

Research Article

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Interactive Local Wisdom-Based History Teaching Material: Enhancing Cultural Understanding Among Senior High School Students in Kerinci

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Abstract

Background/purpose. The lack of culturally contextualised teaching materials in history education has led to limited understanding of local traditions among senior high school students. This study aimed to develop interactive history teaching materials based on Kenduri Sko, a significant cultural practice in Kerinci, to enhance students' cultural understanding and engagement in history learning.

Materials/methods. This developmental research adopted the Four-D model (Define, Design, Develop, Disseminate). A total of 120 senior high school students (62 females and 58 males) aged 16–18 from three schools in Kerinci Regency, Indonesia, participated in the study. The materials were implemented over four weeks. Data were collected using pre-tests, post-tests, expert validation forms, and student questionnaires. Quantitative data were analysed using descriptive statistics and an independent samples t-test to measure the materials' effectiveness.

Results. The findings revealed a significant improvement in students' cultural understanding, with post-test scores increasing by 35% compared to pre-test results ($p < 0.01$). Students reported higher engagement and motivation when using the interactive teaching materials compared to conventional textbooks. Expert evaluations rated the materials as “excellent” in terms of content quality, pedagogical approach, and cultural relevance.

Conclusion. The study concludes that interactive history teaching materials based on *Kenduri Sko* effectively enhance students' cultural understanding and engagement in learning. This approach not only enriches students' historical knowledge but also fosters an appreciation for local wisdom. Further research is recommended to explore the long-term impact of these materials in different educational settings.

1. Introduction

Globalisation has brought significant changes in various aspects of life (Scholte, 2017; Smith, 2018). This phenomenon is marked by the increasing flow of information, goods, and people across national borders, creating an increasingly interconnected and interdependent world (Magu, 2015; Pieterse, 2019). Globalisation affects economics, politics, culture, and technology, transforming how people live and interact with one another (Rosenmann et al., 2016; Makarova et al., 2019). On the one hand, globalisation provides broader access to information and knowledge, allowing individuals and communities to learn and develop in new ways (Perlas, 2019; Yúdice, 2018). However, it also presents significant challenges in maintaining national identity, particularly at political, economic, and cultural levels (Zhuojun & Hualing, 2014; Guanghui & Xiangdong, 2014). According to Wardo (2017), globalisation causes disorientation, dislocation, and alienation among communities that are unprepared for it. The strong global current can erode traditional values and threaten the existence of unique local cultures (Cvetkovich, 2018; Flew, 2020).

The impact of globalisation has also weakened the autonomy of developing countries, leading to shifts in regional ethnic identities, national identity crises, and cultural instability (Guanghui & Xiangdong, 2014). Moreover, Simonyan (2018) stated that globalisation has led to an identity crisis, blurring the boundaries between local and global identities and creating challenges in preserving local culture. This has resulted in the emergence of new identities, impacting the construction of self-awareness, with an increasing trend of individualism and a decline in collectivism (Zhuojun & Hualing, 2014). Indonesia's younger generation, as the nation's agents of change, is not immune to globalisation's influence. Amid the flood of global information and culture, they face various challenges, one of which is highlighted in Karyono et al.'s (2023) study, which found a decline in young people's adherence to national character values such as Pancasila. This raises concerns about future socio-cultural crises. Another issue identified by Hardy and Tolhurst (2014) is students' low cultural understanding.

Research indicates that the awareness and role of young people in preserving local culture remain weak (Baidawi & Dewi, 2019). Many young people prefer modern or foreign cultures over their local traditions. This issue is also evident in Kerinci Regency, where students' understanding of local wisdom is notably low. This is reflected in their minimal participation in local cultural activities, low interest in history and regional culture subjects, and lack of knowledge about local traditions and customs (Wahyudi, 2023). A survey by Marmoah et al. (2017) found that many students were unfamiliar with traditional dances, regional music, or folklore from Kerinci, despite its rich local wisdom. Additionally, Storey (2021) reported that students tend to consume global pop culture content rather than learning about and appreciating their own local heritage. As a result, local wisdom, which should be a source of identity and pride, is increasingly marginalised and at risk of extinction.

