

The Effectiveness of Using Culturally-Based Interactive Videos on Elementary School Students' Understanding of Social Interaction

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Abstract: This study aims to examine the effectiveness of using interactive videos containing local cultural values in improving elementary school students' understanding of social interaction. The research was conducted at Public Elementary School 24 Buton using a quasi experimental design with a pretest and posttest control group format involving fifth grade students divided into experimental and control groups. The instruments included a social interaction understanding test, observation sheets, and student perception questionnaires. The findings revealed that the experimental group, which learned through culturally based interactive videos, showed a remarkable improvement compared to the control group. Students expressed very positive perceptions toward the learning media, indicating that the videos presenting local values such as cooperation, empathy, and mutual respect were effective in enhancing motivation, communication, and collaboration in classroom activities. The novelty of this research lies in the integration of digital interactivity with local cultural content to strengthen students' understanding of social interaction. Practically, the results provide an effective alternative for teachers to use contextual and value oriented media in social learning. The study contributes to the development of Multimedia Learning Theory within a local cultural framework and emphasizes the importance of digital media as a tool for fostering students' social and character education in the twenty first century.

Keywords: Culturally Based Interactive Video, Elementary Education, Social Interaction Understanding

A. Introduction

The effectiveness of using interactive videos containing local cultural values in elementary school learning has become an important innovation to enhance students' understanding of social interaction. Through this medium, students not only receive information visually and auditorily but also engage actively in comprehending social, cultural, and moral values that exist within their local environment. Interactive videos that incorporate local cultural elements are able to create a learning context that is closer to students' real-life experiences, enabling them to better understand and

internalize the meaning of social interaction in everyday life (Prasetya & Mahmudah, 2021). This approach also supports character formation, tolerance, and appreciation for cultural diversity, ultimately contributing to the strengthening of students' social competence in twenty-first-century learning (D. N. Fadilah & Nandiyanto, 2022).

Previous studies have shown that the use of interactive video media has a positive influence on students' engagement and learning outcomes. emphasized that interactive multimedia-based learning can enhance conceptual understanding because it allows students to interact actively with the presented content. In the context of elementary education, interactive media has also been proven effective in increasing students' motivation and participation during the learning process (Yuliana and Nugroho, 2023). Moreover, the integration of local culture in learning has become an increasingly important approach to creating meaningful and contextual learning experiences. (Reed et al., 2021) stated that local cultural values can help build students' identity while fostering social empathy in peer interactions. (Suryanto & Sabri, 2023) also demonstrated that interactive videos based on local wisdom can improve both academic achievement and social attitudes among elementary school students. Therefore, it is generally understood that interactive videos and local cultural content both contribute to improving the quality of learning in cognitive and affective domains.

Although many studies have discussed the effectiveness of interactive videos and culturally based learning, research that specifically examines the influence of using interactive videos containing local cultural values on elementary school students' understanding of social interaction remains very limited. Most previous studies have focused on cognitive learning outcomes rather than on social interactive aspects such as collaboration, understanding social values, and effective communication (Dewi, 2022). Furthermore, existing research has not sufficiently explored how digital media interactivity combined with local cultural content can shape students' patterns of social interaction within the context of twenty-first-century learning (Rahayu, 2020). Therefore, there is a research gap that needs to be addressed to understand the extent to which the integration of digital interactivity and local cultural context can influence students' social interaction understanding in elementary education. In recent years, developments in educational technology have shown that interactive videos are becoming an essential component of digital learning, emphasizing active student participation. (Simbolon et al., 2020) emphasized that interactive multimedia learning can strengthen conceptual understanding and facilitate knowledge transfer. Findings by (Rasimin & Ma'mun, 2021) also indicated that the use of interactive videos significantly improves social skills and learning outcomes among elementary school students.

