



Preserving Local Culture in the Digital Age: Development of History Learning Media Based on Batu Urip Village

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Abstract: The growing threat of globalization to local culture has been met with potential mitigations through improving technology, especially in the field of teaching history. Traditional history-teaching methods disregard the importance of students' local cultural and personal identities, leading to low motivation and limited promotion of students' cultural consciousness. For students' historical literacy and to develop innovative methods of cultural heritage preservation, this paper focuses on developing culture-oriented, technology-enhanced digital history teaching resources grounded in the local culture and folk wisdom of Batu Urip Village. A Research and Development (R&D) method and the ADDIE framework were used to engage 60 senior high school students in Lubuklinggau. Participants' historical literacy was assessed using observation, interviews, and questionnaires. Both quantitative and qualitative descriptive techniques were used to analyze the data. The results show that the digital learning resources developed were valid, practical, and effective in significantly enhancing students' cultural-historical understanding, local history, and the value of history. The addition of Batu Urip's culture story to interactive digital media connects contemporary learning with traditional culture. This research developed a culture-oriented digital learning model in response to the Merdeka Curriculum, increasing local cultural literacy and aiding sustainable cultural preservation in the digital era. This research on history teaching was the first of its kind in Indonesia.

Keywords: batu urip village; digital learning media; historical literacy; local culture

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INTRODUCTION

Digitization creates new learning opportunities and enhances information accessibility and allows for the local contextualization of the curriculum. Chakim and Bimantara (2023) state that the 21st century has brought rapid developments in information and communication technologies (ICT) that have affected teaching and learning processes (McLellan, 2022; Nyambe, 2025). As globalization advances, many local cultures become less visible. Mozolev (2018) argues that local cultures may entirely vanish from younger generations' perceptions. Teaching local history is one way to address this concern. Strengthening historical literacy focused on local traditions and wisdom is the essence of this approach. Batu Urip Village in Lubuklinggau has sufficient local history, culture, and traditions, as well as the philosophy of the community's way of life, that can be used as teaching materials. However, the facts on the ground indicate that the historical learning media used by teachers remain limited to lectures, PowerPoint presentations, and conventional textbooks (Flanagan et al., 2022). This model often fails to capture students' attention, leading to limited understanding of local history, which is often reduced to rote memorization (Wegerif, 2018; Bhattacharjee & Tapar, 2024).

This condition is evident in the two schools that are the focus of this study, with a total of 60 respondent students. History teachers at these schools still rely predominantly on lectures, while digital media has not been utilized optimally. In fact, students in today's digital age are very familiar with technological devices such as smartphones, laptops, and the internet. The mismatch between the characteristics of the digital generation and conventional learning methods has the potential to reduce interest in learning, including an understanding of local historical values that should shape their identity (Bierenstiel & Snow, 2019; Veletsianos et al., 2024). Therefore, there is a need for learning media innovations that are relevant to technological developments and at the same time capable of instilling local cultural values in students.

The importance of this research lies in the effort to preserve local culture through an educational approach (Syarifuddin et al., 2022). History education not only serves as a means of transferring knowledge about the past but also as an instrument for shaping national identity and character (Lafifa & Rosana, 2024; Fitriani & Fatmariza, 2022). Through historical literacy, students are expected to understand the connection between past events, current conditions, and future challenges. Learning history in secondary school has been shown in past studies to present many challenges, such as student motivation to learn and a lack of creative teaching aids (Husni et al., 2025; Maina, 2024). According to Lionar et al. (2024), learning history is mainly text-based and requires students to memorize and understand what is written. In the same vein, Hidayat (2021) concluded that incorporating local wisdom into learning media improves students' engagement and deepens

their comprehension of history. This underscores the urgency of creating digital teaching aids that integrate local history with the history curriculum to meet the learning needs of 21st-century students.

Several studies support this same approach to teaching history. For instance, [Kamrozzaman et al. \(2023\)](#) developed a local history-based e-learning program that successfully increased students' interest in learning. On the other hand, [Fatawati \(2025\)](#) demonstrates that history teaching through interactive digital media enhances learners' critical thinking. However, most studies have overlooked the specific context of Batu Urip Village, which is rich in cultural and historical heritage. This research gap presents an opportunity to develop digital-based history learning media that highlight the local wisdom and culture of Batu Urip Village as a source of historical knowledge and cultural identity, enabling students to understand better and appreciate their own cultural heritage ([Susilo & Satinem, 2024](#)).