This lack of cultural awareness can have negative consequences, such as the loss of cultural identity and declining appreciation for local heritage. The root of this problem may stem from insufficient exposure to and emphasis on local wisdom in the education system, as well as the dominance of global cultural narratives that overshadow local traditions (Holtorf, 2018). Given the urgency of preserving local culture in the face of globalisation, cultural localisation has emerged as a crucial strategy for constructing a strong identity. In this context, reaffirming and strengthening primordial identity is one way to withstand modernisation and globalisation pressures (Wardo, 2017). Cultural identity serves as a guiding compass, shaping societal norms and values. Understanding cultural issues is crucial in today's education system. UNESCO (2017) identifies cultural competence as a core component of lifelong learning, emphasising the need for education to cultivate cultural awareness and intercultural skills. Cultural learning involves various concepts such as cultural

sensitivity, an awareness of similarities and differences among cultures, and cultural competence, the ability to participate ethically and effectively in social life.

The study of ideal cultural values as behavioural guidelines, as proposed by Parsons (2017), highlights four key functions: adaptation, goal achievement, relationship regulation, and cultural pattern maintenance. Collective efforts are needed to balance cultural preservation with adapting to change. Cultural education, intergenerational dialogue, and creative innovations are essential to ensuring that culture remains relevant and meaningful, especially for younger generations (Zurba et al., 2020). It is important to recognise that culture is not a static entity but a living organism that continuously evolves. The challenge lies in directing this evolution positively, in alignment with noble values and national identity. Bhabha's (2015) cultural hybridity theory explains how local and global cultures interact, sometimes producing new cultural forms while also threatening the survival of local wisdom (Clothier, 2005).

Local wisdom, which embodies the knowledge and practices rooted in a community's history and collective experience, is increasingly important to preserve. According to Geertz (2014), in his theory of cultural interpretation, local wisdom represents a deep understanding of a community's socio-cultural environment, helping them navigate a constantly changing world. In Indonesia, local wisdom plays a vital role in shaping cultural and social identity. Vygotsky's sociocultural theory highlights that individual learning and development are influenced by social and cultural interactions, making local wisdom an essential tool in the learning process. Local wisdom reflects knowledge and practices passed down through generations, helping communities adapt to their environment and address challenges (Vitasurya, 2016). Furthermore, local wisdom contributes to cultural sustainability by preserving values and traditions that are crucial to community identity (Pesurnay, 2018).

The Merdeka Curriculum provides educators with the flexibility to integrate local wisdom into history education. Historical knowledge is an essential condition for shaping and strengthening national identity and character (Cakranegara, 2020). Schools serve as the primary source of historical knowledge for younger generations. In history education, local history writing is driven by students' needs and the learning process itself. Based on this premise, teachers are encouraged to conduct research on local history that addresses the specific needs of their regions. If this ethos is embraced, it is reasonable to argue that the future of local history lies in the hands of history teachers. As Wineburg (2008) asserts, teachers play a crucial role in fostering students' cultural understanding. By developing contextualised content, history educators can make learning more meaningful and enhance students' cultural awareness.

In response to these challenges, a proposed solution is the development of digital teaching materials that focus on the history and local wisdom of Kerinci Regency. This approach aligns with constructivist educational theories, aiming to build students' understanding from the ground up by utilising technology to make learning more engaging and interactive while connecting knowledge to their local cultural context. Local wisdom consists of the norms and values embraced by society, serving as a fundamental guide for daily life. Geertz (1973) argues that local wisdom is a crucial entity that upholds human dignity worldwide. He defines culture as a system of meanings adopted by a society, with local wisdom forming an integral part of that system. Recent research by Sariyatun and Marpelina (2024) emphasises the importance of historical education, incorporating local perspectives to help students develop social identity and historical awareness. Similarly, Dagostin and Molin (2022) highlight the need to integrate local context into history education. Their research demonstrates that such an approach not only strengthens students' social identity but also deepens their understanding of social realities.

Moreover, Moraes do Nascimento et al. (2022) explore the role of local history in education, emphasising its significance in reconstructing and identifying local identity while considering cultural

elements to mitigate the effects of globalisation on identity. Their findings indicate that local history plays a crucial role in heritage learning, memory-building, and the process of identity construction. Among the many underexplored aspects of local history is Kenduri Sko, a traditional cultural ceremony in Kerinci Regency with connections to Indonesia's national history. This ritual, held every five years, is a form of gratitude for a bountiful rice harvest. Dating back to the 7th century, it remains a vital part of Kerinci's cultural heritage. Kenduri Sko plays a key role in preserving local wisdom by teaching the community about the balance between humans and nature and the importance of respecting traditions. This aligns with Indonesia's commitment to safeguarding cultural heritage. By integrating Kenduri Sko into history education, students can develop a stronger appreciation for their cultural identity. Thus, this study seeks to develop interactive history teaching materials based on Kenduri Sko to enhance students' cultural understanding.

