

Developing Ethnopedagogical Interactive Media to Improve Fifth-Grade Students' Social Studies Concept Understanding

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<p>Article history: Received 06-03-2026 Revised 20-04-2026 Accepted 27-04-2026 Published 30-04-2026</p> <p>How to cite: Sriati, Ismira, & Hidayat, H. (2026). Developing Ethnopedagogical Interactive Media to Improve Fifth-Grade Students' Social Studies Concept Understanding. <i>Edcomtech: Jurnal Kajian Teknologi Pendidikan</i>, 11(1), 143–156. https://doi.org/10.17977/um039v11i12026p143-156</p> <p>© The Author(s)  This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License</p>	<p><i>Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif berbasis etnopedagogi untuk meningkatkan pemahaman konsep siswa kelas V sekolah dasar pada pembelajaran IPS. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model ADDIE yang terdiri atas tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Efektivitas media yang dikembangkan diuji menggunakan desain kuasi eksperimen pretest–posttest control group yang melibatkan 50 siswa kelas V dari dua sekolah dasar di Kabupaten Kerinci, Indonesia. Data dikumpulkan melalui lembar validasi ahli, tes pemahaman konsep, dan angket respons siswa. Media yang dikembangkan mengintegrasikan nilai-nilai budaya lokal Kerinci ke dalam materi pembelajaran digital interaktif melalui fitur multimedia seperti gambar, video, animasi, dan kuis. Hasil validasi menunjukkan bahwa media memperoleh skor rata-rata 93,7% dengan kategori sangat valid. Hasil uji praktikalitas menunjukkan persentase sebesar 88,13% dengan kategori sangat praktis. Analisis efektivitas menunjukkan adanya peningkatan signifikan pada pemahaman konsep siswa, ditunjukkan oleh peningkatan nilai rata-rata dari 55,275 pada pretest menjadi 80,335 pada posttest. Hasil N-Gain sebesar 0,561 termasuk dalam kategori sedang, sedangkan hasil uji Independent Sample t-test menunjukkan perbedaan signifikan antara kelompok eksperimen dan kontrol ($p < 0,05$). Temuan ini menunjukkan bahwa media pembelajaran interaktif berbasis etnopedagogi valid, praktis, dan efektif dalam meningkatkan pemahaman konsep siswa pada pembelajaran IPS. Integrasi nilai budaya lokal ke dalam media pembelajaran digital juga berkontribusi dalam menciptakan pengalaman belajar yang lebih kontekstual dan bermakna di sekolah dasar.</i></p> <p>Kata Kunci: Etnopedagogi; Media Pembelajaran Interaktif; Pemahaman Konsep; Pembelajaran IPS; Sekolah Dasar.</p> <p>Abstract This study aimed to develop ethnopedagogical-based interactive learning media to improve fifth-grade elementary school students' conceptual understanding in Social Studies learning. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of analysis, design, development,</p>

	<p>implementation, and evaluation stages. The effectiveness of the developed media was examined using a quasi-experimental pretest–posttest control group design involving 50 fifth-grade students from two elementary schools in Kerinci Regency, Indonesia. Data were collected through expert validation sheets, conceptual understanding tests, and student response questionnaires. The developed media integrated Kerinci local cultural values into interactive digital learning materials through multimedia features such as images, videos, animations, and quizzes. The validation results showed that the media achieved an average score of 93.7%, indicating a highly valid category. The practicality test results showed a percentage score of 88.13%, categorized as highly practical. The effectiveness analysis revealed a significant improvement in students’ conceptual understanding, indicated by an increase in the average score from 55.275 in the pretest to 80.335 in the posttest. The N-Gain result of 0.561 was categorized as moderate improvement, while the Independent Sample t-test showed a significant difference between the experimental and control groups ($p < 0.05$). These findings indicate that ethnopedagogical-based interactive learning media is valid, practical, and effective in improving students’ conceptual understanding in Social Studies learning. The integration of local cultural values into digital learning media also contributes to more contextual and meaningful learning experiences in elementary schools.</p>
	<p>Keywords: <i>Ethnopedagogy; Interactive Learning Media; Conceptual Understanding; Social Studies Learning; Elementary School.</i></p>

