

Exploring the Need for “Omah Baskara” a Local Wisdom-Based Learning Media for Teaching East Java’s Cultural Diversity

Rizki Farista Sari ^{1*} , Kharisma Eka Putri ¹ , Sulistiono ¹ 

¹ Universitas Nusantara PGRI Kediri, Indonesia

* Author Correspondence

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Abstract

Learning activities in Natural and Social Sciences at the elementary school level still make limited use of local wisdom-based learning media. Most existing learning media do not incorporate cultural elements from students' surrounding environments, highlighting the need for a needs analysis of local wisdom-based learning media. This study aimed to analyze the need for the "Omah Baskara" local wisdom-based learning media for teaching East Java's cultural diversity in elementary schools. The study employed a mixed-methods approach using a convergent triangulation design. Data were collected through questionnaires, observations, and interviews and analyzed using descriptive quantitative and qualitative techniques. The participants consisted of 30 fourth-grade students from SD Negeri Mrican 1, Kediri City. The findings revealed that 77% of the students experienced difficulties in learning Natural and Social Sciences, while 73% reported difficulty understanding the topic of East Java's cultural diversity. In addition, 80% of the students expressed interest in using learning media integrated with educational games, and 83% preferred concrete learning media equipped with educational games. Furthermore, 87% of the students agreed to use the "Omah Baskara" local wisdom-based learning media. These findings indicate that developing the "Omah Baskara" local wisdom-based learning media is necessary to support more contextual cultural diversity learning that is aligned with the needs of elementary school students.

Contact : Corresponding author  e-mail: faristarizki66@gmail.com

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Introduction

The development of 21st-century education requires learning processes to focus not only on conceptual understanding but also on connecting learning materials with students' surrounding environments and real-life experiences. This approach aims to equip students with critical and creative thinking skills while enabling them to apply their knowledge in everyday life (Wahyuni et al., 2025). Place-Based Education (PBE) has emerged as a relevant approach to achieving this goal by utilizing the local environment as an authentic learning resource (Hallatu et al., 2026). Furthermore, integrating the local environment and local wisdom into learning serves as an effective strategy for creating meaningful, contextual, and relevant learning experiences. The integration of local wisdom into Natural and Social Sciences learning helps students understand concepts through experiences closely related to their daily lives while fostering awareness of local culture and encouraging its preservation (Z, 2025).

The learning process is an interaction between teachers and students designed to achieve educational objectives (Mantau & Talango, 2023). Effective learning is more likely to occur when instructional materials are connected to students' daily lives and their surrounding environments (Putri et al., 2013). The learning process aims to promote positive changes in students' knowledge, attitudes, and behaviors through meaningful interactions with their surrounding environment (Huda et al., 2023). To support the implementation of learning, teachers utilize various instructional components, collectively referred to as learning tools (Ramdhon & Irfan, 2023). These learning tools are prepared before instruction begins to ensure that the learning process is implemented effectively and in accordance with the intended learning objectives (Saputra et al., 2021). The components of learning tools include lesson plans or teaching modules, teaching materials, student worksheets (LKPD), evaluation instruments, assessment instruments, and learning media (Saputra et al., 2021).

Learning media are intended to enhance the effectiveness of the learning process by facilitating students' understanding of the learning materials, particularly at the elementary school level (Titin et al., 2023). Elementary school students are in the concrete operational stage of cognitive development and therefore require learning media that can be directly observed and manipulated (Yanti et al., 2024). In addition, students need learning media that are easy to read and supported by visual illustrations to facilitate learning (Masrofan et al., 2023). Therefore, selecting appropriate learning media is essential for achieving successful learning outcomes. Concrete learning media have been shown to be effective in improving students' learning outcomes (Islamiah et al., 2025). Furthermore, the use of concrete learning media enables students to interact directly with learning materials, allowing them to gain a more meaningful and authentic understanding (Novitasari et al., 2025). Concrete learning media also support students in understanding the topic of cultural diversity (Lekatompessy et al., 2025).