While previous studies have explored the importance of local wisdom and cultural preservation in education, few have focused on the integration of specific cultural rituals, such as Kenduri Sko, into interactive, digital teaching tools. This study addresses this gap by combining cultural contextualisation with technology-based instruction to support meaningful learning. Therefore, this study aims to develop and evaluate interactive history teaching materials based on the Kenduri Sko tradition to enhance students' cultural understanding. The research contributes theoretically to the discourse on culturally responsive pedagogy and offers practical implications for the implementation of local wisdom in modern educational contexts.

2. Literature Review

2.1. Interactive History Teaching Materials

Interactive teaching materials have proven effective in enhancing student engagement and understanding, particularly in history education. According to Mayer (2019), interactive materials, such as digital modules, multimedia presentations, and gamified content, facilitate active learning by encouraging students to explore historical narratives rather than passively receive information. This approach aligns with constructivist learning theories, emphasising student-centred learning through interaction and reflection (Zajda, J., & Zajda, J., 2021). In the context of history education, interactive materials can visualise historical events, making abstract concepts more relatable and memorable (Wineburg, 2008). Moreover, studies by Dagostin and Molin (2022) highlight that incorporating interactive tools into history learning not only improves knowledge retention but also enhances students' critical thinking skills. Given the rapid advancement of educational technology, the development of culturally relevant interactive teaching materials can bridge the gap between modern pedagogy and traditional cultural content.

2.2. Local Wisdom as a Foundation for History Education

Local wisdom is an essential cultural asset that reflects a community's identity, values, and historical experiences. Geertz (2014) defines local wisdom as a set of knowledge and practices rooted in specific cultural contexts, passed down through generations. In educational settings, integrating local wisdom into the curriculum helps students connect historical knowledge with their cultural heritage (Vitasurya, 2016). In Indonesia, the Merdeka Curriculum promotes the incorporation of local content into learning materials, ensuring that students appreciate their cultural roots while developing academic competencies (Cakranegara, 2020). Moraes do Nascimento et al. (2022) emphasise that local wisdom not only enriches educational content but also strengthens students' cultural identity, fostering resilience against the homogenising effects of globalisation. In Kerinci, the tradition of Kenduri Sko represents local wisdom that can be integrated into history education, allowing students to understand historical narratives through the lens of their own cultural practices.

2.3. Enhancing Cultural Understanding Among Students

Cultural understanding is a crucial educational outcome that empowers students to appreciate diversity while preserving their cultural heritage. According to UNESCO (2017), cultural competence is one of the core skills for lifelong learning, enabling individuals to navigate multicultural environments effectively. In the context of history education, promoting cultural understanding involves contextualising historical narratives with students' cultural backgrounds (Wineburg, 2008). Studies by Sariyatun and Marpelina (2024) and Dagostin and Molin (2022) demonstrate that culturally responsive teaching materials significantly enhance students' engagement and understanding of historical content. In Kerinci, Wahyudi (2023) found that students' limited participation in cultural activities and their low interest in local history were linked to the absence of culturally relevant teaching materials. Developing interactive history teaching materials based on *Kenduri Sko* can address this gap by connecting students with their cultural heritage while fostering critical historical inquiry.

3. Methodology

This study employed a developmental research approach using the Four-D model Define, Design, Develop, and Disseminate proposed by Thiagarajan et al. (1974). This model was chosen for its systematic structure in designing and validating educational materials. The aim was to develop interactive history teaching materials based on *Kenduri Sko*, a form of local wisdom from Kerinci, and evaluate their effectiveness in enhancing students' cultural understanding.