There is a strong trend toward integrating local culture into the design of digital learning media. (Yuliastuti & Abbas, 2020) demonstrated that culture-based learning

can strengthen students' social empathy and identity, while (Rosdiana, 2023) found that interactive videos based on local wisdom are effective in fostering positive social attitudes. (Rukmini et al., 2023) further noted that interactive media containing cultural elements can build an emotional connection between students and the learning material. Thus, recent studies affirm a new direction in digital education, which combines interactivity and local cultural context as an effective approach to enhancing students' social skills and understanding.

The novelty of this study lies in its focus on elementary school students' social interaction understanding through the use of interactive videos embedded with local cultural content. Previous studies, such as those by (Purnawan et al., 2023), mainly emphasized improvements in cognitive learning outcomes. In contrast, studies by (Pulungan et al., 2022) highlighted the importance of integrating local culture in learning but did not establish a direct connection between digital interactivity and the development of social understanding.

This study addresses the existing research gap by introducing an approach that combines technological interactivity with local cultural values to create contextual social learning experiences. Furthermore, it extends the application of the multimedia learning theory within a cultural framework, enriching the theoretical understanding of how interactive media can be utilized not only to enhance academic achievement but also to foster empathy, cooperation, and social awareness among students. Theoretically, this study contributes to the expansion of the multimedia learning theory (Djaga et al., 2022) within the context of local culture, as previously examined by (Fadlan et al., 2023). It emphasizes that the integration of interactive digital media with culturally relevant content can effectively improve elementary school students' social interaction understanding while simultaneously strengthening character education and social empathy.

From a practical perspective, the findings of this study provide valuable guidance for teachers and educational media developers in designing culturally contextual interactive videos that are not only academically effective but also socially meaningful. (Surahmat, 2021) demonstrated the effectiveness of interactive videos in enhancing student engagement, while (Halimatusyadiah & Disman, 2023) highlighted their role in developing social skills. This study synthesizes both findings and advances culture-based learning as outlined by (Yonanda et al., 2024), thereby producing a digital learning model that aligns with Indonesia's social and cultural characteristics.

Research Questions: 1) Is there a difference in social interaction understanding between students who learn using interactive videos containing local cultural values and those who learn using conventional media?; 2) What are the students' perceptions of the use of interactive videos containing local cultural values in social learning at the

elementary school level?

Research Hypotheses: 1) H_1 : The use of interactive videos containing local cultural values has a positive and significant effect on improving elementary school students' understanding of social interaction; 2) H_0 : There is no significant effect of using interactive videos containing local cultural values on elementary school students' understanding of social interaction.

B. Methods

This study employed a quasi-experimental design using a pretest–posttest control group model to examine the effectiveness of culturally based interactive videos in improving elementary school students' understanding of social interaction. The study was conducted at Public Elementary School 24 Buton, Indonesia, because preliminary observations and teacher interviews indicated that fifth-grade students showed limited understanding of social interaction, particularly in cooperation, empathy, and peer communication, and that learning media were still predominantly conventional and not connected to local cultural values (Fadlan & Anshor, 2022; Pulungan et al., 2022).

The participants consisted of all fifth-grade students at the school ($N = 46$). Due to school administrative constraints, random assignment at the individual level was not feasible; therefore, a non-random sampling approach was applied. Two intact classes were selected through purposive sampling and assigned as the experimental group ($n = 23$) and the control group ($n = 23$). To reduce selection bias, the two groups were matched at the class level based on comparable grade level and classroom characteristics (e.g., similar learning schedules and teacher reports of students' general academic background). Baseline equivalence was further supported by comparing pretest mean scores, which indicated that the initial social interaction understanding of both groups was relatively similar prior to the intervention (Karimah & Wati, 2023).

The intervention was an interactive video that integrated local cultural values from the Buton region. The video was developed through a systematic process consisting of: (1) needs analysis conducted via direct classroom observation and interviews with fifth-grade teachers to identify learning difficulties and relevant social values; (2) content design that embedded local cultural elements such as folklore, everyday social traditions, and culturally salient values including cooperation, empathy, politeness, and mutual respect; (3) multimedia production using standard educational video-authoring tools to combine narration, visuals, and interactive segments; and (4) expert review and revision to ensure instructional appropriateness and cultural relevance. The final video had a duration of approximately 15–20 minutes, aligned with elementary students' attention span and classroom time allocation. The interactivity

features included embedded guiding questions, pause-and-reflect prompts at key moments, brief scenario-based decision points requiring students to choose appropriate social responses, and discussion cues designed to be facilitated by the teacher. These features were intended to support active engagement and encourage students to connect social concepts to familiar cultural contexts.

