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Ethnolinguistic-based interactive digital storytelling for cultural literacy development in primary education

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Keywords:	Abstract
ethnolinguistic; digital storytelling; local culture; local wisdom; farming	<i>Despite the growing focus on digital literacy training, there is still little empirical research combining ethnolinguistics with interactive digital storytelling in elementary school. To improve students' cultural literacy, this study proposes and assesses an innovative teaching strategy that integrates ethnolinguistic aspects of farming culture into interactive digital storytelling. Before being used in elementary classrooms, the digital media were created based on the needs analysis and verified by specialists using the design-based research framework ADDIE. Pre- and post-tests and instructor evaluations were used to gauge students' cultural literacy, and the results were analysed quantitatively using normality tests and the Wilcoxon test. The data reveal that the ethnolinguistic-based interactive storytelling greatly increased students' grasp of local farming culture and their awareness of linguistic diversity, demonstrating meaningful learning gains following the intervention. Student and teacher responses also showed that the video is practical for elementary school students. These results add empirical evidence for the effectiveness of culturally grounded digital storytelling in primary school and show its potential for enhancing ethnolinguistics-informed literacy pedagogy and culturally responsive learning in multilingual contexts.</i>



INTRODUCTION

Background of the Study

Literacy is one of the issues included in education report cards, including at the elementary level. UNESCO has set seventeen goals through the SDGs, of which the fourth one is about culture and sustainable development. One focus is on how to appreciate cultural diversity and the role of culture in sustainable development. It shows that cultural literacy is a long-term goal that children around the world need to achieve.

In Indonesia, this is stated in the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture No. 012/H/M/2023 concerning the 2023 Education Unit Profile Indicators and Regional Education Profiles for Elementary and Secondary Education. One type of basic literacy that needs to be known and mastered is cultural and civic literacy. Cultural literacy is a form of anticipation of the negative impact of globalisation, while civic literacy is knowledge and skills to understand a citizen's rights and duties (Sujastika & Abdulkarim, [2022](#)). According to the cultural and civic literacy indicators, school, home, and community environments are all areas that campaigns should target using cultural literacy reading materials. Through reading materials, students are expected to learn about Indonesia's cultural diversity, and one of the benefits is increased understanding and acceptance of existing diversity and differences.

A cultural element that is closely associated with students from an early age is the language system. In sociocultural theory and sociogenetic principles, the human mind develops alongside language skills, and language always carries a group's culture, values, and ways of thinking (Lantolf & Poehner, [2023](#)). By providing access to a variety of languages, children will have increasingly diverse ways of thinking and interpreting the world. Furthermore, language symbolises culture and is influenced and shaped by it. Language also represents society by revealing our historical and cultural background, as well as our approaches and ways of thinking. Thus, students need to learn the language related to their culture to understand their ancestors' history and background, love their culture, and preserve it.

In the field of culture and language, there is a subfield known as ethnolinguistics. It describes how different ethnic groups use language as a tool of perception and how ethnicity influences language (Jamallullail & Nordin, [2023](#)). One example is the variety of vocabulary used to describe eating in Javanese culture, such as *ngeleh*, used by the people of Yogyakarta and Semarang; *kencot*, used by people

from Purbalingga, Tegal, and the surrounding areas; and *luwe*, used by people from Surabaya, Malang, and other areas of East Java. Although they are all Javanese, each culture has its own distinct use of language terms. This is a pressing issue for today's students, who are less exposed to regional cultures because they predominantly use Indonesian or even English.

The Problem of The Study

Theoretically, insufficient innovation in learning media has contributed to decreased student participation in Indonesian language instruction (Taufiqurrohman et al., [2025](#)). According to a December 2023 survey of elementary school teachers in Semarang City, videos, texts, and storybooks were the most commonly used media for literacy instruction. In fact, in language learning, interactive video stories have been shown to be more effective than written text in improving student comprehension (Azores & Velasco, [2025](#); Mayorga et al., [2022](#)). Moreover, if the video is equipped with some illustrations of the information presented in the text, it can motivate and elevate students' interest (Rahiem, [2021](#)). However, there is no empirical data on how ethnolinguistically grounded interactive digital storytelling affects primary students' cultural literacy, especially in agricultural contexts, despite the growing interest in digital literacy and culturally responsive pedagogy.