3.1. Participants

The participants consisted of 120 senior high school students (62 females and 58 males), aged between 16 and 18 years, from three public schools in Kerinci Regency, Indonesia: Senior High School 5 Kerinci, Senior High School 7 Kerinci, and Senior High School 9 Kerinci. These schools were selected purposively based on their inclusion of local culture in the history curriculum. The students were enrolled in grades 10 to 12 and received basic instruction in Indonesian national and local history. The research was conducted in four stages as follows:

Define Stage

The Define stage aimed to identify gaps and challenges in the current history teaching process, particularly the lack of materials contextualised with local culture. A needs analysis was conducted through interviews with history teachers and questionnaires administered to students. The analysis revealed that most students had minimal understanding of *Kenduri Sko* and other local cultural traditions, primarily due to the absence of relevant instructional resources.

Design Stage

In this stage, the interactive teaching materials were designed by incorporating *Kenduri Sko*-related content into the history curriculum. The materials included digital modules, lesson plans, visual aids, and evaluation tools such as worksheets and reflection questions. These materials were developed based on pedagogical principles that encourage active learning, cultural reflection, and student-centred engagement. Content validity was assessed by two subject matter experts and two instructional media specialists to ensure alignment with educational goals and cultural relevance.

Develop Stage

The materials were revised and refined based on expert feedback and subsequently tested through a limited trial. The implementation involved two groups: an experimental group that used the interactive materials and a control group that used traditional textbooks. The intervention took place over a four-week period, during which students in the experimental group used the materials

in their regular history lessons. A pre-test was conducted one week prior to the implementation, and a post-test was administered immediately following the instructional period to measure changes in cultural understanding.

Disseminate Stage

In the final stage, the validated teaching materials were distributed to other schools and shared with educational stakeholders in Kerinci Regency. A series of teacher training workshops were organised to introduce the materials and demonstrate their application in classroom settings. The aim was to ensure that the materials could be effectively scaled and integrated into existing curricula.

3.2. Data Analysis

The collected data were analysed using the Independent Sample t-Test to compare pre-test and post-test scores between the experimental and control groups. This statistical test was used to determine the effectiveness of the developed teaching materials in enhancing students' cultural understanding.

4. Results

4.1. Needs Analysis of Teaching Materials

This section presents the findings of the study, including the needs analysis, development process, effectiveness of the interactive teaching materials, and student and teacher feedback. The study aimed to address the lack of culturally contextualised teaching materials in history education by developing interactive materials based on Kenduri Sko, a significant cultural practice in Kerinci. The results of the needs analysis of students and teachers regarding the development of history teaching materials can be seen in the following diagram.

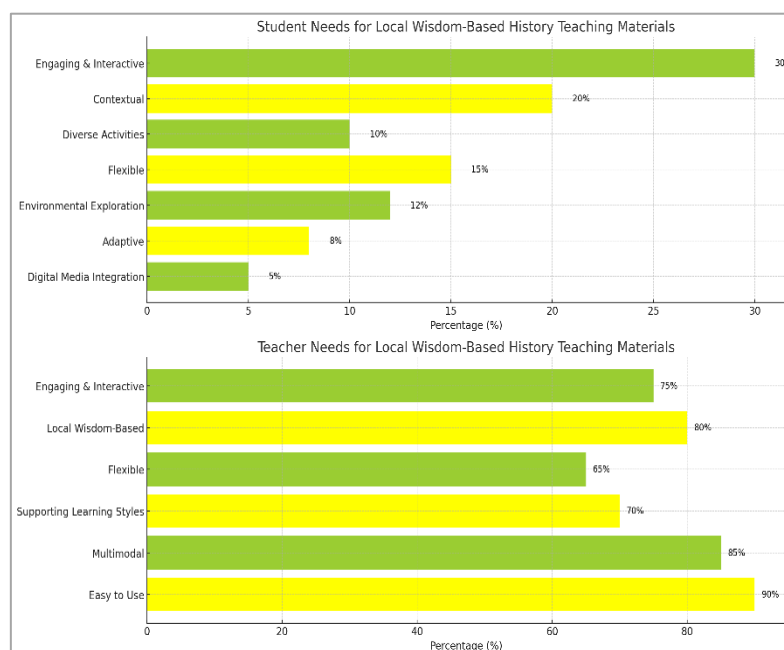


Figure 1. Student and Teacher Needs for Local Wisdom-Based History Teaching Materials

The first diagram shows that students prioritise engaging and interactive materials, with 30% highlighting the need for dynamic learning experiences that promote active participation. 20% of students emphasised the importance of contextualised content, suggesting that history lessons should be connected to their daily lives and local traditions like Kenduri Sko. 15% valued flexibility, allowing self-paced learning, while 10% preferred diverse activities, such as group projects, discussions, and creative assignments. Additionally, 12% of students indicated the need for

environmental exploration, 8% for adaptive content, and 5% for digital media integration to enhance accessibility and engagement.

