

# Development of Interactive Multimedia Learning for Arts and Culture Based on Location Policy in Musi Banyuasin Elementary School

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## ABSTRACT

This study aims to develop and produce interactive multimedia learning for Arts and Culture integrated with Senjang local wisdom for elementary school students in Musi Banyuasin and to determine its validity, practicality, and effectiveness in improving learning outcomes. The development process applied the Rowntree model, consisting of planning, development, and evaluation stages. Data were collected through observation, interviews, questionnaires, expert validation, and pretest-posttest assessments. The product was validated by material, media, and language experts, followed by one-to-one testing, small group trials, and a field test involving 60 students. The effectiveness of the multimedia was analyzed using the N-Gain score. The expert validation results obtained an average score of 89.51%, categorized as very valid. Practicality testing showed high feasibility with student and teacher responses of 92.6% and 93.8%, categorized as very practical. The effectiveness test demonstrated an N-Gain value of 0.79, indicating a high level of effectiveness in improving learning outcomes. The novelty of this study lies in integrating Senjang, an oral cultural heritage of Musi Banyuasin, into interactive multimedia learning, serving not only as a pedagogical tool but also as a medium for cultural preservation aligned with the Merdeka Curriculum and digital learning demands. Materials based on local wisdom for the Cultural Arts subject in elementary schools, specifically to enhance students' understanding of local wisdom at SDN 1 Ulak Paceh, Musi Banyuasin. The development process employed the Rowntree development model, consisting of three main stages: planning, development, and evaluation. The study involved 60 students from SDN 1 Ulak Paceh who participated in pretest and posttest activities, as well as two educators to identify instructional needs. Data were collected through observations, interviews, and questionnaires, and the validity, practicality, and effectiveness of the multimedia materials were evaluated using expert validation, small group trials, and N-Gain analysis. The validation results indicated that the developed interactive multimedia was highly valid with an average expert validation score of 89.51%. The practicality test showed very high practicality levels with small group scores of 92.6% and 93.8%, while the effectiveness test revealed an N-Gain score of 0.79 in the high category, indicating significant improvement in students' learning outcomes. This research introduces interactive multimedia learning materials integrating local wisdom from Musi Banyuasin, particularly the Senjang cultural element, as a means to preserve regional culture while improving the quality of learning in Cultural Arts subjects at the elementary level.

## INTRODUCTION

Basic education plays a strategic role in shaping the character, moral values, and cultural identity of students. Through basic education, children not only acquire academic knowledge, but also instill social and cultural values that form the basis of the nation's personality (Aisyah Siregar et al., 2023). In the context of the Merdeka Curriculum, learning in elementary schools is directed at creating students who are

faithful, independent, critically thinking, creative, and sensitive to local culture (Sri et al., 2022) . Learning that is contextual to the social and cultural lives of students is key to achieving these goals.

One subject that plays an important role in character building and introducing national culture is Cultural Arts. Arts education not only serves as a means of expression and creativity, but also plays a role in preserving cultural values that are beginning to be eroded by modernization (Rosyidi, 2023). However, the implementation of arts and culture learning in elementary schools still faces challenges, including limited attractive learning media, lack of technology integration, and suboptimal utilization of local wisdom as a learning resource (Sumarni et al., 2024) .

Local wisdom is a cultural heritage that contains social, moral, and spiritual values that have been passed down from generation to generation (Hasanah et al., 2024) . The integration of local wisdom into learning has been proven to strengthen the cultural identity of students while increasing the relevance of the material to their daily lives (Ayurachmawati et al., 2022) . One form of local wisdom that has potential to be incorporated into learning in Musi Banyuasin Regency, South Sumatra, is *Senjang*—a traditional oral art that combines poetry and music as a means of social, moral, and cultural communication (Zamhari et al., 2021) . *Senjang* has high educational value because it contains ethical messages, social criticism, and moral teachings that are relevant to strengthening the character of students. To address these challenges, the development of interactive learning media requires a structured and iterative design framework, and the Rowntree model is selected not only for its suitability in multimedia development but also because its staged structure—planning, development, and evaluation is aligned with the need to systematically incorporate, refine, and validate cultural elements such as *Senjang* throughout the product development process.

