasized that natural and locally available learning materials stimulate children's imagination, originality, and creative exploration by providing authentic learning experiences closely related to children's daily lives.

From a teacher education perspective, the developed textbook addresses an important limitation in existing instructional materials. Most textbooks used in Early Childhood Teacher Education programs discuss creativity, giftedness, curriculum, and child development separately, requiring students to synthesize information independently. The present textbook offers a more integrated instructional framework by combining theoretical concepts, ethnopedagogical principles, contextual learning activities, project-based assignments, reflective learning, and authentic assessment within a single resource. This integration supports independent learning while strengthening students' pedagogical reasoning and instructional design competence. Similar needs have been identified by Listyowati et al. (2025), who emphasized that creativity and giftedness education requires integrated learning resources that connect language development, creativity, and authentic classroom experiences, rather than presenting these domains in isolation.

The present study also extends previous research on instructional material development. Earlier studies have shown that inquiry-based picture books effectively promote children's creativity (Billa et al., 2023) and that learning resources grounded in active exploration increase learner engagement and creative thinking. However, these studies primarily focused on instructional media for children. In contrast, the current study targets pre-service teachers by developing a higher education textbook that prepares future educators to design creativity-oriented and culturally responsive learning. This distinction represents an important contribution because improving the competence of prospective teachers has a broader and more sustainable impact on educational quality than isolated classroom interventions.

Theoretically, this study demonstrates that ethnopedagogy and Contextual Teaching and Learning are complementary approaches for developing instructional materials in teacher education. Ethnopedagogy provides culturally meaningful learning contexts, whereas CTL offers pedagogical principles that encourage learners to construct knowledge through authentic experiences, collaboration, inquiry, and reflection. Their integration creates a learning environment that supports conceptual understanding while simultaneously strengthening cultural identity and professional competence. This finding is particularly relevant for multicultural countries such as Indonesia, where local wisdom constitutes a valuable educational resource that remains underutilized in higher education curricula.

Practically, the developed textbook offers an alternative model for curriculum implementation in Early Childhood Teacher Education programs. The integration of local wisdom into textbook content provides lecturers with structured teaching resources while encouraging prospective teachers to utilize regional cultural assets as learning resources. Such an approach aligns with current educational policies emphasizing contextual learning, student-centered instruction, and the preservation of local culture through education. Consequently, the textbook may serve not only as a course reference but also as a model for developing culturally responsive instructional materials in other teacher education programs.

Despite these promising findings, several limitations should be acknowledged. The study involved participants from a single university and employed a one-group pretest–posttest design, limiting the generalizability of the findings. Future studies should include multiple teacher education institutions, larger samples, and quasi-experimental or experimental designs to provide stronger evidence of effectiveness. Further research could also investigate the long-term impact of ethnopedagogy-based textbooks on prospective teachers' classroom practices during teaching

internships and examine their influence on young children's creativity, cultural identity, and learning outcomes.

Overall, the findings demonstrate that the ethnopedagogy-based textbook developed through the Contextual Teaching and Learning approach represents an innovative instructional resource that effectively strengthens prospective teachers' understanding of creativity and giftedness while promoting culturally responsive pedagogy. By integrating Bengkulu's local wisdom into structured learning activities, the textbook not only improves academic achievement but also contributes to the preservation of cultural heritage and to preparing future early childhood teachers capable of designing meaningful, contextual, and culturally relevant learning experiences.

## CONCLUSION

This study developed an ethnopedagogy-based textbook using the Contextual Teaching and Learning (CTL) approach for the Early Childhood Creativity and Giftedness course. The findings indicate that the textbook is valid, practical, and effective. Expert validation confirmed its high quality in terms of content and instructional design, while students perceived it as relevant, engaging, and easy to use. The significant improvement in learning outcomes further demonstrates its effectiveness in enhancing students' understanding of creativity, giftedness, ethnopedagogy, and contextual learning. The novelty of this study lies in integrating ethnopedagogy, contextual learning, and Bengkulu's local wisdom into a single instructional resource for pre-service early childhood teachers. By combining theoretical concepts with authentic cultural contexts and project-based learning activities, the textbook strengthens both pedagogical competence and cultural awareness. Although the study was conducted at a single institution, the findings suggest that the developed textbook can serve as an alternative model for culturally responsive instructional materials in teacher education. Future research is recommended to involve larger samples and multiple institutions to examine its effectiveness and broader applicability further.

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