The second diagram highlights that 90% of teachers prioritise easy-to-use teaching materials, indicating a need for practical resources that can be implemented seamlessly in the classroom. 85% of teachers stressed the importance of multimodal content, incorporating text, videos, infographics, and interactive exercises to accommodate diverse learning styles. 80% emphasised the integration of local wisdom, such as Kenduri Sko, to make historical narratives more relatable to students. 75% of teachers highlighted the need for engaging and interactive content, while 70% stressed supporting learning styles, ensuring materials cater to visual, auditory, and kinesthetic learners. 65% expressed the need for flexible resources that are adaptable to various teaching contexts.

4.2. Expert Validation Results

Expert validation was conducted to ensure the quality, feasibility, and relevance of the developed local wisdom-based history teaching materials. The validation process involved two material experts and two media experts, who evaluated the teaching materials based on specific aspects, including content feasibility, presentation technique, language accuracy, and supporting features. This evaluation aimed to assess whether the developed materials met educational standards and effectively integrated cultural elements, particularly the Kenduri Sko tradition, into history learning. The following table presents the detailed results of the expert validation, including the total scores, average ratings, and modes for each indicator assessed by the two experts. The results reflect the overall quality and feasibility of the Kenduri Sko-based history teaching materials for classroom implementation.

Table 1. Expert Validation Results for the Local Wisdom-Based History Teaching Materials

| No | Aspect | Indicator | Item | Expert 1 | | | Expert 2 | | |
|--------------|------------------------|---|-----------|-------------|------------|----------|-------------|------------|----------|
| | | | | Total Score | Average | Modus | Total Score | Average | Modus |
| 1 | Content Feasibility | Alignment with Core Competencies and Basic Competencies | 3 | 14 | 4,7 | 5 | 14 | 4,7 | 5 |
| | | Accuracy of the Material | 8 | 35 | 4,4 | 4 | 36 | 4,5 | 4 |
| | | Material Up-to-dateness | 4 | 17 | 4,5 | 4 | 15 | 3,8 | 4 |
| | | Proportionality | 2 | 8 | 4 | 4 | 9 | 4,5 | 4 |
| | | Language | 4 | 16 | 4 | 4 | 19 | 4,8 | 5 |
| 2 | Presentation Technique | Presentation Technique | 2 | 10 | 5 | 5 | 10 | 5 | 5 |
| | | Supporting Presentation | 3 | 14 | 4,7 | 5 | 13 | 4,3 | 4 |
| Total | | | 26 | 115 | 4,4 | 4 | 116 | 4,5 | 4 |

The table above presents the results of expert validation for the Local Wisdom-Based History Teaching Materials. The evaluation was conducted by two experts, focusing on content feasibility and presentation technique across several indicators. In the content feasibility aspect, the highest scores were observed in the alignment with core and basic competencies, with an average score of 4.7 from both experts. The accuracy of the material received an average of 4.4 from Expert 1 and 4.5 from Expert 2, while the material up-to-dateness was rated 4.5 by Expert 1 and 3.8 by Expert 2, indicating the need for slight updates. For the presentation technique aspect, both presentation technique and supporting presentation indicators received high scores, averaging 5 and 4.7 from Expert 1, and 5 and 4.3 from Expert 2, respectively. Overall, the total average score from Expert 1 was 4.4, while Expert 2 rated it 4.5, indicating that the teaching materials were categorised as "Very Good" and suitable for classroom implementation with minor improvements.