Unfortunately, the younger generation's interest in *Senjang* art is declining. In elementary schools, local content learning that includes elements of regional culture has not been packaged in an interesting way and still uses conventional methods such as lectures or memorization (Sukma, 2020) . The lack of media innovation and minimal use of learning technology has resulted in students being less actively involved, so that the potential of local culture has not been optimized as a learning resource (Putri et al., 2024) . This shows the need for a new approach in the development of learning media that is able to connect technology with regional culture in a contextual manner.

The use of interactive multimedia in learning has been proven effective in increasing student motivation, participation, and learning outcomes (Sagita & Syahri, 2021) . The combination of text, audio, video, and animation provides an engaging and easy-to-understand multisensory learning experience (Mayer, 2024) . When multimedia elements are integrated with local wisdom, learning not only focuses on cognitive achievement but also fosters a love for national culture and awareness of local values (Agustini & Ngarti, 2020) . Thus, the development of interactive multimedia based on *Senjang* is an innovative step toward creating more meaningful arts and culture learning rooted in the local cultural context. Based on the above description, this study aims to develop interactive multimedia learning materials for cultural arts based on *Senjang* local wisdom at Musi Banyuasin Elementary School that are valid, practical, and effective in enhancing students' understanding and appreciation of culture.

## RESEARCH METHOD

### Research Method

This study uses the Research and Development (R&D) method with the Rowntree development model, which consists of three main stages, namely planning, development, and evaluation (Rowntree, 1994). This model was chosen based on its systematic and flexible characteristics to produce valid, practical, and effective learning products (Mukhlis et al., 2020) .

### Planning Stage

This stage began with a needs analysis involving art and culture teachers and fourth-grade students at SD Negeri 1 Ulak Paceh, Musi Banyuasin. Interviews and questionnaires were used to obtain information about:

1. the current state of arts and culture learning,
2. the suitability of the material to the local cultural context, and
3. the challenges faced in using digital learning media.

The data from the analysis was used to formulate learning objectives, basic competencies, and learning outcome indicators to be integrated into *Senjang-based* interactive multimedia. At this stage, the content structure of the product was also determined, including text, images, audio, animation, and educational narration based on local wisdom.

While the Rowntree model is appropriate, a key methodological contribution in this study is the addition of a “cultural value analysis” step during the Planning Stage. This step involved identifying core elements of *Senjang* local wisdom—such as traditional poetic structure, linguistic rhythm, moral messages, symbolic meaning, and delivery style to ensure authenticity and cultural integrity. The cultural value analysis process included document review, consultation with cultural practitioners, observation of *Senjang* performance recordings, and mapping cultural elements to learning objectives, multimedia components, and instructional strategies. This step ensures that the developed multimedia is not only pedagogically appropriate but also culturally grounded and ethically representative.

### Development Stage

The development stage includes the design, production, and validation processes. The product is developed using the *Canva* application combined with *HTML5 video integration* tools to create interactivity. Each visual and audio element is adapted to the cultural characteristics of *Senjang*, such as illustrations of traditional musical instruments and local pantun lyrics. Product validation is conducted by three experts, namely:

1. Content experts assess the suitability of the content with the curriculum, the accuracy of local cultural concepts, and the integration of character education values.
2. A media expert evaluates the appearance, navigation, visual and audio quality, and ease of use.
3. A language expert assessed clarity, readability, and language suitability for the developmental level of the students.

Each expert provided an assessment using a 1–5 Likert scale validation sheet, with the following categories:

- 1 = highly inappropriate,
- 2 = not suitable,
- 3 = somewhat appropriate,
- 4 = appropriate, and
- 5 = highly suitable.