Previous studies have shown that learning has not been fully optimized, particularly when students are required to memorize large amounts of complex material (Ramdani, 2024). The topic of cultural diversity encompasses various aspects, including history, traditional arts, and performing arts, all of which require students to develop a comprehensive understanding (Sedyawati et al., 1993). When cultural differences are not properly understood and appreciated, they may give rise to potential conflicts (Noor, 2019). In addition, students' lack of concentration is one of the factors contributing to learning difficulties (Soviany et al., 2023). Natural and Social

Sciences involve concepts that are often challenging for elementary school students to understand, highlighting the need for contextual and interactive learning media. Previous research has also demonstrated that local wisdom-based learning enhances the relevance of learning materials to students' everyday lives (Abrilliant et al., 2025).

Previous studies in education have consistently reported positive outcomes from the use of concrete learning media. In particular, house-shaped learning media representing traditional houses have been shown to improve students' understanding, stimulate their curiosity, and enhance learning outcomes (Lekatompessy et al., 2025). Another study developed miniature house-shaped learning media representing traditional houses from various regions using plywood and colored wooden sticks to attract students' attention. The findings indicated that the media increased students' interest and facilitated their understanding of the topic of traditional houses as part of cultural diversity. Nevertheless, studies integrating concrete learning media with local wisdom remain limited (Maulidya & Kurniawati, 2022). Likewise, only a limited number of studies have comprehensively incorporated local wisdom into the learning process (Ramadhani & Zainil, 2025). Research that simultaneously integrates comprehensive local wisdom and concrete learning media is even more limited (Widiastuti et al., 2023). Previous studies have generally focused on the use of concrete learning media or miniature traditional houses as visual representations of learning materials (Agustiani & Nurulaeni, 2025). To date, few studies have developed concrete learning media in the form of a Joglo traditional house that integrates audio features using a mini sound module, flash cards, and reward-and-punishment-based games within a local wisdom-based learning approach focusing on East Java.

The "Omah Baskara" learning media is a concrete learning medium designed in the form of a joglo, a traditional house characteristic of East Java. It is constructed from plywood and wood and can be opened from the right, left, and back sides. The cultural diversity content presented in the "Omah Baskara" learning media consists of a combination of plywood-based miniatures and sticker illustrations mounted on plywood. When the right and left sides are opened, the media displays learning materials on traditional arts, dances, traditional foods, traditional clothing, languages, ethnic groups, traditional houses, and traditional weapons. The back section contains a storyboard equipped with a mini sound module that presents the history of East Java through audio playback. In addition, it includes unfla box, unhelp box, and flash cards as game-based learning features. Based on the foregoing, this study specifically aims to analyze the need for the "Omah Baskara" local wisdom-based learning media in teaching East Java's cultural diversity at SD Negeri Mrican 1, Kediri City, Indonesia. The findings are expected to provide insights into teachers' and students' needs for concrete, engaging, and developmentally appropriate learning media that can ultimately improve students' learning outcomes.

Method

This study employed a mixed-methods approach using a convergent triangulation design. This design was selected to obtain a comprehensive understanding of the need for learning media by integrating quantitative and qualitative data collected concurrently. Quantitative data were obtained through students' needs questionnaires, whereas qualitative data were collected through observations and interviews. These two types of data complemented each other and were used to validate the research findings (Sugiyono, 2023). The study was conducted on April 28, 2025, at SD Negeri Mrican 1, Kediri City, East Java, Indonesia. The participants consisted of

30 fourth-grade students. Data were collected using three techniques: observations, interviews, and students' needs questionnaires. The students' needs questionnaire consisted of 13 dichotomous items based on the Guttman scale (Yes/No). The questionnaire covered four indicators: (1) learning difficulties, (2) experience in using learning media, (3) the need for learning media, and (4) preferences for learning media incorporating games and local wisdom. The collected data were analyzed using descriptive qualitative analysis and descriptive statistics in the form of percentages calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Source: (Suhaina et al., 2021)