The gap analysis also reveals a lack of digital technology utilization in secondary schools, particularly in History learning ([Ohlsson et al., 2024](#)). Teachers more often use general national textbooks, while local sources are rarely integrated ([Díaz-García et al., 2023](#); [Makena et al., 2025](#)). In fact, the Merdeka Curriculum encourages the contextualization of learning through the exploration of local history and culture ([Marisa, 2021](#)). Without innovation in learning media, students will only understand history in a normative manner, without any connection to their socio-cultural environment ([Jarrah et al., 2023](#); [Kolychev & Budanov, 2022](#)). As a result, they tend to have less concern for preserving local culture ([Carretero et al., 2022](#)). The study aims to create learning media that combines information with basic interactivity and audio-visual elements, focusing on the history of Batu Urip village.

The study is intended to contribute to the development of history-based learning media that not only help students in the Batu Urip village develop their historical literacy, but also help them learn to preserve elements of their local history and culture in digital form. The learning media is intended to elevate students' overall learning experience by enabling them to learn about history, develop their critical thinking skills, and appreciate local culture and history, and thereby improve their overall learning motivation. The study is also intended to provide the theoretical basis for developing learning models that will incorporate the local wisdom. The study is also intended to provide teachers and educators with practical guidance to help them cope with the challenges of integrating digital media for students in the 21st-century classroom.

METHODS

The ADDIE model was utilized in this study, within the framework of research and development (R&D) ([Hinds et al., 2006](#)). The ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation. Given the objectives of this study, the ADDIE model was deemed appropriate for the construction of learning products, in this case, a piece of digital media, concerning local wisdom in Batu Urip Village, and the subsequent assessment of the product's validity, practicality, and effectiveness ([Mbatia & Nabea, 2024](#)). The study participants consisted of 60 tenth graders from two purposively selected high schools in Lubuklinggau. Neither school had previously incorporated any digital media that encompassed local history into its teaching practices ([Yuliana, 2019](#)). Aside from the students, history teacher volunteers served as trial partners and then evaluators of the media developed ([Sari et al., 2025](#)).

The main sources used in the study were local historical materials from Batu Urip Village, including historical documents, folklore, and interviews with local leaders ([Nicolaou & Petrou, 2023](#)). These materials were transformed into learning content in the form of an interactive Android application ([Harati et al., 2021](#)). The digital media has been designed to include narratives, texts, videos, and quizzes presented in an engaging format ([Bengtsson & Johansson, 2022](#)). The resources available for media development included a computer or laptop for media design, the software Articulate Storyline and Android Studio for application development, and mobile phones for product testing ([Schmid et al., 2021](#)). The analysis stage began by identifying the needs of students, teachers, and learning conditions through observation, interviews, and questionnaires, thereby obtaining an initial picture of media use and literacy in History ([Gura, 2023](#); [Molenda, 2003](#)). The design stage involved developing an interactive digital media design based on the history of Batu Urip, tailored to students' characteristics, which was then refined into a prototype and validated by subject and media experts. During the implementation stage, the media were tested to assess learning experiences, responses, and learning outcomes. The evaluation stage was conducted both formatively and summatively at each phase to measure the effectiveness of the media in improving historical literacy. The research stages, based on the ADDIE model, are presented in [Figure 1](#).

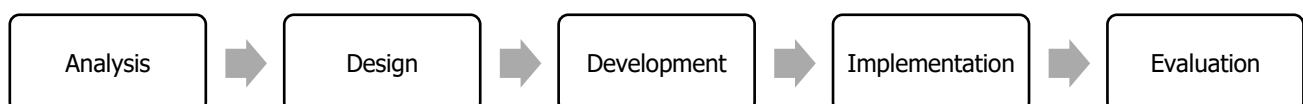


Figure 1. Research Stages

Data was obtained through observation, questionnaires, tests, and interviews. Observation monitored learning, questionnaires measured the feasibility and practicality of the media, tests assessed improvements in historical literacy, while interviews explored the experiences of teachers and students (Creswell & Clark, 2017). Qualitative data analysis involved reduction, presentation, and conclusion, while quantitative data analysis used descriptive statistics (averages, percentages) and gain score tests. The average expert score determined validity, and effectiveness was measured by comparing learning outcomes before and after media use (Hake, 1999).

RESULT AND DISCUSSION

This research produced digital learning media based on the local wisdom of Batu Urip Village, designed to enhance high school students' historical literacy in Lubuklinggau. The ADDIE model was employed in the development process with attention to the five aforementioned stages: Analysis, Design, Development, Implementation, and Evaluation. Results indicate that the developed digital media, in addition to being feasible and validated by experts, was also practically usable by teachers and effective in enhancing students' historical literacy.