Three primary instruments were used to collect data: a social interaction understanding test, classroom observation sheets, and a student perception questionnaire. The social interaction understanding test measured students' comprehension of core indicators such as cooperation, empathy, effective communication, and respectful peer interaction. Observation sheets were used to document students' social engagement during learning activities, including participation in discussion, peer collaboration, and demonstrated empathy-related behaviors. The perception questionnaire captured students' responses to the learning media and included items assessing interest, clarity, motivation, and perceived usefulness of the cultural and interactive components. The questionnaire employed a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

To ensure validity, the instruments and the interactive video were reviewed by experts prior to implementation. Two content experts evaluated the alignment of test indicators and questionnaire items with the study objectives and the construct of social interaction understanding, while a media expert reviewed the clarity of visuals, audio quality, pacing, and usability of interactive elements. Expert feedback was used to revise wording, improve the consistency of indicators, and refine the presentation of cultural content to ensure it was appropriate for fifth-grade students. Reliability was assessed using Cronbach's alpha to examine internal consistency. The social interaction understanding test demonstrated acceptable reliability ($\alpha > 0.70$), and the student perception questionnaire showed good reliability ($\alpha > 0.80$), indicating that the instruments were sufficiently consistent for research purposes.

The data collection procedure began with an orientation session for teachers and students to explain the research objectives, classroom procedures, and the use of the interactive video shown in figure 1. Both groups completed a pretest to measure baseline social interaction understanding. The experimental group then received instruction using the culturally based interactive video, with the teacher facilitating interaction and discussion at the embedded prompts and decision points. The control group received instruction using conventional learning media typically used in the school context (e.g., teacher explanation and textbook-based activities) without the interactive cultural video component. During the learning sessions, observations were conducted to capture students' social engagement and interaction patterns. After completion of the instructional sessions, both groups completed the posttest. Students in the experimental group also completed the perception questionnaire, and brief

teacher interviews were conducted to obtain supporting qualitative insights regarding feasibility and classroom responses.

Data analysis used an integrated quantitative and qualitative approach. Quantitative analysis compared pretest and posttest results between the experimental and control groups using an independent sample t-test to examine whether gains in social interaction understanding differed significantly. Descriptive statistics were also used to summarize questionnaire responses. Qualitative data from observations and teacher interviews were analyzed descriptively to explain how students engaged with the interactive features, how cultural content supported understanding, and what classroom behaviors emerged during implementation. Ethical permission was obtained from the school, participation was voluntary, and all student data were treated confidentially.



Figure 1. Data Collection Process for Interactive Video Study

C. Results and Discussion

Results

This research was conducted at Public Elementary School 24 Buton involving forty-six fifth-grade students who were divided into two groups: the experimental group (twenty-three students) who received learning through interactive videos containing local cultural values, and the control group (twenty-three students) who received instruction using conventional media. The following table presents the pretest and posttest results of students' social interaction understanding, along with a scientific discussion that explains the differences between the experimental and control groups:

Table 1. Pretest and Posttest Results of Students' Social Interaction Understanding at Public Elementary School 24 Buton

Group	Number of Students (n)	Mean Pretest	Mean Posttest	Gain
Experimental	23	67.4	87.6	20.2
Control	23	66.8	75.2	8.4
Mean Difference	—	0.6	12.4	11.8

Based on the results shown in Table 1, it can be observed that before the treatment, the initial abilities of students in both groups were nearly the same, with a mean score of 67.4 in the experimental group and 66.8 in the control group. This very small difference indicates that the students' initial abilities were relatively balanced, allowing the treatment to be implemented fairly and the final results to be compared objectively. After the implementation of learning using interactive videos containing local cultural values in the experimental group and conventional learning in the control group, a significant improvement was observed in the posttest results. The average score of the experimental group increased to 87.6, while the control group only reached 75.2. This means there was a gain difference of 11.8 points between the two groups.