INTRODUCTION

Social Studies learning in elementary schools plays an important role in developing students’ understanding of social life, cultural diversity, economic activities, and environmental issues. Through Social Studies education, students are expected not only to acquire knowledge but also to develop social awareness, critical thinking skills, and positive attitudes toward social interaction within society. At the elementary school level, Social Studies also serves as a foundation for helping students understand the social and cultural realities that exist within their surrounding environments (Rohmah et al., 2025).

However, the implementation of Social Studies learning in elementary schools still faces several challenges. In many classrooms, learning activities continue to rely heavily on teacher-centered instruction and textbook-oriented approaches. Such practices often limit students’ active participation in the learning process and reduce opportunities for meaningful exploration of social concepts. As a result, students frequently experience difficulties in understanding abstract Social Studies concepts, particularly those related to social interaction, economic activities, and cultural diversity (Herlisti & Ningsih, 2025).

This issue is closely related to the cognitive characteristics of elementary school students. According to Jean Piaget, fifth-grade students are generally in the concrete operational stage, in which children learn more effectively through concrete experiences, visual representations, and contextual examples. Therefore, learning materials that are delivered abstractly without sufficient contextual support may hinder students’ conceptual understanding. In Social Studies learning, students need learning experiences that connect theoretical concepts with situations they encounter in everyday life (Safitri & Jupriyanto, 2025).

In addition, the limited integration of local cultural values into classroom learning remains another important concern. Learning materials are often presented from a broad national perspective without adequately connecting them to students' local socio-cultural environments. In fact, local communities possess various forms of cultural knowledge, traditions, and wisdom that can serve as meaningful learning resources. Integrating local culture into the learning process can help students understand social concepts more contextually because the learning content is closely related to their daily experiences.

One region that possesses rich local cultural values is Kerinci. The community maintains various traditions, social practices, and local wisdom that reflect social interaction, cooperation, environmental awareness, and cultural identity (Mukhlis et al., 2025). These cultural elements are highly relevant to Social Studies learning materials and can provide contextual examples that support students' conceptual understanding (Parayanti et al., 2025). Therefore, integrating Kerinci local culture into learning activities may create more meaningful and relevant learning experiences for elementary school students.

The ethnopedagogical approach offers a relevant solution to this issue. Ethnopedagogy emphasizes the use of local culture, traditions, and community knowledge as the basis of learning (Fatahuddin et al., 2025). This approach is closely related to sociocultural learning theory proposed by Vygotski (1978), which highlights the importance of social and cultural contexts in students' cognitive development. Through ethnopedagogical learning, students are encouraged to understand social phenomena through cultural contexts that are familiar to their daily lives, thereby making learning more meaningful and contextual.

Alongside pedagogical innovation, advances in educational technology also provide opportunities to improve the quality of classroom learning. Interactive digital learning media that integrate text, images, animations, videos, and quizzes can increase students' motivation, engagement, and participation during learning activities. According to multimedia learning theory proposed by Mayer (2021), students tend to learn more effectively when information is presented through a combination of visual and verbal representations. Therefore, interactive learning media can help students understand complex Social Studies concepts more effectively than conventional instructional methods.

Previous studies have demonstrated that interactive learning media can improve students' motivation and conceptual understanding, while ethnopedagogical approaches can strengthen contextual learning and cultural identity (Cahyana et al., 2020; Pattiasina et al., 2025). Nevertheless, these approaches are frequently implemented separately. Research integrating ethnopedagogical principles into interactive digital learning media, particularly in elementary Social Studies learning, remains limited (Safitri & Suningsih, 2025). Furthermore, many existing digital learning media focus primarily on technological features without adequately incorporating meaningful local cultural contexts relevant to students' environments.