Table 2. Media Expert Validation Results for Each Indicator

| No | Aspect | Indicator | Item | Expert 1 | | | Expert 2 | | |
|--------------|---------------------|---------------------------------|-----------|-------------|------------|----------|-------------|------------|----------|
| | | | | Total Score | Average | Modus | Total Score | Average | Modus |
| 1 | Content Feasibility | Breadth of Material | 2 | 10 | 5 | 5 | 8 | 4 | 4 |
| | | Accuracy of Material | 2 | 9 | 4,5 | 4 | 8 | 4 | 4 |
| | | Material Up-to-dateness | 2 | 8 | 4 | 4 | 10 | 5 | 5 |
| | | Promoting Productivity Insights | 5 | 20 | 4 | 4 | 22 | 4,4 | 4 |
| | | Stimulating Curiosity | 2 | 9 | 4,5 | 5 | 10 | 5 | 5 |
| | | Developing Life Skills | 4 | 18 | 4,5 | 4 | 16 | 4 | 4 |
| 2 | Graphic Feasibility | Cover | 4 | 19 | 4,8 | 5 | 16 | 4 | 4 |
| | | Typography | 3 | 14 | 4,7 | 5 | 12 | 4 | 4 |
| | | Display | 7 | 29 | 4,2 | 4 | 28 | 4 | 4 |
| | | Video | 3 | 15 | 5 | 5 | 11 | 3,7 | 4 |
| | | Images/Illustrations | 3 | 14 | 4,7 | 5 | 12 | 4 | 4 |
| | | Music | 3 | 15 | 5 | 5 | 9 | 3 | 3 |
| | | Usability | 2 | 10 | 5 | 5 | 8 | 4 | 4 |
| Total | | | 42 | 190 | 4,5 | 5 | 170 | 4,1 | 4 |

The table above presents the Media Expert Validation Results for the Local Wisdom-Based History Teaching Materials, evaluated by two media experts. The assessment covered two key aspects: Content Feasibility and Graphic Feasibility, with several indicators for each aspect. In the Content Feasibility aspect, the highest scores were found in the Breadth of Material and Material Up-to-dateness, with Expert 1 rating them 5 and 4, respectively, while Expert 2 provided scores of 4 and

5. Promoting Productivity Insights and Stimulating Curiosity were also rated highly, with averages ranging from 4.4 to 5. For the Graphic Feasibility aspect, both experts gave high scores for Cover Design, Typography, and Images/Illustrations, with average scores ranging between 4.7 and 5. However, Video and Music indicators received slightly lower ratings from Expert 2, averaging 3.7 and 3, indicating areas for potential improvement. The total average score from Expert 1 was 4.5, while Expert 2 rated the materials 4.1, categorising the teaching materials as "Very Good" and suitable for implementation with minor revisions. These results demonstrate the materials' effectiveness in presenting history content while integrating local cultural elements, such as Kenduri Sko, in a visually engaging and pedagogically sound format.

Based on the expert validation results, it can be concluded that the interactive history teaching materials based on local wisdom, specifically the Kenduri Sko tradition, have been deemed valid in terms of both content feasibility and media feasibility. The evaluation by material and media experts indicated that the teaching materials meet the required standards for educational quality, accuracy, presentation, and cultural relevance. Therefore, these materials are appropriate for implementation in history learning to enhance students' cultural understanding and engagement.

4.3. Teacher and Student Feedback

To evaluate the feasibility and effectiveness of the interactive history teaching materials based on local wisdom (Kenduri Sko), trials were conducted involving both teachers and students. This feedback aimed to understand how well the materials met pedagogical needs, cultural relevance, and engagement in the learning process. Teacher feedback was collected through a practitioner trial, where teachers assessed the materials based on content feasibility, presentation quality, graphics, interactivity, sound, and language clarity. This evaluation provided insights into the practicality of using the materials in classroom settings and their alignment with learning objectives. Similarly, student feedback was gathered through individual and group trials, where learners rated the materials on the same aspects. This assessment aimed to capture students' perceptions, motivation, and understanding of local culture, particularly the Kenduri Sko tradition. The results from both teacher and student evaluations are presented in the following tables, highlighting the overall validity, usability, and effectiveness of the teaching materials in enhancing history learning while promoting local wisdom understanding.

Table 3. Results of Practitioner (Teacher) Trial of Interactive History Teaching Materials Based on Local Wisdom (Kenduri Sko)

| No. | Aspect | Total Score | Average | Mode | Criteria |
|-----|--------------------------|-------------|---------|------|-----------|
| 1 | Content Feasibility | 19 | 4.8 | 5 | Very Good |
| 2 | Presentation Feasibility | 49 | 4.9 | 5 | Very Good |
| 3 | Graphics | 40 | 5 | 5 | Very Good |
| 4 | Interactivity | 81 | 4.5 | 4 | Good |
| 5 | Sound | 29 | 4.8 | 5 | Very Good |
| 6 | Language | 20 | 5 | 5 | Very Good |
| | Total | 238 | 4.8 | 5 | Very Good |