Keterangan:

P = Percentage of responses

F = Frequency of respondents' responses

N = Total number of respondents

Results and Discussion

Result

Classroom observations conducted in Grade IV at SDN Mrican 1, Kediri City, revealed that students appeared bored and demonstrated low enthusiasm during lessons on cultural diversity because the teacher relied primarily on YouTube videos as the main instructional medium. Although the videos initially captured students' attention, their engagement gradually declined after approximately 15 minutes of viewing. At that stage, many students became distracted, engaged in conversations with their classmates, and no longer focused on the learning activities. This situation reduced students' active involvement and limited opportunities for meaningful interaction with the learning content. As a result, the instructional process became increasingly teacher-centered, with students assuming a largely passive role throughout the lesson. Such classroom conditions suggest that the existing instructional media were insufficient to sustain students' motivation and attention during learning activities. Consequently, the learning process could not yet be considered optimal in supporting students' understanding of cultural diversity concepts.

The findings also indicated that the implementation of cultural diversity lessons in the Natural and Social Sciences subject continued to face several challenges, particularly regarding the selection and use of instructional media. The instructional media employed were not sufficiently effective in maintaining students' interest or encouraging their active participation throughout the learning process. Classroom observations further revealed that the learning media had not adequately supported students in exploring new knowledge, engaging in collaborative learning activities, or independently constructing their understanding of the subject matter. As a result, students tended to rely heavily on teacher explanations rather than actively participating in the learning process. This condition limited opportunities for meaningful learning experiences that promote critical thinking and deeper conceptual understanding. These observational findings were further corroborated through an interview with the Grade IV classroom teacher, who acknowledged similar challenges in maintaining students' engagement during cultural diversity lessons. The interview results are presented in the following table.

Table 1. Interview Results with the Fourth-Grade Teacher on the Need for the "Omah Baskara" Local Wisdom-Based Learning Media

No	Interview Question	Summary of the Teacher's Response
1	Are students able to stay focused when learning topics that contain a large amount of content, such as cultural diversity?	Students find it difficult to stay focused when learning extensive topics such as cultural diversity.
2	Have you ever taught the topic of cultural diversity using learning media? What type of learning media did you use?	The teacher has used YouTube videos as learning media to teach cultural diversity.
3	Do students enjoy learning cultural diversity through the YouTube videos that you use as learning media?	Some students are enthusiastic, whereas others become distracted and chat with their classmates during the lesson.
4	Would students like learning media that incorporate games related to the learning materials?	Students prefer learning activities that combine learning with games because they become bored easily during lessons.
5	Have most students achieved the Minimum Criteria for Learning Objectives Achievement (KKTP) in the topic of cultural diversity?	Several students have not yet met the Minimum Criteria for Learning Objectives Achievement (KKTP).
6	Would students understand the topic of cultural diversity better if concrete learning media were used?	Students would be more enthusiastic and better understand the material if concrete learning media incorporating question-and-answer activities were used.
7	Would students better understand the topic of cultural diversity if they used the "Omah Baskara" learning media, which includes illustrations of East Java's cultural diversity, flash cards, and a storyboard equipped with a mini sound module presenting the history of East Java?	Students would be more enthusiastic because fourth-grade students are highly interested in engaging learning media that include interactive question and answer activities.
8	Have you ever used house-shaped learning media containing materials on East Java's cultural diversity?	The teacher has never used such learning media and has only created a simple house model made of wooden sticks.
9	Based on the findings of this study, do you agree with the development of the "Omah Baskara" local wisdom-based learning media for teaching cultural diversity?	The teacher expressed strong support for the development of the "Omah Baskara" local wisdom-based learning media.

Note. Source: Interview with the Fourth-Grade Teacher, 2025.