Research's State of the Art

Previous research on literacy has only focused on the role of literacy activities in increasing interest in reading (Hartatik et al., [2025](#)). Implementation of literacy habits in elementary schools, analysis of students' literacy skills and factors causing low literacy skills, and analysis of the role of teachers in providing support for literacy activities (Nurhanifah & Diah Utami, [2023](#); Nurhasanah & Mustika, [2024](#); V. Safitri & Dafit, [2021](#)). Although these studies provide essential insights into literacy development, far less emphasis has been paid to cultural literacy as a separate pedagogical focus in elementary education. In particular, there are still few empirical studies that combine interactive digital storytelling with ethnolinguistic viewpoints, and there hasn't been much research done on using farming culture as a contextual basis for literacy instruction. Furthermore, most previous studies have not examined the quantifiable effects of culturally grounded digital media on students' cultural literacy outcomes. The current study creates and assesses interactive storytelling media grounded in ethnolinguistics and examines how it affects the cultural literacy of primary pupils to address these unresolved concerns.

Novelty, Research Gap, & Objective

However, video storytelling has been shown to have a significant impact on learning, especially in helping students comprehend the material (Ginting et al., [2024](#); Karantalis & Koukopoulos, [2022](#); Rahiem, [2021](#); Shahid, [2022](#)). So far, interactive digital storytelling has been applied to introduce cultural literacy, especially in cultural heritage (Rizvic et al., [2024](#)) and history education (Özdemir & Tuna, [2023](#); Petousi et al., 2022). However, no specific research has been found that discusses the application of interactive digital storytelling to introduce ethnolinguistics to children.

Thus, the purpose of this study is to create interactive digital storytelling as an ethnolinguistically based cultural literacy tool for elementary school pupils and to assess how it affects their comprehension of cultural literacy, especially when learning terms associated with rice farming. It is anticipated that the study's findings would broaden the range of media and subjects taught in elementary schools.

METHOD

Type and Design

The research method used in this study is Research and Development (R&D). This research stage uses the ADDIE design (Analysis, Design, Develop, Implement, and Evaluate). This model was chosen due to its structured, iterative process that enables systematic development and validation of instructional media (Jian, [2022](#); Kukreja, [2024](#)).

The analysis phase was conducted to identify potential problems that could serve as a basis for development. This identification was conducted to gather information on how literacy activities are implemented, the media used to support these activities, and the topics presented to students during literacy habituation. Next, developed the initial concept of the story, the design, and the research instruments.

In the third phase, the story, design, and instrument blueprint were developed and tested through expert judgment processes to establish content validity. The result would determine whether the product was valid for implementation in schools. The product was then implemented at SDN Sukorejo 02 in Semarang City. Students were given a pretest and a posttest to measure gains in cultural literacy regarding rice farming. After that, students and teachers were given a response questionnaire that would serve as the basis for a practical test to check the pedagogical feasibility, usability, and engagement. If students or teachers had any suggestions, the product was revised accordingly. This final result became the research product, which was

then registered for copyright. All of this process had been given approval by the students, teachers, headmaster, and parents.

Data and Data Sources

The data in this study consisted of students' cognitive test results on agricultural terms, expert validation test results, and product usage responses. The data sources were fourth- and fifth-grade teachers and 38 fourth- and fifth-grade students at SDN Sukorejo 02, Semarang City, selected using purposeful sampling (Stratton, [2024](#)). Therefore, the needs analysis questionnaire and response questionnaire will be given to the testees, namely, teachers and students who have utilised the interactive storytelling video.

Data Collection Technique

The data collection techniques employed included both tests and non-tests (Daruhadi & Sopiati, [2024](#)). Tests were used to collect students' cognitive data, namely their initial and final knowledge related to terms in agricultural culture. They were in the form of multiple-choice questions administered via Kahoot!. Meanwhile, the non-test techniques used were interviews and questionnaires. Interviews were conducted to gather data on the rice planting process, while questionnaires were used to test the product with expert validators and to collect feedback on product usage from teachers and students.

Data Analysis

The data analysis used included three tests, the first of which was Aiken's Test to assess product feasibility based on expert judgment. These feasibility criteria were then divided into five categories (Cahyaningtyas et al., [2022](#)):

1. 0,81-1,00 is very feasible,
2. 0,61-0,80 is feasible,
3. 0,41-0,60 is feasible enough,
4. 0,21-0,40 is less feasible,
5. 0,00-0,20 is not feasible.