This condition indicates the need for learning media that integrate both technological and cultural dimensions within Social Studies education. Integrating ethnopedagogical principles into interactive digital media may provide students with contextual learning experiences through visual representations of local culture, interactive activities, and culturally relevant examples that support conceptual understanding.

Unlike previous studies, this research integrates ethnopedagogical principles directly into interactive digital learning media by incorporating Kerinci local cultural values into Social Studies content. The developed media combines cultural illustrations, interactive navigation, multimedia features, and digital assessments that provide immediate feedback for students.

This integration is expected to create a more meaningful, contextual, and engaging learning experience while simultaneously strengthening students' understanding of Social Studies concepts and awareness of local cultural values.

Therefore, this study aims to develop ethnopedagogical-based interactive learning media that are valid, practical, and effective in improving fifth-grade students' conceptual understanding in Social Studies learning. The development process follows the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages.

METHOD

Research Design

This study employed a Research and Development (R&D) approach aimed at developing and evaluating ethnopedagogical-based interactive learning media to improve fifth-grade students' conceptual understanding in Social Studies learning. The development process adopted the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages (Branch, 2009). The model was selected because it provides a systematic framework for designing and evaluating instructional media.

To examine the effectiveness of the developed media, this study applied a quasi-experimental design using a pretest–posttest control group design (Creswell, 2009). A quasi-experimental approach was employed because random assignment of students was not feasible within the existing school setting. Two groups of students were involved: an experimental group that used ethnopedagogical-based interactive learning media and a control group that received conventional instruction. The research design is presented in Table 1.

Table 1. Pretest–Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Experimental	O ₁	X	O ₂
Control	O ₃	–	O ₄

Description:

O₁ : Pretest administered to the experimental group

O₂ : Posttest administered to the experimental group

O₃ : Pretest administered to the control group

O₄ : Posttest administered to the control group

X : Instruction using ethnopedagogical-based interactive learning media integrating local cultural values

Participants

The participants of this study were fifth-grade students from two elementary schools located in Kayu Aro District, Kerinci Regency, namely SDN 71/III Sungai Tanduk and SDN 183/III Koto Periang. The schools were selected using purposive sampling based on similar academic characteristics and accessibility for research implementation (Serra et al., 2018). The total number of participants was 50 students, consisting of 20 students in the control group and 30 students in the experimental group. The unequal number of participants was due to the existing classroom composition in each school.

Development Procedures

The development of the learning media followed the ADDIE model. During the analysis stage, data were collected through classroom observations, teacher interviews, and

document analysis to identify learning problems and students' needs in Social Studies learning. The findings showed that learning activities were still dominated by teacher-centered instruction and textbook-based learning, resulting in students' difficulties in understanding abstract Social Studies concepts. In addition, the integration of local cultural values into classroom learning was still limited, and teachers had minimal access to interactive digital learning media. The analysis also indicated that fifth-grade students, who are generally in the concrete operational stage, required contextual, visual, and interactive learning experiences to support conceptual understanding.

At the design stage, the interactive learning media was planned by integrating ethnopedagogical principles and Kerinci local cultural elements into Social Studies learning materials. The design process included preparing learning objectives, developing instructional materials, designing storyboards and navigation systems, and preparing research instruments. The media was designed using a non-linear navigation structure to support interactive learning experiences.

During the development stage, the media was created using Canva and PowerPoint platforms and integrated multimedia elements such as text, images, videos, animations, audio, and interactive quizzes. The learning content focused on Grade V Social Studies material, particularly the topic "Indonesiaku Kaya Raya," enriched with local cultural contexts from Kerinci, including natural resources, environmental conditions, and community activities.