The considerably higher improvement in the experimental group indicates that the use of interactive videos containing local cultural values was effective in enhancing students' understanding of social interaction at Public Elementary School 24 Buton. Students who learned through these videos not only demonstrated better cognitive comprehension but also internalized social values such as cooperation, empathy, and positive communication.

These results are consistent with (Banjarnahor & Tarigan, 2023) assertion that interactive media can enhance conceptual understanding through the integration of visual and auditory learning experiences. The findings also align with (Septiyanto & Nuroh, 2021), who found that interactive video-based learning improved social skills among elementary students, and (Judijanto et al., 2023), who demonstrated that culturally grounded videos strengthen students' social attitudes and cooperative character. In contrast, the control group showed only a modest improvement since the learning process relied on conventional methods such as lectures and textbooks, which tend to be one-way and do not effectively stimulate social interaction among students. This supports the notion that instruction focused solely on information delivery, without integrating students' social and cultural contexts, is less effective in developing social interaction skills.

Therefore, the results of this analysis confirm that the application of interactive videos containing local cultural values has a positive and significant impact on improving students' understanding of social interaction at Public Elementary School 24 Buton. It can serve as an effective, contextual, and engaging alternative learning medium that aligns with students' social experiences and cultural environment.

Table 2. Pretest and Posttest Results of Students' Social Interaction Understanding at Public Elementary School 24 Buton

Group	Number of Students (n)	Mean Pretest	Mean Posttest	Gain	t-value	t-table ($\alpha = 0.05$)	Sig. (p)	Description
Experimental	23	67.4	87.6	20.2	5.21	3.04		
Control	23	66.8	75.2	8.4	4.21	2.02	0.000 (<0.05)	Significant

Based on the results presented in Table 2, it can be seen that before the treatment, the initial abilities (pretest) of students in both groups were relatively balanced, with mean scores of 67.4 in the experimental group and 66.8 in the control group. The small difference of only 0.6 points indicates that the two groups had nearly equal baseline abilities, suggesting that the initial conditions were homogeneous and suitable for an objective comparison. After the treatment, the posttest results showed a significant improvement in the experimental group, with a mean score of 87.6, while the control group only achieved a mean of 75.2. The difference in average gain between the two groups was 11.8 points, indicating that learning through interactive videos containing local cultural values was far more effective than conventional instruction.

The results of the Independent Sample t-Test produced a calculated t-value of 4.21, with a critical t-table value of 2.02 at a significance level of $\alpha = 0.05$, and a p-value of 0.000 (<0.05). Therefore, it can be concluded that H_1 is accepted and H_0 is rejected, meaning there is a significant difference between students who learned using culturally-based interactive videos and those who used conventional learning media.

This significant improvement demonstrates that the use of interactive videos containing local cultural values effectively enhanced students' understanding of social interaction. Students who learned through these videos appeared more active in discussions, engaged in teamwork, and displayed empathy and tolerance toward their peers. This finding reinforces the role of interactive media as a learning tool that develops not only cognitive but also affective and social aspects of students.

These results are consistent with (Indri et al., 2022) Multimedia Learning Theory, which explains that interactive multimedia learning enhances retention and knowledge transfer by engaging learners in active interaction between text, visuals, and audio. The findings also align with (Hadi & Anggrasari, 2021), who demonstrated that interactive videos improve social skills and participation among elementary school students. Furthermore, the results are supported by (Ni'mah et al., 2023) who confirmed that culturally-based learning media are effective in fostering positive social attitudes, as well as (Ratiwi et al., 2021), who emphasized that interactive videos with cultural content create emotional connections between students and learning material. In the context of Public Elementary School 24 Buton, the interactive video featuring Butonese folktales and local traditions helped students feel emotionally

connected to the material, enabling them to more easily understand social values such as cooperation, respect, and politeness.

