International Journal of Learning Reformation in Elementary Education
Vol. 5, No. 01, pp. 95-105
journal.iistr.org/index.php/IJLREE
DOI: 10.56741/IISTR.ijlree.001282

Local Wisdom-Based E-Book Media to Improve Elementary School Students' Social Skills

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ARTICLE INFO

Article history
Received 21 July 2025
Revised 31 August 2025
Accepted 25 January 2026

ABSTRACT

This study aims to examine the effectiveness of local wisdom-based e-book media in improving the social skills of elementary school students. The e-book integrates Makassar cultural values, such as *tudang sipulung*, which emphasizes deliberation and collective problem-solving, and *abbulo sibatang*, which reflects solidarity and mutual assistance. Using a quantitative approach with a pre-experimental design, the study was conducted at UPT SPF SD Inpres Manggala. The participants consisted of 38 fourth-grade students selected through purposive sampling. Data on students' social skills were collected using structured instruments administered before and after the implementation of the e-book media. Data analysis was carried out using descriptive statistics and inferential analysis with SPSS Statistics 25 to examine changes in students' social skills. The results of the hypothesis testing indicated a statistically significant improvement in students' social skills after the use of the local wisdom-based e-book media ($p < 0.05$). These findings demonstrate that culturally contextualized digital learning media can effectively support the development of students' social competencies. This study contributes to the field of elementary education by providing empirical evidence on the integration of local cultural values into digital learning media, highlighting its potential to strengthen social skills while fostering cultural identity in an engaging and meaningful learning environment.

Keywords
E-book Media
Local Wisdom
Primary School
Social Skills

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Introduction

Education plays a strategic role in preparing future generations who are intellectually competent, socially adaptive, and culturally grounded. In the Indonesian context, the implementation of twelve years of compulsory education reflects the state's commitment to developing human resources capable of responding to social change and global competition [1]. Beyond cognitive achievement, education is fundamentally directed toward the holistic development of learners, encompassing moral values, self-regulation, social competence, and cultural awareness, which together form the foundation of responsible citizenship [2].

At the elementary school level, education serves as a critical phase for shaping students' basic attitudes, knowledge, and social behaviors required for participation in social life [3]. One of the most essential competencies developed at this stage is social skills, including cooperation, communication, empathy, responsibility, and respect for others. Social skills are not merely complementary outcomes of learning but core competencies that influence students' academic success, emotional development, and long-term social adaptation. However, the development of social skills in elementary education often faces challenges, particularly when learning activities emphasize cognitive mastery while overlooking social interaction and contextual learning experiences.

Teachers play a central role in addressing this challenge through the design of effective learning environments and the selection of appropriate instructional strategies and media. Learning effectiveness is closely related to the extent to which instructional processes enable students to actively construct understanding, apply knowledge, and internalize values [4]. Effective learning is not only measured by knowledge acquisition but also by students' ability to demonstrate meaningful behavioral changes, including social interaction patterns. Therefore, learning design must intentionally integrate strategies and media that foster both academic understanding and social development.

Learning media function as an important bridge between abstract concepts and students' concrete experiences. Theoretically, learning media enhance attention, motivation, and comprehension while supporting meaningful learning processes [5]. Among various forms of media, visual-based digital media such as e-books have gained prominence due to their flexibility, accessibility, and capacity to integrate multimodal elements. E-books enable the presentation of learning content through text, images, audio, and animation, allowing learners

to engage more actively with instructional materials [6]. From a pedagogical perspective, digital learning media also align with the demands of 21st-century education, particularly in promoting digital literacy, independent learning, and interactive learning experiences. The use of appropriate media, according to needs, learning will make learning easy to achieve. Several ways to classify learning media are carried out in the form of information used, separating and classifying the presenting media into the top five groups, namely silent visual media, motion visual media, audio media, silent audio-visual media, and motion audio-visual media. Each medium has its own advantages. One of them is the advantages of visual media, e-book media is included in visual-based learning media [7].

Despite their advantages, digital learning media often risk becoming culturally neutral or detached from students' lived realities. This limitation raises concerns regarding the relevance and meaningfulness of learning experiences, especially for elementary school students who learn most effectively through contextual and culturally familiar content. Local wisdom, understood as community-based knowledge, values, traditions, and social practices, offers a strong theoretical foundation for contextualizing learning. Integrating local wisdom into instructional media allows learning to reflect students' socio-cultural environments, thereby enhancing relevance, value internalization, and identity formation. From a socio-cultural learning perspective, such integration supports the internalization of social norms and collective values through meaningful interaction with culturally embedded narratives.

Theoretically, learning media based on local wisdom have the potential to function not only as cognitive tools but also as instruments for social and character education. Values embedded in local traditions—such as cooperation, mutual assistance, deliberation, tolerance, and responsibility—are directly related to the development of social skills. When these values are presented through interactive and engaging digital formats, students are encouraged to reflect on social situations, model positive behavior, and practice social interaction in learning contexts. Thus, local wisdom-based e-book media represent a convergence between digital innovation and cultural pedagogy [8].