The initial product (Prototype I) was validated by three experts consisting of a Social Studies expert, a media expert, and a language and culture expert. The validation aimed to assess content relevance, instructional quality, media design, cultural integration, and language clarity. The validation data were analyzed using percentage-based feasibility analysis with the following formula:

$$NP = \frac{R}{SM} \times 100\%$$

Description:

NP = percentage score obtained

R = total score obtained

SM = maximum possible score

The final validity score was then classified into the following categories:

Table Interpretation of Validity Results

Table 2. Criteria for Media Validity Interpretation

Interval (%)	Validity Category
0%-20%	Not valid
21%-40%	Less valid
41%-60%	Fairly valid
61%-80%	Valid
81%-100%	Highly valid

At the implementation stage, the developed media was applied in the experimental group during Social Studies learning activities, while the control group received conventional instruction using textbooks and teacher explanations. Both groups completed pretests before learning activities and posttests after the learning intervention to measure improvements in conceptual understanding.

The evaluation stage aimed to assess the validity, practicality, and effectiveness of the developed media through expert validation, response questionnaires, and students' conceptual understanding test results.

Research Instruments

Students' conceptual understanding was measured using a 20-item multiple-choice test developed based on Grade V Social Studies learning objectives, particularly the topic "Indonesiaku Kaya Raya". The instrument measured students' ability to understand concepts, identify information, analyze relationships, and relate Social Studies concepts to real-life situations associated with local cultural values.

Before implementation, the instrument underwent validity and reliability testing. Item validity was analyzed using the Pearson Product Moment correlation technique, in which each item was considered valid if the obtained correlation coefficient (r_{count}) exceeded the critical value (r_{table}). Instrument reliability was calculated using Cronbach's Alpha and analyzed using SPSS software.

$$r = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Description:

r = reliability coefficient;

k = number of items;

σ_i^2 = item variance;

σ_t^2 = total variance.

The reliability coefficient obtained was 0.86, indicating high reliability.

A student response questionnaire was also administered to measure students' perceptions of the developed media in terms of attractiveness, ease of use, learning motivation, cultural relevance, and learning support.

Table 3. Indicators of Student Response Questionnaire

Indicator	Description
Media attractiveness	Visual appeal and design
Ease of use	Ease of navigation
Learning motivation	Students' engagement
Cultural relevance	Integration of local culture
Learning support	Helpfulness in understanding concepts

Data Analysis Techniques

Data analysis was conducted using descriptive and inferential statistics. Media validity was analyzed using percentage-based feasibility analysis, while practicality was measured through teacher and student response questionnaires. The effectiveness of the developed media was analyzed using the Normalized Gain (N-Gain) formula to determine improvements in students' conceptual understanding.

$$N - Gain = \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}}$$

Table 4. Interpretation Criteria of N-Gain Scores

N-Gain Score	Category
$g \geq 0.70$	High
$0.30 \leq g < 0.70$	Medium
$g < 0.30$	Low

Before hypothesis testing, prerequisite tests consisting of the Shapiro–Wilk normality test and Levene’s homogeneity test were conducted. After the assumptions were fulfilled, an Independent Sample t-test was performed to determine whether there was a significant difference between the experimental and control groups. All statistical analyses were conducted using SPSS software with a significance level of 0.05.

RESULTS

This section presents the results of the development and implementation of ethnopedagogical-based interactive learning media designed to improve fifth-grade students’ conceptual understanding in Social Studies learning. The development process followed the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages.

Analysis Stage

The analysis stage was conducted to identify learning needs, curriculum alignment, and student characteristics. The curriculum analysis focused on the Core Competencies and Basic Competencies of Grade V Social Studies, particularly learning materials related to geographical conditions and natural resource potential integrated with local cultural values through an ethnopedagogical approach.

The needs analysis revealed several problems in Social Studies learning. Learning activities were still dominated by conventional methods such as lectures and textbook-based instruction, resulting in limited student participation during classroom activities. Students also experienced difficulties in understanding abstract Social Studies concepts related to social interaction, economic activities, and cultural diversity. In addition, local cultural values had not been optimally integrated into classroom learning, and teachers had limited access to interactive digital learning media incorporating local cultural contexts.

The analysis of student characteristics indicated that fifth-grade students aged 10–11 years were generally in the concrete operational stage of cognitive development. Therefore, interactive learning media integrating visual representations, real-life examples, and contextual cultural content were considered appropriate to support meaningful learning experiences.