The validation results data are then calculated using the formula:

$$P = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

The validity category is determined based on the range (Sugiyono, 2022):

- 21% - 40% = Less Valid
- 41% - 60% = Fairly Valid
- 61% - 80% = Valid
- 81% - 100% = Very Valid.

The validation results form the basis for revising the product in stage I before it is tested on students.

### Evaluation Stage

The evaluation stage is conducted in three forms of testing, namely individual testing (one-to-one), small group testing, and field testing.

- Individual trials are conducted with three students to observe their initial response to the appearance and ease of use of the media.
- Small group testing involves ten students to obtain feedback on the comprehensibility of the content and the appeal of the product.
- Field tests involve the entire class (60 students) to assess the practicality and effectiveness of the media in real learning situations.

Practicality data was collected through questionnaires for teachers and students who assessed the ease of navigation, clarity of instructions, and learning engagement using a 1-5 Likert scale. The results were categorized based on the total score percentage.

To measure effectiveness, a pretest and posttest were conducted using a learning outcome test instrument consisting of 20 multiple-choice questions that had been tested for validity and reliability using *Pearson Product Moment* correlation and Cronbach's Alpha coefficient ( $\alpha > 0.70$ ). The analysis of learning outcome improvement was calculated using the N-Gain formula:

$$N\text{-Gain} = \frac{(\text{Posttest score} - \text{Pretest score})}{(\text{Maximum score} - \text{Pretest score})}$$

Interpretation criteria (Sugiyono, 2021)

- $N\text{-Gain} > 0.7$  = high,
- $0.3 \leq N\text{-Gain} \leq 0.7$  = moderate,
- $N\text{-Gain} < 0.3$  = low.

In addition, to strengthen the conclusion of effectiveness, inferential statistical analysis was performed using a *paired sample t-test* with a significance level of 0.05 to determine the difference in the average learning outcomes before and after the use of interactive multimedia. The test was conducted using SPSS version 25.0 software.

Qualitative data obtained from interviews and observations during implementation were used to complement quantitative findings, describing student responses and the context of media application in the classroom.

The results of this entire series of methods are expected to provide a comprehensive picture of the development process and effectiveness of interactive learning multimedia based on *Senjang* local wisdom, which is not only technically feasible but also has a significant impact on improving learning outcomes and cultural appreciation among elementary school students.

## RESULTS AND DISCUSSION

### Results

This study produced interactive multimedia learning based on *Senjang* local wisdom for Cultural Arts learning in the fourth grade of elementary school. The results of the study are presented through three main aspects, namely expert validation, media practicality, and the effectiveness of multimedia use on student learning outcomes.

Justification of the Rowntree Model Based on Results The achievement of high validity, practicality, and effectiveness in this study provides strong justification for the use of the three-stage Rowntree development model. The planning stage ensured cultural accuracy and learning alignment, the development stage enabled iterative design and expert-based refinement, and the evaluation stage confirmed usability and effectiveness through real implementation. These outcomes indicate that the systematic and sequential nature of the Rowntree model was instrumental in producing multimedia that is not only technically sound but also pedagogically relevant and culturally meaningful, demonstrating its suitability for developing localized educational multimedia products.

### 1. Expert Validation Results

The validation was conducted by three experts, namely subject matter experts, media experts, and language experts. Each expert provided an assessment based on indicators of content suitability, presentation, appearance, and language use using a Likert scale of 1–5.

**Table 1.** Expert Validation Results for Interactive Multimedia Learning

Assessment Aspect	Average Score (%)	Category	Suggestions for Improvement
Content	93	Very Valid	Add more diverse visual examples
Media	91.6	Very Valid	Improve the navigation buttons on the home page
Language	95.0	Very Valid	Already correct, no revisions
<b>Average Total</b>	<b>93.3 (SD = 1.75)</b>	<b>Highly Valid</b>	<b>-</b>

The validation results show that interactive multimedia learning based on *Senjang* is suitable for use without major revisions, with an inter-rater reliability value ( $\alpha = 0.87$ ) that indicates high consistency among validators.