Meanwhile, the lower performance observed in the control group suggests that conventional instruction still tends to rely on lectures and memorization, offering limited opportunities for interactive and contextual experiences. This finding aligns with the studies of (A. Fadilah & Rezania, 2021), which noted that passive learning without interactive media often results in low levels of social engagement. In conclusion, both the statistical test results and classroom observations confirm that the use of interactive videos containing local cultural values significantly improves students' social interaction understanding at Public Elementary School 24 Buton, both cognitively and socially. These findings strengthen the importance of integrating local culture into digital learning media design as a strategy to cultivate social character and reinforce cultural identity from an early age.

Table 3. Students' Perception Questionnaire Results on Interactive Video Containing Local Cultural Values

No	Statement (Indicator)	% Agree/Strongly Agree	Mean (1-5)	Interpretation
1	The video is interesting and enjoyable	95%	4.6	Very positive
2	The material is easy to understand because it relates to local culture	91%	4.4	Positive
3	The video helps me understand the value of cooperation	87%	4.3	Positive
4	The video increases my confidence to communicate in groups	83%	4.1	Positive
5	Interaction in the video helps me understand empathy	91%	4.4	Positive
6	I am more motivated to learn when using this video	91%	4.4	Positive
7	The teacher can facilitate discussion more easily after showing the video	87%	4.3	Positive
8	The duration and pacing of the video are appropriate for elementary students	78%	3.9	Fairly positive
9	The language and presentation of the video are suitable for students' abilities	83%	4.1	Positive
10	Overall, I would like to learn again using videos like this	91%	4.4	Positive
Overall Average		≈90.8%	4.29	Highly positive

Based on the questionnaire results presented in Table 3, it can be concluded that students' perceptions of the use of interactive videos containing local cultural values fall into the highly positive category, with an overall mean score of 4.29 and an

agreement rate of approximately 90.8%. Most students stated that the video was engaging, easy to understand, and helped them grasp important social values such as cooperation and empathy.

The highest-rated indicators were “the video is interesting and enjoyable” (95%) and “the material is easy to understand because it relates to local culture” (91%), indicating that the inclusion of local cultural elements created a learning context closely related to students’ daily lives. Moreover, students felt more motivated and confident to communicate in groups, demonstrating that the video was not only visually appealing but also effective in developing social interaction skills. However, the aspect of video duration and pacing received a slightly lower score (3.9), suggesting an area for improvement in future revisions. Overall, these findings show that the interactive video containing local cultural values was well received by students at Public Elementary School 24 Buton, as it provided an enjoyable, contextual, and meaningful learning experience that supports both social and cognitive development.

Tabel 4. Supporting Studies

Author(s) & Year	Title / Source	Focus / Method	Key Finding
(Ardinata & Parmiti, 2021)	<i>The Credibility of Listening Learning Videos for Elementary School Students – Jurnal Ilmiah Sekolah Dasar</i>	Development and validation of listening learning videos	Learning videos were found to be credible and effective in improving students’ listening comprehension and engagement.
(Wiratsari & Margunayasa, 2021)	<i>The Feasibility of Writing Learning Videos for Elementary School Students – Jurnal Ilmiah Sekolah Dasar</i>	Feasibility analysis of writing learning videos	Writing videos were pedagogically feasible and helped students develop writing motivation and skill fluency.
(Chudrin & Darnoto, 2024)	<i>Effectiveness of Using Animated Video Media Stories Prophet Ibrahim A.S. on Learning Motivation Students in Elementary School – Eduvest Journal</i>	Experimental study using animated video media	Animated story-based videos significantly increased students’ learning motivation and attention.
(Erviana & Sepriansyah, 2024)	<i>The Effectiveness of Virtual Reality Media on Primary School Students’ Learning Outcomes – IJEE</i>	Experimental study with virtual reality media	VR-based learning improved students’ conceptual understanding and active engagement.
(Wibowo et al., 2024)	<i>The Effect of Using ARV-Based BILE on Elementary School Students’ Understanding of the Environment – ELEMENTARY Journal</i>	Experimental study using augmented reality video (ARV)	ARV-based media enhanced students’ environmental understanding and awareness.
(Hamna & BK, 2024)	<i>The Effectiveness of Ethnoscience Learning Based on Local Wisdom Values in</i>	Ethnoscience learning with	Learning based on local wisdom increased students’ appreciation of