Furthermore, a normality test was conducted on the pretest and posttest results of fourth and fifth-grade students. Both tests were conducted using the Kolmogorov-Smirnov test in SPSS 23. If the test results show a p-value < 0.05, the data are normally distributed. Meanwhile, if the test results show a significance value greater than 0.05, the data are not normally distributed.

Normally distributed data can be further analysed using a Paired Sample T-test, while non-normally distributed data can be tested using the Wilcoxon Signed Rank

Test. Both tests were used to determine whether there was an effect before and after treatment with the "Bercocok Tanam Padi" (Rice Farming) storytelling video. If the significance value <0.05 , it can be concluded that there is an effect, while if the significance value >0.05 , it can be concluded that there is no effect (Ismiyanti et al., 2024).

Meanwhile, the results of the teacher and student questionnaire responses were also calculated to determine the practicality of the video product. The scoring range is 1-4, with 4 = strongly agree; 3 = agree; 2 = disagree; and 1 = strongly disagree. The scores obtained will be converted into percentages that show the following criteria (Cahyaningtyas et al., 2022):

1. 81-100 % is very practical,
2. 61-80 % is practical,
3. 41-60 % is practical enough,
4. 21-40 % is less practical,
5. < 21 % is not practical.

The revision process will continue until users approve, and there will be no further suggestions. Thus, the result will indicate whether the product is feasible and practical for implementation in a wider range of elementary school students.

RESULTS

The first stage of this research was Analysis, which involved analysing user needs in the field. Initial data collection was conducted by distributing questionnaires. These needs analysis questionnaires were distributed to a random sample of elementary school teachers in Semarang City. The results showed that teachers still focused on realistic stories, such as those about daily activities, dreams, and experiences. Meanwhile, topics related to ethnolinguistics, particularly rice farming culture, had never been presented to students. Furthermore, it was found that the literacy media most frequently used by teachers were texts, books, and videos, with textbooks considered the most effective, followed by videos. Some of these literacy resources were available only before lessons at school, while others were available both at school and at home. This finding is also supported by previous research, which showed that literacy media in elementary schools were still limited to digital or printed storybooks (Marwiyah et al., 2023). Therefore, based on this data, it can be concluded that there is a significant need to develop ethnolinguistically based interactive videos.

After developing a narrative framework for rice farming, an interview questionnaire was created to capture farmers' steps and habits, serving as a data-collection tool. The interviewees were then contacted to obtain the necessary data through online interviews. The interview method used was a semi-structured interview, where the interviewer has a list of questions, but further information can be explored through additional questions tailored to the direction of the conversation. The interview results were then converted into a narrative using the framework created.

To complement the narrative, supporting images and videos were collected to enhance the visuals. These images and videos were obtained from the informants' personal collections, Google and Canva search results, and YouTube. Afterwards, a video layout and storyboard were created to determine how many slides were needed to accommodate the entire narrative and the collected images/videos. Using images or videos as illustrations allows the audience to better construct an internal representation relevant to the content presented (Mayer, [2024](#)).

In addition, validation test questionnaires and teacher and student response questionnaires were developed to assess the product's feasibility and practicality. A test framework was also developed to measure students' initial and final abilities before and after exposure to the "Bergerak Tanam Padi" (Rice Farming) storytelling video. After all designs were completed, the research progressed to the product development stage.

The prepared narrative, images/videos, and storyboard were then transformed into a storytelling video using Canva. The narrative was adjusted to address any remaining unclear points or those that needed further explanation, and the video's length was adjusted to ensure it was not too long. This was done to ensure the explanation provided to students was comprehensive but not boring. The video's narrative can help children concentrate better and understand the message through listening and reading activities (Venneker & Helder, [2024](#)).

Voice-overs were also added to the videos with interactive content. The presence of questions in instructional videos—including those read aloud or displayed alongside the narration—increases interactivity, strengthens cognitive load, and enhances knowledge acquisition and application (Deng et al., [2025](#)). The video's duration was further adjusted to reflect the embedded voiceover. Furthermore, a user guide was developed to facilitate its use in the classroom by teachers and students. The resulting interactive storytelling video is divided into

several segments, including a cover, interactive questions, and explanations of Javanese terms in Bantul's agricultural culture, as shown in Figure 1.