**Table 2.** Expert Validation Result

Nu	Validator	Average Score	Category
1.	Validation of Materials 1 and 2	87.95	Highly Valid
2.	Language Validation 1 and 2	89.3	Highly Valid
3.	Media Validation 1 and 2	91.3	Highly Valid
<b>Average</b>		<b>89.51</b>	<b>Highly Valid</b>



The interpretation of the results shows that experts assess the media content as contextual, accurate, and communicative. The integration of *Senjang* cultural elements strengthens the relevance of the material to the learning environment (Suriani & Jailani, 2023) .

## 2. Practicality Test Results

The practicality of the media was tested in a limited trial (small group) involving two teachers and 30 students. The practicality questionnaire assessed four main indicators: ease of use, clarity of display, attractiveness, and comprehensibility of content.

**Table 3.** Results of the Practicality of the Learning Media

Respondents	Practicality Aspect	Average (%)	Category
Teachers	Ease of use & suitability of learning	92	Very Practical
Students	Attractiveness, clarity of content, interactivity	94.1	Very Practical
Total Average		93.3 (SD = 3.0)	Very Practical

The results of the *One Sample t-test* on practicality scores ( $\mu = 90\%$ ) yielded  $t = 3.42$ ;  $p = 0.002 < 0.05$ , indicating that the media significantly exceeded the minimum feasibility threshold.

Teachers stated that the media was easy to use even without an internet connection, while students found the visual elements, audio effects, and fun animations appealing. These results align with the study "(Hidayat & Nizar, 2021) , which found that locally-based media increases learning interest through contextual relevance and engaging visualizations.

## 3. Effectiveness Test Results

The effectiveness of the media was measured through pretest and posttest on 30 students in the field test stage. The questions consisted of 20 multiple-choice items that had been tested for validity ( $r = 0.76$ ) and reliability ( $\alpha = 0.84$ ).

**Table 4.** Pretest and Posttest Results

Statistics	Pretest	Posttest	N-Gain	Category
Average Score	63.17	86.27	0.62	Moderate-High
Standard Deviation	7.45	5.83	-	-
$t(29)$	-	-	-	8.56 ( $p < 0.001$ )

There was a significant increase in student learning outcomes of 23.1 points, which was confirmed through a *paired sample t-test* ( $t = 8.56$ ;  $p < 0.001$ ). These results indicate that the use of interactive multimedia based on *Senjang* is statistically effective in improving student understanding.

The *N-Gain* analysis of 0.62 is in the moderate-high category, which means that there has been a meaningful improvement in learning. This result is in line with Mayer's (2024) theory that a combination of visuals, audio, and user interaction can improve information retention and transfer through the activation of multiple sensory pathways.

## 4. Qualitative Findings

The results of the observation show that during the learning process, students are more focused, active, and enthusiastic. They ask questions more often and are able to relate the content of the lesson to their local cultural experiences. Interviews with teachers show that media helps accelerate conceptual understanding and encourages positive interaction in the classroom.

These qualitative findings reinforce the quantitative data, proving that media is not only cognitively effective, but also influences affective and social aspects. *Senjang* cultural values such as politeness, cooperation, and respect for parents are well conveyed during the learning process.

## Discussion

The results of the study show that *Senjang-based* interactive multimedia learning has proven to be highly valid, practical, and effective for use in arts and culture learning in elementary schools. The high validity indicates that the content, design, and language components developed are in line with the characteristics of the students and support the expected learning outcomes in the Merdeka Curriculum. This is in line with the findings of (Nurrahmah et al., 2023) , which states that learning media designed according to the needs of students will increase concept clarity and learning engagement. In addition, high validity indicates that the integration of local cultural elements in media content can strengthen the learning context so that it is closer to the real lives of students.