Design Stage

The design stage focused on developing the conceptual and technical framework of the interactive learning media. This stage included preparing media flowcharts, interface layouts, learning content structures, and research instruments. The media was designed using a non-linear navigation system that allowed students to explore learning materials interactively according to their learning needs.

The interactive learning media was entitled *“Indonesiaku Kaya Raya: Belajar dari Kabupaten Kerinci Kelas V.”* The interface design integrated local environmental and cultural

contexts through visual representations of Kerinci Regency, including tea plantations, Mount Kerinci, and community life.



Figure 1. Opening Interface of the Interactive Learning Media

The learning objectives section presented competencies related to identifying geographical conditions, classifying natural resources, explaining their utilization, and demonstrating environmental responsibility. In addition, the media provided navigation instructions to support usability and independent learning.

The learning materials were organized within the “Kerinci Learning Adventure Map” menu, consisting of topics such as Kerinci on the Map, Natural Resources of Kerinci, Flora and Fauna of Kerinci, Learning Videos, Local Cultural Projects, and Interactive Quizzes. This structure was designed to create an engaging, contextual, and meaningful learning experience.



Figure 2. Learning Objectives Interface of Interactive Learning Media

Development Stage

During the development stage, the interactive learning media was produced based on the storyboard and design framework. The media integrated multimedia components such as text, images, videos, animations, and interactive quizzes. Ethnopedagogical elements were incorporated through contextual examples and learning activities related to local cultural values and community life in Kerinci.

The developed media (Prototype I) was subsequently validated by three experts consisting of a Social Studies expert, a media expert, and a language and culture expert. The validation results are presented in Table 5.

Table 5. Expert Validation Results

No	Validator Expertise	Validation Score
1	Social Studies Expert	91%
2	Media Expert	92%
3	Language and Culture Expert	98%

Total score = 281
Average = 93.7%
Category = Highly Valid

The validation results indicate that the developed media fulfilled the criteria of content relevance, instructional quality, media design, cultural integration, and language clarity. Therefore, the media was considered appropriate for classroom implementation.

Implementation Stage

The implementation stage aimed to evaluate the practicality and effectiveness of the developed learning media in classroom learning activities.

Practicality Test

The practicality test was conducted through student response questionnaires using a five-point Likert scale. The questionnaire evaluated several aspects, including ease of use, clarity of learning materials, learning motivation, and overall learning experience.

The results showed a total score of 1322 out of 1500, resulting in a percentage score of 88.13%, which falls into the highly practical category. Students reported that the media was easy to operate, visually engaging, and helpful in understanding Social Studies learning materials.

Effectiveness Test

The effectiveness of the interactive learning media was measured using pretest and posttest scores to determine improvements in students' conceptual understanding. The results are presented in Table 6.

Table 6. Pretest, Posttest, and N-Gain Results

Group	Pretest Mean	Posttest Mean	N-Gain	Category	Percentage	Effectiveness
Control group	54.75	70	0.312	Medium	31.2%	Quite Effective
Experimental group	55.8	90.67	0.81	High	80.97%	Effective

Average Pretest = 55.275
Average Posttest = 80.335
Average N-Gain = 0.561 (Medium Category)

The findings indicate that students’ conceptual understanding improved after the implementation of the ethnopedagogical-based interactive learning media. The experimental group achieved higher posttest and N-Gain scores compared to the control group, indicating that the developed media contributed positively to learning outcomes.