(K et al., 2024)	<i>Elementary Schools – Madako Elementary School Journal The Influence of Web-Based Wordwall Audiovisual Media Usage on Learning Motivation in Social Studies Subjects for Grade V Elementary School Students – IJEST</i>	local wisdom integration Experimental study with interactive Wordwall	cultural values and responsibility. Web-based interactive media increased students' motivation and enthusiasm in social studies learning.
(Smith et al., 2023)	<i>Creative Thinking Ability of Elementary School Students Based on Learning Models – KnE Social Sciences</i>	Comparative analysis of learning models	Innovative and interactive models fostered students' creative and critical thinking abilities.

Tabel 5. Not Supporting / Mixed Evidence

Author(s) & Year	Title / Source	Focus	Summary of Findings
(Nonitasari, 2020)	<i>Prosocial Behavior of Elementary School Students and Factors That Affect Them – Pedagogik Journal of Islamic Elementary School</i>	Study on behavioral and social factors	Found that prosocial behavior is more influenced by home and peer environments than by classroom media interventions.
(Nuzula & Supriyadi, 2022)	<i>Parental Social Support Affects the Learning Responsibilities of Elementary School Students– Indonesian Journal of Islamic Studies</i>	Influence of parental support	Emphasized parental roles over school-based media in shaping responsibility and motivation.
(Afacan et al., 2021)	<i>Inclusive Knowledge Production through Family-School-University Partnerships – Learning, Culture and Social Interaction</i>	Collaboration and inclusive learning study	Highlighted social and institutional partnerships rather than digital or media-based interventions in enhancing learning outcomes.

Various forms of media such as instructional videos, animations, virtual reality, and augmented reality have been proven to enhance conceptual understanding, active engagement, and appreciation of cultural and environmental values. The use of credible, pedagogically sound, and locally contextualized digital media strengthens students' cognitive, affective, and social aspects. Moreover, innovative approaches such as ethnoscience integration and web-based interactive platforms encourage creativity, critical thinking, and a sense of learning responsibility. Overall, these studies affirm that interactive media-based learning has a positive impact on creating meaningful and contextual learning experiences for elementary school students.

Discussion

The findings of this study demonstrate that the use of interactive videos containing local cultural values has a significant positive effect on elementary school students' understanding of social interaction. The experimental group showed a substantially

higher gain score compared to the control group, indicating that the integration of interactivity and culturally relevant content provided meaningful learning experiences that supported students' social development. The relatively similar pretest scores between groups confirmed baseline equivalence, strengthening the validity of the observed post-intervention differences.

One key factor explaining this improvement is the integration of local cultural values within the interactive video. By embedding familiar cultural elements such as Butonese folklore, social traditions, and everyday interaction norms, the learning material became more contextual and meaningful for students. Cultural relevance helps learners connect abstract social concepts such as cooperation, empathy, and respectful communication to their real-life experiences, facilitating deeper understanding and internalization. This finding aligns with previous studies showing that culturally grounded videos and learning media strengthen students' social attitudes and cooperative character (Judijanto et al., 2023; Ni'mah et al., 2023).

In addition to cultural relevance, the interactive nature of the video played a crucial role in enhancing students' learning outcomes. Interactive features such as guiding questions, reflection pauses, and scenario-based decision points encouraged students to actively engage with the content rather than passively receive information. This supports Multimedia Learning Theory, which posits that learning is more effective when learners actively process information through the integration of visual, auditory, and interactive elements (Indri et al., 2022). Similar findings have been reported by Banjarnahor and Tarigan (2023), who emphasized that interactive media enhance conceptual understanding by combining multiple sensory channels, and by Septiyanto and Nuroh (2021), who found that interactive video-based learning improves elementary students' social skills.