The practicality of the media, which is classified as very high, shows that teachers and students can easily operate and understand the learning process through this multimedia. These results support the opinion of (Sari & Yustiana, 2021) that interactive learning media that is easy to use will encourage active participation of students and increase two-way interaction between students and the material. Teachers also assessed that *Senjang* multimedia helped make the delivery of material more efficient because it combined text, images, and sound in one integrated display. This assessment is consistent with the results of research (Dewi, 2022) ) which found that interactive media based on local wisdom effectively facilitated understanding of concepts and made learning activities more enjoyable.

The effectiveness of *Senjang* multimedia in improving learning outcomes is proven by a significant increase in pretest and posttest scores. Multimedia-based learning is able to create a more meaningful learning experience because it utilizes multisensory principles where a combination of visual, auditory, and interactive elements increases information absorption. In addition, this success also supports constructivism theory, which emphasizes the importance of active student involvement in building knowledge through direct experience.

The integration of local cultural values in *Senjang* multimedia also contributes to the improvement of students' affective dimensions, such as pride in regional culture and an appreciation for traditional art. This is in line with the view of (Asiah Sanyah Hasanah Simanjuntak & Yuliza Chintia, 2022) that learning based on local wisdom can strengthen students' character and identity through the internalization of cultural values that have been passed down from generation to generation. Similar findings were also presented by (Mahrunnisya, 2023) , that the use of local cultural content in learning can foster a sense of belonging and social responsibility among students. Thus, *Senjang* media not only improves cognitive learning outcomes but also plays an important role in strengthening students' cultural and moral character.

From a theoretical perspective, the findings of this study enrich the application of the Rowntree development model in the context of culture-based learning. Previously, the Rowntree model was widely used for the development of digital media in general (Michel et al., 2025) but this study shows that the model can be effectively adapted to the local cultural context by adding a stage of cultural value analysis to the planning phase.

This provides a new contribution to the development of learning designs that are more contextual and rooted in the social environment of the students.

Practically, this *Senjang* multimedia product can serve as an alternative learning medium for Cultural Arts in elementary schools, especially in areas rich in oral traditions. The results of the study show that students find it easier to understand the material and are motivated to learn because the learning is directly related to their cultural reality. This condition is consistent with the findings of "(Kurniawan, 2020) , which explains that learning that highlights local wisdom can strengthen students' social and emotional connections to their living environment.

However, this study has several limitations. The scope of the trial is still limited to one school with a relatively small number of participants, so the generalization of the results still needs to be tested further. In addition, the media developed is offline, so access is still limited to certain devices. Further research is recommended to develop a web-based multimedia version for wider use, as well as to test its effectiveness in several schools with different cultural backgrounds to see the extent to which this model can be applied across contexts.

## CONCLUSION

This study successfully developed interactive multimedia learning based on *Senjang* local wisdom for Cultural Arts subjects in elementary schools. The product achieved high validity (average 89.51%), practicality (average 93.3%), and effectiveness (N-Gain = 0.62;  $p < 0.001$ ), demonstrating that the integration of *Senjang* cultural elements made learning more engaging, contextual, and effective in specifically improving students' understanding and appreciation of *Senjang* as a form of local cultural heritage. These findings indicate that combining local wisdom with interactive multimedia not only supports cognitive development but also strengthens cultural identity and awareness, aligning with the Merdeka Curriculum's goals of fostering creativity, critical thinking, and national character in students.

However, this study was limited to a single elementary school with a small number of participants, and the multimedia developed was restricted to offline use and compatible only with certain devices; therefore, future research should directly address this limitation by developing a web-based or platform-independent version to ensure wider accessibility, scalability, and equitable implementation. Further studies are also recommended to expand testing to multiple schools with varied socio-cultural settings and to investigate the long-term influence of culture-based multimedia on learning retention, cultural preservation, and character development

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