The table above presents the results of the practitioner (teacher) trial for the Interactive History Teaching Materials Based on Local Wisdom (Kenduri Sko). The evaluation focused on six key aspects: content feasibility, presentation feasibility, graphics, interactivity, sound, and language. The findings show that most aspects were rated as "Very Good", with average scores ranging from 4.8 to 5, except

for interactivity, which received a "Good" rating with an average score of 4.5. The overall average score across all aspects was 4.8, indicating that teachers found the teaching materials to be highly feasible, practical, and effective for classroom use.

Table 4. Results of Student Trial of Interactive History Teaching Materials Based on Local Wisdom (Kenduri Sko)

| No. | Aspect | Total Score | Average | Mode | Criteria |
|-----|--------------------------|-------------|---------|------|-----------|
| 1 | Content Feasibility | 58 | 4.8 | 5 | Very Good |
| 2 | Presentation Feasibility | 130 | 4.3 | 5 | Very Good |
| 3 | Graphics | 109 | 4.5 | 5 | Very Good |
| 4 | Interactivity | 236 | 5.6 | 5 | Very Good |
| 5 | Sound | 78 | 4.3 | 5 | Very Good |
| 6 | Language | 54 | 5.4 | 5 | Very Good |
| | Total | 665 | 4.4 | 5 | Very Good |

The table above presents the results of the student trial for the Interactive History Teaching Materials Based on Local Wisdom (Kenduri Sko). The evaluation covered six key aspects: content feasibility, presentation feasibility, graphics, interactivity, sound, and language. The findings indicate that all aspects were rated as "Very Good", with average scores ranging from 4.3 to 5.6. The highest score was observed in the interactivity aspect, with an average of 5.6, reflecting the material's ability to engage students effectively. The overall average score was 4.4, demonstrating that students found the teaching materials to be highly effective, engaging, and relevant for enhancing their understanding of local cultural history, particularly the Kenduri Sko tradition.

4.4. Effectiveness of the Teaching Materials

To assess the effectiveness of the Interactive History Teaching Materials Based on Local Wisdom (Kenduri Sko), a post-test was conducted with students after the implementation of the developed materials. This evaluation aimed to measure the extent to which the teaching materials enhanced students' cultural understanding and engagement compared to conventional learning resources. The effectiveness analysis was carried out using an independent samples t-test, comparing the post-test scores of students in the experimental group (who used the interactive teaching materials) with those in the control group (who used traditional textbooks). The analysis included Levene's test for equality of variances and the t-test for equality of means, with a significance threshold of 0.05. The results revealed a significant improvement in students' understanding of local cultural history, particularly the Kenduri Sko tradition, among those who engaged with the interactive teaching materials. The detailed results of the t-test analysis are presented in the following table.

Table 5. Effectiveness of Interactive History Teaching Materials Based on Kenduri Sko (Post-Test Results)

| Aspect | Levene's Test (F) | Sig. (p-value) | t-value | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval |
|-----------------------------------|-------------------|----------------|---------|----|-----------------|-----------------|-----------------------|-------------------------|
| Student Understanding (Post-Test) | 2.935 | 0.695 | 4.402 | 38 | 0.001 | 4.450 | 1.853 | 0.699-8.201 |

The results of the t-test for Equality of Means indicate a significant difference between the post-test scores of students after using the interactive history teaching materials based on Kenduri Sko, with a p-value of 0.001 ($p < 0.05$). The mean difference of 4.450 demonstrates that the teaching materials effectively enhanced students' cultural understanding, confirming their effectiveness for classroom use.

5. Discussion

The findings of this study underscore the effectiveness of interactive history teaching materials based on local wisdom, particularly the Kenduri Sko tradition, in enhancing students' cultural understanding and engagement. The significant improvement in post-test scores compared to pre-test results indicates that the developed materials provided a contextualised and culturally relevant learning experience. This aligns with the sociocultural perspective of learning, which posits that students construct knowledge more effectively when it is rooted in their cultural context (Lantolf & Poehner, 2019). The teacher and student evaluations further support the practicality and usability of the teaching materials. Teachers highlighted the clarity, coherence, and adaptability of the content, while students reported greater motivation and interest compared to conventional textbook-based instruction. This is consistent with the findings of Yangambi, M. W. (2024), who emphasised that student-centered, culturally relevant learning resources foster active participation and deeper understanding.