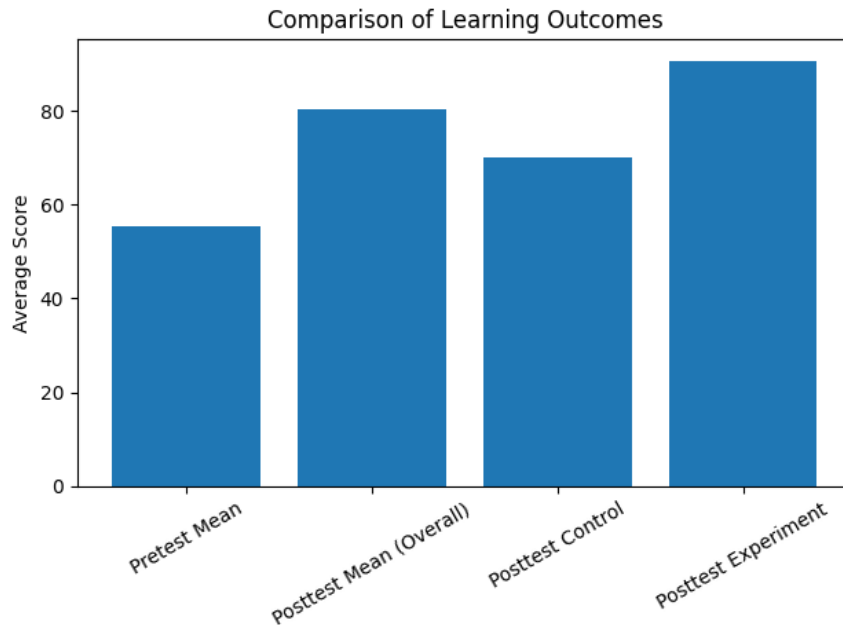


Figure 3. Comparison of Pretest and Posttest Scores Between Experimental and Control Groups

Inferential Statistical Analysis

Before hypothesis testing, prerequisite tests consisting of normality and homogeneity tests were conducted. The Shapiro–Wilk test showed significance values greater than 0.05, indicating that the data were normally distributed. In addition, Levene’s Test showed a significance value greater than 0.05, indicating that the data were homogeneous.

After the assumptions were fulfilled, an Independent Sample t-test was conducted to determine differences between the experimental and control groups. The results are presented in Table 7.

Table 7. Independent Sample t-Test Results

Variable	Sig. (2-tailed)	Interpretation
Posttest Scores	0.000	Significant Difference

The Independent Sample t-test showed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the experimental and control groups. These findings demonstrate that the ethnopedagogical-based interactive learning media was more effective than conventional instruction in improving students’ conceptual understanding in Social Studies learning.

Evaluation Stage

The evaluation stage was conducted to assess the overall effectiveness of the developed learning media. The findings demonstrated that the ethnopedagogical-based interactive learning media fulfilled the criteria of validity, practicality, and effectiveness.

The average pretest score of students was 55.275, indicating relatively low initial conceptual understanding. After the implementation of the developed media, the average posttest score increased to 80.335. Furthermore, the average N-Gain score of 0.561 indicated a moderate improvement in students' conceptual understanding.

These findings suggest that the integration of interactive digital technology with local cultural contexts can support more meaningful and contextual Social Studies learning experiences. The developed media also encouraged active student participation and helped students connect abstract Social Studies concepts with real-life situations familiar to their daily experiences.

DISCUSSION

The findings of this study demonstrate that the ethnopedagogical-based interactive learning media developed through the ADDIE model fulfilled the criteria of validity, practicality, and effectiveness in improving fifth-grade students' conceptual understanding in Social Studies learning. The results indicate that the integration of interactive digital technology with local cultural contexts can create more meaningful and contextual learning experiences for elementary school students (Fitriadi et al., 2024).

The high validation results obtained from the material, media, and language experts indicate that the developed media was appropriate in terms of content relevance, instructional design, media presentation, and language clarity. These findings suggest that the integration of ethnopedagogical elements into interactive learning media can support the development of instructional materials that are academically appropriate and pedagogically meaningful (Raharjo et al., 2023). In addition, the use of local cultural contexts helped align learning materials with students' real-life experiences, thereby supporting contextual learning processes (Aryatama & Pratama, 2025).