The significant difference between the experimental and control groups also highlights the limitations of conventional instructional methods in developing social interaction understanding. The modest improvement observed in the control group suggests that lecture-based and textbook-centered instruction tends to be one-directional and provides limited opportunities for meaningful interaction and reflection. Without interactive and contextual elements, students may struggle to translate theoretical explanations of social behavior into practical understanding. This finding is consistent with A. Fadilah and Rezania (2021), who noted that passive learning environments often result in low levels of social engagement among elementary school students.

Students' perception data further support the effectiveness of the culturally based interactive video. The high overall agreement rate and positive mean scores indicate that students perceived the video as interesting, easy to understand, and motivating. The strongest responses were related to enjoyment and cultural relevance, suggesting

that the inclusion of local cultural content increased students' engagement and comprehension. Moreover, students reported improved confidence in group communication and a better understanding of cooperation and empathy, reinforcing the idea that interactive videos can foster both cognitive and social development. These findings align with studies demonstrating that interactive videos with cultural content create emotional connections between learners and learning materials, thereby enhancing engagement and understanding (Ratiwi et al., 2021; Hadi & Anggrasari, 2021).

Despite these positive outcomes, several limitations should be acknowledged. First, the study involved a relatively small sample size and was conducted in a single elementary school, which may limit the generalizability of the findings to other contexts. Second, the quasi-experimental design did not allow for random assignment at the individual level, although baseline equivalence was addressed through pretest comparisons. Third, the intervention was implemented over a short period, making it difficult to determine whether improvements in social interaction understanding would be sustained over time. Additionally, students' social behaviors are influenced by external factors such as family environment and peer relationships, which may play a substantial role beyond classroom media interventions (Nonitasari, 2020; Nuzula & Supriyadi, 2022).

From a practical perspective, the findings provide important implications for teachers and curriculum designers. Teachers can utilize culturally based interactive videos as effective tools to facilitate social learning, particularly for teaching values such as cooperation, empathy, and respectful communication. Such media can be used as discussion triggers, reflection tools, or contextual examples to support active learning. For curriculum designers, the results highlight the importance of embedding local cultural content into digital learning resources to ensure relevance and meaningful engagement. Integrating interactive media with local wisdom aligns with broader trends in educational innovation, including ethnoscience-based learning and technology-enhanced instruction, which have been shown to strengthen students' cognitive, affective, and social development (Hamna & BK, 2024; Wibowo et al., 2024).

D. Conclusions

Based on the research conducted at Public Elementary School 24 Buton, it can be concluded that the use of interactive videos containing local cultural values proved effective in enhancing students' understanding of social interaction. The experimental group showed a significant improvement with an average gain of 20.2, compared to 8.4 in the control group. The t-value (4.21) exceeded the t-table value (2.02) with a significance level of 0.000 (<0.05), indicating a statistically significant difference between students who learned through culturally based interactive videos and those taught using conventional methods. These results demonstrate that interactive videos

featuring local values such as cooperation, politeness, and mutual respect can effectively cultivate empathy, participation, and positive communication among elementary students. Students' perceptions toward the media were also highly positive, with an average score of 4.29, reflecting strong engagement and appreciation. Most students stated that the videos were interesting, easy to understand because they related to their own culture, and motivating for learning and collaboration. The highest-rated indicators were "the video is interesting and enjoyable" and "the material is easy to understand because it relates to local culture," confirming that the integration of cultural elements made the learning experience more meaningful and relevant to students' daily lives. Practically, this study highlights the importance of utilizing interactive videos grounded in local wisdom as contextual learning tools that strengthen not only academic outcomes but also social character development. Future research is recommended to expand this study across different regions and education levels while integrating artificial intelligence technologies to create more personalized, adaptive, and interactive learning experiences.

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