Based on the interview with the Grade IV teacher, as presented in the table above, students continued to experience difficulty maintaining their focus during lessons on cultural

diversity, and the instructional media used by the teacher, which primarily consisted of YouTube videos, tended to promote passive learning. The teacher also reported that students showed greater interest in learning activities that incorporated elements of play. These findings were further supported by the results of the media needs analysis questionnaire. The results of the analysis of Grade IV students' instructional media needs are presented in the following table.

Table 2. Results of the Learning Media Needs Analysis of Fourth-Grade Students

No	Aspect Analyzed	Percentage
1	Natural and Social Sciences is a difficult subject.	77%
2	Students have previously studied the topic of cultural diversity, particularly that of East Java Province.	83%
3	Students have previously studied the topic of cultural diversity, particularly that of East Java Province.	73%
4	The topic of cultural diversity in East Java Province is difficult to understand.	80%
5	Students have never used concrete learning media incorporating games when studying cultural diversity.	80%
6	Students are interested in learning through learning media that incorporate games.	83%
7	Students have never used house-shaped learning media containing various aspects of East Java's cultural diversity, equipped with audio features and game cards.	100%
8	Concrete learning media help students understand learning materials more easily and clearly.	83%
9	Students agree that the topic of cultural diversity should be taught using learning media that highlight their own local culture.	73%
10	Students have never seen Joglo house-shaped learning media containing materials on cultural diversity.	83%
11	Students agree with the use of Joglo house-shaped learning media equipped with audio features and games.	87%
12	The teacher has never developed learning media similar to those described above.	100%
13	Students agree with the use of the "Omah Baskara" learning media for teaching the topic of cultural diversity.	87%

Note. Source: Processed by the authors, 2025.

Based on the results of the instructional media needs analysis questionnaire administered to 30 Grade IV students at SDN Mrican 1, Kediri City, as presented in the table above, most students experienced difficulty understanding the Natural and Social Sciences subject, particularly the topic of cultural diversity in East Java. The questionnaire results indicated a high level of student interest in instructional media that incorporate concrete and interactive game-based activities. Students also expressed strong agreement with the use of a Joglo house-shaped instructional medium containing learning materials, audio features, and

interactive play activities. These findings indicate a need for more engaging learning experiences that actively involve students in the learning process.

Discussion

These findings indicate that the learning media used were not sufficiently effective in maintaining students' attention throughout the instructional process. Theoretically, this condition can be explained by Jean Piaget's theory of cognitive development, which states that elementary school students are in the concrete operational stage (Susanto et al., 2024). Therefore, learning approaches that actively engage students are more likely to enhance their participation in the learning process (Ertan, 2025). Students also tend to understand learning materials more effectively through direct experiences that enable them to actively participate in learning activities. Furthermore, video-based learning is primarily one-way, causing students to receive information passively, which does not fully align with the learning characteristics of students in the concrete operational stage. This condition is further supported by Dual Coding Theory and the Cognitive Theory of Multimedia Learning, which suggest that the integration of visual and auditory information enhances elementary school students' comprehension (Luo, 2022).

These findings suggest that the current learning practices are not fully aligned with the principles of constructivism, which emphasize that students should actively construct knowledge through direct learning experiences (Lathifah et al., 2024). Therefore, learning should not rely solely on one-way instruction but should also encourage students to become active and independent learners in accordance with their stage of cognitive development. Previous studies have reported that interactive learning media are more effective in enhancing students' engagement and understanding than one-way instructional media (Kusumawati & Prastiwi, 2025). This finding suggests that students need not only the delivery of learning materials but also learning activities that actively engage them, thereby creating more meaningful learning experiences (Sari et al., 2024).