Previous theoretical and empirical studies have discussed the integration of local wisdom into various learning media, such as worksheets, interactive multimedia, blogs, and e-comics, and have highlighted their positive influence on students' learning outcomes and social behavior. However, from a conceptual standpoint, most existing studies emphasize the medium or subject matter rather than positioning e-books as a comprehensive pedagogical instrument for systematically strengthening elementary students' social skills. Moreover, the discussion of social skills in prior research tends to be fragmented, focusing on limited aspects

rather than examining social competence as an integrated construct within digital learning environments [9].

This condition indicates a theoretical and practical gap in the literature regarding the role of local wisdom-based e-book media as a focused intervention for social skill development in elementary education. While e-books are widely recognized as effective digital learning tools, their potential as culturally grounded media for social skills formation remains underexplored. Addressing this gap is increasingly urgent, given the growing reliance on digital learning media and the simultaneous need to preserve cultural identity and social values in education [10].

Based on this rationale, the present study is theoretically positioned to examine the effectiveness of local wisdom-based e-book media in improving elementary school students' social skills [11]. The urgency of this research lies in responding to contemporary educational challenges, where digital transformation often progresses faster than value-based learning integration [12]. By embedding local wisdom into e-book media, this study seeks to offer an alternative learning approach that balances technological advancement with socio-cultural relevance [13].

The contribution of this research is expected to enrich the theoretical discourse on digital learning media by demonstrating how culturally contextualized e-books can function as instruments for social skill development [14]. Practically, the findings may guide teachers, curriculum developers, and educational policymakers in designing learning media that are not only technologically innovative but also socially and culturally meaningful [15]. Nevertheless, this study is limited to examining social skills within the scope of elementary education and specific local cultural contexts, suggesting that further research is needed to explore broader cultural settings, comparative designs, and long-term impacts of local wisdom-based digital learning media.

Material and Methods

This study employed a quantitative research approach, which is characterized by the use of numerical data, objective measurement, and statistical analysis to examine relationships or effects that can be generalized to a broader population [16–17]. Specifically, the research adopted a pre-experimental design with a one-group pretest–posttest model, in which participants' social skills were measured before and after the implementation of a treatment. This design is commonly used to determine the effectiveness of an intervention when random assignment and control groups are not feasible [18].

The research was conducted at UPT SPF SD Inpres Manggala. The population consisted of all fourth-grade students, totaling 75 learners. The sample was selected using purposive sampling, a technique in which participants are chosen based on specific characteristics relevant to the research objectives [19–20]. Based on these criteria, class IVB, comprising 38

students (17 male and 21 female), was selected as the research sample. In quantitative research, samples are intended to represent the population so that findings may be interpreted within defined limitations [21–22].

Data collection was conducted using social skills instruments, supported by observation sheets and documentation to strengthen data validity. The pretest was administered to measure students' initial level of social skills prior to treatment. Subsequently, students participated in learning activities using local wisdom-based e-book media, after which a posttest was administered to measure changes in social skills following the intervention.

Data analysis consisted of descriptive and inferential statistical techniques. Descriptive statistics were used to summarize pretest and posttest data, including mean scores, standard deviation, and score distribution. Before hypothesis testing, assumption tests were conducted, namely the normality test (Shapiro–Wilk) and the homogeneity of variance test (Levene's test). Data were considered normally distributed and homogeneous if the significance value exceeded 0.05 [23]. Hypothesis testing was performed using a paired-sample t-test with the aid of SPSS Statistics, applying a significance level of $\alpha = 0.05$. The treatment was deemed effective if the posttest scores showed a statistically significant improvement compared to the pretest scores ($p < 0.05$).

Results

The results of this study were derived from data collected over six meetings, consisting of one pretest session, four treatment sessions using local-wisdom-based e-book media, and one posttest session. The intervention aimed to examine the effectiveness of the e-book media in improving students' social skills in class IVB of UPT SPF SD Inpres Manggala, Makassar.

Table 1. Descriptive Statistics Pretest and Posttest

	Pretest	Posttest
Nvalid	38	38
Missing	0	0
Mean	42.34	89.76
Median	43.00	92.00
Mode	37	80
Standard Deviation	7.499	7.183
Variance	56,231	51,591
Range	31	19
Minimum	39	80
Maximum	60	99
Sum	**1609**	**3411**

Source: SPSS Analysis

Table 1 presents the descriptive statistics of students' scores before and after the intervention (n = 38). The pretest results show a mean score of 42.34 (SD = 7.50), with a

median of 43.00 and a mode of 37. Scores ranged from 39 to 60 (range = 31), indicating relatively low initial performance with moderate variability.