The content validation revealed that the subject matter experts considered the historical content of Batu Urip integrated in this media to be consistent with historical science and aligned with the competencies of the Merdeka Curriculum. According to media experts, the Android application's design was relatively appealing, with intuitive navigation and impressive interactive elements that fostered student engagement. Compared to standard instructional strategies based on lectures, PowerPoint slides, and books, students showed greater enthusiasm for learning with digital media. This confirms that the more current and technologically based the approach, the more responsive today's learners will be. Especially when such approaches include relevant local content. The findings from the learning media validation tests, as assessed by subject experts, media experts, and teachers, are summarized in Table 1.

Table 1. Validation of Batu Urip-Based Digital Learning Media

Validator	Assessment Aspects	Average score (%)	Category
Subject Expert	Content suitability, historical accuracy, and curriculum relevance	92	Highly Valid
Media Expert	Design, navigation, interactivity, and visual quality	90.3	Highly Valid
History Teachers	Practicality of use, relevance of learning, student appeal	91.7	Highly Valid

Table 1 shows that an average score greater than 90% per assessment category indicates that this digital media product is valid. This made it easier to justify the media created for history learning in schools. Digital media gets satisfactory comments from students. Interactive narrations, accompanying visuals, and quizzes made the Local History material easier to understand. This media fostered motivation because students were actively learning history rather than just receiving information. Another plus was the addition of video interviews with community leaders, which made the historical content more relevant, and students appreciated the inclusion of local culture.

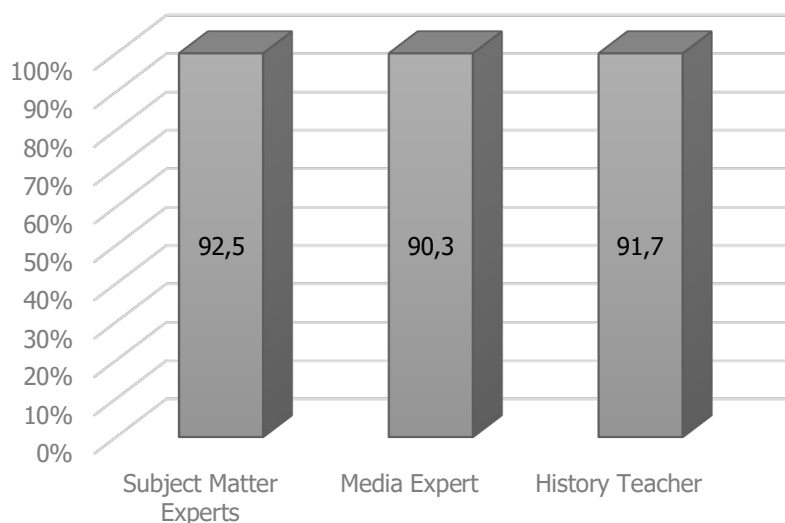


Figure 2. Validation of Batu Urip-Based Digital Learning Media

Overall, validation scores in [Figure 2](#) were above 90% across all categories. Experts in the subject area gave an average score of 92.5%, media specialists gave 90.3%, and history teachers scored 91.7% on average. The findings validate that Batu Urip-based media is appropriate in terms of content, design, and usability. Therefore, it is reasonable to use this media for teaching history in schools. Regarding learning outcomes, there was a notable increase in the history literacy test results after the media was used. The average pretest score was 62, while the average posttest score was 82. The increase in these results reflects students' greater understanding of local history and historical thinking skills, as shown in [Figure 3](#).

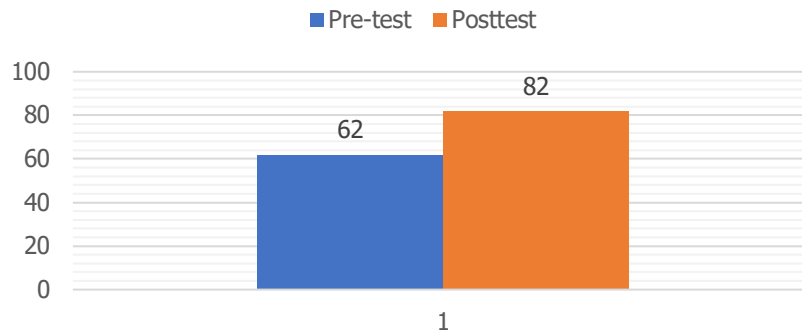


Figure 3. Comparison of Students' Average Pretest and Posttest Scores in Historical Literacy

[Figure 3](#) provides evidence for the effectiveness of Batu Urip digital learning media in improving students' historical literacy. This is consistent with [Yuniarti \(2020\)](#), whose research shows that students' interest in learning is increased by e-learning based on local history. This also aligns with [Colás-Bravo and Quintero-Rodríguez \(2022\)](#), who argue that students' critical thinking skills are developed through interactive digital media. Therefore, the developed media serve to convey historical content and also aim to develop students' historical consciousness and cultural identity.