The practicality test results also showed that the developed media was highly practical and easy to use in classroom learning activities. Students responded positively to the visual appearance, interactive navigation, multimedia features, and digital quizzes provided within the media. These findings indicate that interactive learning media can increase students' motivation, participation, and engagement during the learning process (Annail et al., 2025). Elementary school students generally require visual and concrete learning experiences (Pujiarti et al., 2025). Therefore, the integration of images, animations, videos, and contextual examples helped students understand Social Studies concepts more easily (Mayer, 2021).

The effectiveness analysis further demonstrated that the use of ethnopedagogical-based interactive learning media significantly improved students' conceptual understanding. The increase in posttest scores and the moderate N-Gain result indicate that students experienced meaningful learning improvement after using the developed media. Moreover, the Independent Sample t-test showed a significant difference between the experimental and control groups, confirming that the developed media was more effective than conventional instruction.

One important finding of this study is the contribution of ethnopedagogical principles to conceptual understanding. The integration of Kerinci local cultural values into Social Studies learning materials enabled students to connect abstract concepts with familiar social and

environmental contexts. Learning materials related to geographical conditions, natural resources, and community activities became easier to understand because they were closely associated with students' daily experiences. This finding supports the view that contextual and culturally relevant learning can facilitate deeper conceptual understanding among elementary school students (Patchen & Cox-Petersen, 2008).

In addition to improving cognitive outcomes, the ethnopedagogical approach also contributed to the development of students' social and cultural awareness (Rahmawati et al., 2020). Through learning activities integrating local traditions, environmental values, and community practices, students were encouraged to develop responsibility, cooperation, and environmental awareness. Therefore, the developed learning media not only supported conceptual understanding but also promoted character development and appreciation of local culture.

Compared to previous studies, this research offers a more integrated approach by combining ethnopedagogical principles with interactive digital learning media within a single instructional design. Previous studies generally focused either on interactive media development or on the implementation of ethnopedagogical approaches separately (Raharjo et al., 2023). In contrast, this study integrated both technological and cultural aspects simultaneously to create a more contextual, engaging, and meaningful learning experience for students.

Despite these positive findings, this study has several limitations. The research involved a relatively small sample size and was conducted only in two elementary schools within one region, which may limit the generalizability of the findings. In addition, the implementation period was relatively short, so the long-term impact of the developed media on students' conceptual understanding and character development could not be fully examined.

Therefore, future studies are recommended to involve larger and more diverse samples, implement longer intervention periods, and explore the application of ethnopedagogical-based interactive learning media in different subjects and educational levels. Further research may also examine the influence of ethnopedagogical digital learning on students' critical thinking, creativity, collaboration skills, and cultural literacy.

Overall, the findings of this study indicate that ethnopedagogical-based interactive learning media can serve as an effective and meaningful instructional innovation in elementary Social Studies learning. The integration of interactive technology with local cultural contexts not only improves students' conceptual understanding but also strengthens cultural awareness and supports more contextualized learning experiences.

CONCLUSION

This study aimed to develop ethnopedagogical-based interactive learning media to improve fifth-grade students' conceptual understanding in Social Studies learning using the ADDIE development model. The findings demonstrated that the developed media fulfilled the criteria of validity, practicality, and effectiveness.

The expert validation results indicated that the media was highly valid in terms of content, instructional design, cultural integration, media presentation, and language clarity. In addition, teacher and student responses showed that the media was practical, easy to use, and capable of supporting engaging classroom learning activities.

The effectiveness analysis revealed that students' conceptual understanding improved significantly after the implementation of the developed media. The average score increased from 55.275 in the pretest to 80.335 in the posttest, supported by an N-Gain score of 0.561 in

the moderate category. Furthermore, the Independent Sample t-test indicated a significant difference between the experimental and control groups ($p < 0.05$), confirming that the ethnopedagogical-based interactive learning media was more effective than conventional instruction.

Overall, the integration of Kerinci local cultural values into interactive digital learning media contributed to more contextual and meaningful Social Studies learning experiences. Therefore, the developed media can serve as an alternative instructional innovation to support conceptual understanding and contextual learning in elementary schools.

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