These findings suggest that the current learning process has not yet fully addressed students' learning needs. Students tend to understand learning materials more effectively when they are actively involved through hands-on activities and direct interaction. This finding is consistent with previous research showing that students prefer learning activities involving movement and practical experiences (Fatimah & Sari, 2025). In addition, previous studies have emphasized that relevant, interactive, and enjoyable learning experiences can enhance students' motivation and engagement (Utami et al., 2024). These findings also indicate that students prefer learning experiences closely connected to their local environment and everyday lives. This tendency is reflected in the high level of student agreement with the use of learning media featuring East Java's cultural diversity. This finding is consistent with the concept of place-based education, which emphasizes the use of the local environment and local wisdom as meaningful learning resources (Hallatu et al., 2026). Through this approach, students are able to connect classroom learning with real-life experiences, making learning more relevant and meaningful. Therefore, the use of Joglo house-shaped learning media has the potential to help students understand the topic of cultural diversity more concretely. This is consistent with the characteristics of elementary school students in the concrete operational stage, who learn more effectively through direct observation and hands-on experiences.

Previous studies have demonstrated that concrete learning media based on local wisdom can strengthen students' understanding of cultural diversity. In particular, concrete learning media in the form of traditional house miniatures have been shown to enhance students' understanding of cultural diversity (Lekatompessy et al., 2025). Furthermore, previous research has reported that integrating elements of local wisdom into learning media increases students' interest and engagement in the learning process (Miskiyyah et al., 2025). Local wisdom-based learning media also enable students to relate learning materials to their everyday lives, thereby creating more meaningful learning experiences (Barimbing et al., 2025). Consequently, students' learning outcomes have been shown to improve when concrete learning media are designed in accordance with the local wisdom of their surrounding environment (Citra & Bektiningsih, 2026). Therefore, students' need for concrete, interactive, and local wisdom-based learning media is both relevant and well justified (Berliana & Widiarti, 2026).

The findings of the present study, supported by classroom observations, teacher interviews, and the students' needs questionnaire, indicate that students continue to experience difficulties in understanding the topic of cultural diversity. These findings suggest that cultural diversity remains a challenging topic in elementary school education. Previous studies have similarly reported that cultural heritage and local wisdom are among the most challenging topics for elementary school students (Putri et al., 2025). Therefore, learning media that can be directly observed and manipulated are needed to support students' understanding (Asdar & Barus, 2023). In contrast, video-based learning media that are not accompanied by supporting learning activities are less effective in meeting students' learning needs (Luthfiah et al., 2025).

Students expressed strong agreement with the use of Joglo house-shaped learning media in the learning process. Based on these findings, the development of the "Omah Baskara" learning media demonstrates innovative potential by integrating concrete learning media, game-based learning activities, and local wisdom to enhance the quality of cultural diversity instruction in elementary schools. These findings also reinforce previous evidence that studies integrating concrete learning media with local wisdom remain limited. Moreover, only a few studies have comprehensively incorporated local wisdom into concrete learning media, highlighting the novelty of the present study. The "Omah Baskara" learning media functions not only as an instructional aid but also as a means of enhancing students' learning motivation, active participation, and understanding of cultural diversity. Nevertheless, this study has several limitations, particularly the relatively small sample size, which consisted of only 30 students from a single elementary school. Consequently, the generalizability of the findings is limited. Therefore, future studies are recommended to involve larger samples and include participants from multiple elementary schools to obtain findings that are more representative of broader educational contexts.

Conclusion

Based on the results of the classroom observations, teacher interviews, and the needs questionnaire administered to fourth-grade students at SD Negeri Mrican 1, Kediri City, this study found that students require concrete learning media based on local wisdom to better understand the topic of cultural diversity in the Natural and Social Sciences subject. This finding is consistent with the concept of place-based education, which emphasizes the importance of

connecting learning materials with students' cultural and local environments. Accordingly, the "Omah Baskara" learning media was developed as a solution to address students' learning needs and was designed in accordance with their developmental characteristics. This study provides empirical evidence supporting the need to develop local wisdom-based learning media in elementary schools. Practically, the findings may serve as a reference for teachers in designing learning media that are more concrete, engaging, and appropriate to students' characteristics, as well as for future research on the development of learning media.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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