It can be elaborated that what makes this media successful is the blend of genuine local content and digital formats that resonate with the preferences of Generation Z. This generation of students is a cohort of digital natives, proficient with tech-based tools, and who favor learning that is visual, interactive, and hands-on ([Achille & Fiorillo, 2022](#)). As such, digitizing the history of Batu Urip will not only be an innovative pedagogical tool but also help students learn in a way that aligns with their preferred learning style. [Rwodzi and Jager \(2021\)](#) argue that digital media effectively integrates Batu Urip's heritage with students' contemporary learning needs. Especially using digital technology, students learn to appreciate and understand their culture, which counteracts the negative effects of globalization that threaten to diminish local cultures. [Tilaar \(2012\)](#) argues that this digital media is not only a vehicle for transferring knowledge but also aids in the integration of cultural values, which is essential for the development of students' self-identity.

This research supports teachers in several ways. For one, they can use the newly developed digital media, which is user-friendly and accessible on smartphones, so teachers will not need expensive technology to access it. The teachers appreciate the availability of media containing difficult-to-access local historical information that has been included in the national textbooks. Concerning the Merdeka Curriculum, which aims to be more contextually oriented, strengthen the Pancasila Student Profile, and foster student independence ([Kemendikbudristek, 2022](#)), this media also enables teachers to focus primarily on teaching local history. Digital media also enables the teacher to cultivate and integrate awareness of the local history, culture, and values of the Batu Urip Village community. Furthermore, the newly developed digital media allows the teacher to facilitate a student-centered, independent, exploratory, and collaborative approach to teaching and learning, and provides opportunities for critical reflection. This aligns with constructivist theory, which emphasizes experiential and meaningful knowledge acquisition ([Piaget, 1972](#); [Vygotsky, 1978](#)). Therefore, teachers are no longer the primary information providers but academic guides who enable students to develop an understanding of history, the importance of civic virtue, and the community's cultural values.

However, some issues remain. Firstly, while this technology is useful for fostering historical literacy, its use has only been documented in two schools in the Lubuklinggau City environment. More studies are needed to illustrate diverse educational environments ([Salahuddin, 2023](#)). Secondly, although this media is designed to function offline, internet access and device infrastructure are barriers to its use. Thirdly, the extent to which educational media is utilized depends on teachers' adaptability in embracing technology. Therefore, without training, the use of digital media will become counterproductive ([Norgah et al., 2024](#)). For this reason, the use of this media to preserve local culture in schools should be supported by schools, local governments, and education policymakers ([Pradipta et al., 2022](#)).

The results of this study contribute meaningfully to the educational sector, particularly regarding the teaching and learning of history. The use of Batu Urip's local wisdom in digital media enhances students' historical literacy and fosters their cultural awareness. This study, in a theoretical sense, adds to the existing body of knowledge in ethnopedagogy and local wisdom-based learning, with specific reference to the use of a digital framework (Sahwan, 2022). This approach can be regarded as an exemplar for innovative learning media that incorporates the complexities of the digital age while adhering to the national educational guidelines that prioritize contextual relevance and differentiation. In this way, the study seeks to address 21st-century educational challenges while preserving local culture by bridging the gap between local tradition and global modernity. Accordingly, future developments in the media may include content diversification, particularly the expanded inclusion of local histories from various countries, as well as the incorporation of advanced technologies such as augmented reality (AR) and virtual reality (VR) to enhance user engagement further.

CONCLUSION

Research evidence shows that the Batu Urip Village local wisdom cultural digital history learning media fosters historical literacy among High School students in Lubuklinggau City. The learning media created using the ADDIE model received validation results categorized as very valid by experts in the field, media experts, and teachers, and were also found to be practical to use in the classroom. The significant difference between the students' historical literacy pretests and posttests indicated that students' interests, motivation, and historical thinking skills were better integrated when using local culture and history as the content of digital media than in traditional learning. The research novelty in this study is the first to comprehensively integrate local culture as the main learning content in interactive digital media of history, rather than treating it as an add-on to the contextual component, as found in most other studies. The Merdeka Curriculum integrates a structured digital learning model with the local cultural narratives, community values, and historical documentation of Batu Urip Village. In the area of scientific contribution, this research enriches the field of digital history education by documenting, for the first time, the positive impact of culture-oriented digital media on students' historical literacy, cultural awareness, and identity. It also describes a culture-oriented model for digital learning media that enhances the practice of ethnopedagogy and the formal preservation of culture in the digital age.

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