Furthermore, the high scores in the interactivity aspect reflect the pedagogical value of integrating multimedia elements into history teaching. According to Clark and Mayer (2014), multisensory learning environments, such as those incorporating video, images, and interactive activities, significantly enhance knowledge retention and conceptual understanding. The interactive nature of the materials encouraged students to engage actively and critically, rather than passively consuming information. The integration of local cultural elements in history teaching also aligns with the findings of Sakti, S. A., Endraswara, S., & Rohman, A. (2024) who argue that local wisdom-based education not only enriches academic learning but also promotes cultural identity and social awareness among students. By contextualising historical narratives within the Kenduri Sko tradition, students were able to connect classroom knowledge with real world experiences, fostering a sense of belonging and cultural pride.

These findings are also supported by recent studies. Dagostin and Molin (2022) emphasised that incorporating local traditions into school curricula helps students build cultural identity and critical consciousness. Likewise, Sariyatun and Marpelina (2024) demonstrated that embedding local history into classroom instruction significantly enhances students' historical thinking skills. Compared to previous research, this study provides a novel contribution by combining cultural contextualisation with digital interactivity two components that are rarely integrated in Indonesian history education. While previous studies have advocated for the inclusion of local content, few have developed, validated, and tested full-scale digital modules centered on local ceremonies like Kenduri Sko. This intersection represents an innovative pedagogical model for culturally sustainable education.

Despite the positive results, this study is not without limitations. It was conducted in a localised cultural setting (Kerinci), which may limit its generalizability to broader or more diverse educational contexts. Furthermore, the study focused only on short-term outcomes; it did not assess whether the observed improvements in cultural understanding were sustained over time. Future research is recommended to explore the long-term impact of such materials across different regions and to investigate their potential for promoting broader civic and intercultural competencies (Rasool, 2025). In conclusion, the Kenduri Sko-based teaching materials demonstrate strong potential as a pedagogical innovation that supports culturally relevant education. By integrating technology with

tradition, this study offers an adaptive instructional model that ensures history education remains inclusive, locally grounded, and globally relevant.

6. Conclusion

This study concludes that the development of interactive history teaching materials based on local wisdom, specifically the Kenduri Sko tradition, effectively enhances students' cultural understanding and engagement in history learning. The significant improvement in post-test scores, along with positive feedback from both teachers and students, demonstrates the feasibility, practicality, and effectiveness of the materials in promoting contextualised learning. The teaching materials provided a culturally relevant approach that not only deepened historical knowledge but also strengthened students' connection to their local heritage. By integrating local cultural elements into the learning process, students were able to connect historical narratives with real-life experiences, fostering cultural pride and critical thinking.

Furthermore, expert validations, teacher trials, and student evaluations rated the materials as "Very Good" in terms of content quality, presentation, interactivity, and cultural relevance. These results align with the principles of sociocultural learning theory, emphasising the importance of cultural context in knowledge construction. While the findings are promising, it is important to note that the study was conducted within a specific cultural setting (Kerinci). Therefore, future research should explore the long-term impact of local wisdom-based teaching materials across diverse educational contexts to further validate their effectiveness and sustainability. In conclusion, the Kenduri Sko-based teaching materials offer a transformative approach to history education, promoting cultural awareness, engagement, and identity formation among students. This study advocates for the broader integration of local wisdom into curriculum design, ensuring that history learning remains meaningful, inclusive, and empowering for all learners.

7. Suggestion

Based on this study's findings, it is recommended that local wisdom-based teaching materials, such as the Kenduri Sko tradition, be expanded to a broader range of educational settings and student populations. Future research could explore the integration of digital platforms to enhance accessibility and assess the long-term impact of these materials on students' cultural understanding, engagement, and critical thinking skills.

Declarations

Author Contributions. AP: Literature review, conceptualisation. W.: methodology, data analysis. D.: review-editing and writing, original manuscript preparation. HP: analysis data, methodology, discussion critics. All authors have read and approved the publication of the final version of the article.

Conflicts of Interest. Authors declare no conflict of interest.

Ethical Approval. Since this article is based on a dissertation study, all necessary permissions from the ethics committee were obtained during the research process.

Data Availability Statement. The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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