Figure 1: Interactive storytelling video display

The previously compiled questionnaire outline was also developed into an expert validation questionnaire and teacher and student response questionnaires, while the comprehension test outline was developed into pretest and posttest questions. After the pretest and posttest questions were developed, they were presented using Kahoot! to make them more engaging for students.

The expert validation questionnaire was then given to the validator, along with the video product and the finished pretest and posttest questions, for feasibility testing. The product was deemed highly feasible and could be used without revision. The results of this testing are presented in Table 1.

Table 1 Expert Validation Test Results

Indicator	Score	Criteria
Appropriateness of statements	0.833333	Very feasible
Language	0.9375	Very feasible
Product completeness	0.95	Very feasible
Ease of access	1	Very feasible

The product, which had been declared feasible by the validator, then proceeded to a pilot test with four elementary school students. The results showed that the

product was feasible with an average feasibility score of 0.78. Therefore, the product could proceed to the implementation phase.

The product, which had been declared feasible by the expert validator and passed the pilot test, was then implemented in the fourth and fifth grades of SDN Sukorejo 02 in June 2025. The activity began with a pretest, which was participated in by 38 fourth- and fifth-grade students. After completion, a video was screened, applying the principle of interactivity with students, giving them the opportunity to answer questions contained in the video. Next, students were invited to take a posttest and complete a response questionnaire to evaluate the product. Class teachers were also invited to complete the provided response questionnaire.

The average pretest and posttest scores increased from 7.4 to 8.6. Descriptively, this storytelling video has increased students' cultural literacy, especially regarding rice farming. The pretest and posttest results were then analysed for normality using SPSS, and the p-value was 0.000, indicating that the data were not normally distributed. Thus, to determine whether the implementation of this interactive storytelling video had an effect, a Wilcoxon test was conducted. The results showed a significance score of 0.001, indicating a significant effect when comparing the before-and-after treatment using this interactive storytelling video on Rice Farming. Meanwhile, the results of the practicality test, as obtained from the teacher and student response questionnaires, are presented in Table 2.

Table 2 Results of Product Practicality Test

Subject	Score	Criteria
Teachers	97.79%	Very practical
Students	93.82%	Very practical

All the test results conducted on the interactive storytelling video product have proven that the interactive storytelling video "Bercocok Tanam Padi" (Rice Farming) is suitable and practical for use as a cultural literacy medium in elementary schools. Essentially, ethnolinguistics can not only enrich children's cultural understanding but also help them to improve their literacy ability through their own cultural linguistic concepts (Ngurah & Laksana, [2025](#)). However, a key challenge is using technology to deliver learning that is both effective and engaging for elementary students (Turahmat et al., [2025](#)). Interactive digital storytelling has been proven effective in helping elementary school students understand ethnolinguistics. This also aligns with a previous study, which proves that digital storytelling can not only influence

students' cultural literacy (Humairoh, [2022](#)) but also confirms that it can affect children.

Thus, the Javanese language is taught as a tool to preserve and develop regional culture through elementary students' competencies (Kusuma et al., [2024](#)), because local cultural wisdom may vanish if children, as the next generation, are not conscious of their cultural heritage (Maspupah et al., [2024](#)). Understanding Javanese farming terms will also bring children closer to their culture, thereby fostering a greater appreciation for farmers' efforts to produce rice for each family. Therefore, it is hoped that this video will be used by more children to enrich their understanding of the cultural terms used in rice farming.

The findings also provide support for the sociocognitive theory, as students' thinking broadens and their comprehension of culture improves with language acquisition. The current findings offer empirical support for incorporating local linguistic repertoires into digital instructional media within global discussions on multilingual education and cultural literacy, indicating that such approaches can promote both cognitive engagement and cultural awareness among primary learners.

CONCLUSION

This study shows that incorporating ethnolinguistic content into interactive digital storytelling is an effective teaching medium for improving primary students' cultural literacy, particularly their comprehension of linguistic diversity and farming culture. Beyond its usefulness in the classroom, the results advance cultural and ethnolinguistic literacy theory by providing empirical evidence in favour of sociocultural viewpoints that emphasise language-mediated narratives as effective means of cultural acquisition. The created media provide a scalable, culturally sensitive model for digital instruction that can be tailored to various regional contexts and multilingual settings, indicating high potential for wider deployment across elementary education systems.

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