After the treatment, the posttest scores increased substantially, with a mean of 89.76 (SD = 7.18), a median of 92.00, and a mode of 80. The score distribution became more concentrated, ranging from 80 to 99 (range = 19). The marked increase in mean scores and the narrower range suggest that the use of local-wisdom-based e-book media was associated with considerable improvement in students' social skills.

Furthermore, there is an inferential statistical analysis intended to test the hypothesis of the research. Before testing the hypothesis, a prerequisite test of the data is carried out. In the prerequisite test, a data normality test and a data homogeneity test were carried out.

A. Normality Test

The normality test on students' social skills is carried out with the aim of finding out whether the data obtained is normally distributed or not. This test was performed using a Shapiro-Wilk one-sample test on SPSS software. The results of the Shapiro-Wilk normality test show a pretest p-value of 0.549 and a posttest p-value of 0.750 from a sample of 38 students. Both values are greater than the significance level of 0.05 ($p > 0.05$), indicating that the pretest and posttest data are normally distributed.

B. Homogeneity Test

After the normality test was carried out, a homogeneity test was carried out with the help of SPSS using the test of homogeneity of variances. The homogeneity test is useful to find out whether the analyzed data meet the homogeneity constant.

Table 2. Homogeneity Test Results

	Levene Statistics	df1	df2	Sig.
Pretest	1.147	11	24	.371

Source: SPSS Analysis

Based on Levene's test for homogeneity of variance, a p-value of 0.371 was obtained, which is greater than the significance level of 0.05 ($p > 0.05$). Therefore, the assumption of homogeneity of variance was met.

C. Hypothesis Test

After the prerequisite test was carried out for data analysis, hypothesis testing was continued using the t-test aimed at seeing the effectiveness of e-book learning media based on local wisdom on students' social skills in elementary school. Based on the t-test results (test value = 70), both the pretest ($t = -22.736$, $p < .001$) and posttest ($t = 16.961$, $p < .001$) showed statistically significant differences from the test value.

Table 3. T-Test Results

Variable	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	-22.736	37	.000	-27.658	-30.12	-25.19
Posttest	16.961	37	.000	19.763	17.40	22.12

Since the significance value is lower than the alpha level of 0.05, H_1 is accepted. These findings indicate that the implementation of local-wisdom-based e-book media was effective in enhancing students' social skills at UPT SPF SD Inpres Manggala.

Discussion

The findings of this study demonstrate that the implementation of local wisdom-based e-book media has a positive and significant effect on improving elementary school students' social skills. Students showed a clear improvement after the intervention, as reflected in higher posttest scores compared to pretest scores. This improvement indicates that learning activities supported by culturally contextualized digital media can effectively foster social competence among students at the elementary level.

From the learning process perspective, the use of local wisdom-based e-books created a more engaging and meaningful learning environment. Students were not only exposed to academic content but were also encouraged to interact, collaborate, and reflect on social values embedded in local cultural narratives. These findings suggest that social skills development can be optimized when learning media are designed to align with students' cultural backgrounds and daily social experiences.

This improvement in students' social skills can be theoretically explained through constructivist learning theory. Learning is understood as a process of behavioral change resulting from active interaction with the environment [24–25]. According to Piaget's cognitive development theory, learning occurs through assimilation, accommodation, and equilibration, where new information is integrated and adjusted within existing cognitive structures [26]. In this study, the local wisdom-based e-book provided meaningful stimuli that allowed students to assimilate new social values and accommodate them through classroom interactions and group activities.

The findings are further supported by observations of both teacher and student activities during the learning process. Teachers demonstrated increasing proficiency in implementing the e-book media across sessions, which contributed to more structured and interactive learning experiences. Similarly, students gradually became more active, attentive, and engaged. Initially, students showed limited participation, but over time, they demonstrated greater involvement in discussions, collaborative tasks, and reflective activities. This

progression indicates that the e-book media not only facilitated content delivery but also supported the development of positive social behaviors.

After presenting the main findings, it is important to situate them within the context of existing research. The results of this study are consistent with previous studies that emphasize the effectiveness of local wisdom-based digital media in supporting students' character and social development. Ardiansyah [27] found that e-books grounded in local cultural values effectively enhance students' social-emotional character by providing contextual and value-rich learning experiences. Rahmadhani and Amir [28] reported that interactive e-books based on local wisdom positively influence learning outcomes, highlighting the importance of cultural relevance in digital learning media.

In addition, Syafani and Tressyalina [29] demonstrated that interactive e-books integrating local wisdom significantly improve students' collaborative skills, tolerance, and openness to diverse perspectives. The consistency between these findings and the present study strengthens the argument that local wisdom-based e-book media represent an effective pedagogical approach across different subjects and educational levels. Rather than being an isolated result, this study contributes to a growing body of evidence supporting the integration of cultural values into digital learning environments.

Specifically, the integration of Makassar local values such as *tudang sipulung* (deliberation) and *abbulo sibatang* (solidarity) played a crucial role in shaping students' social interactions. Through story-based learning and guided reflection, students were encouraged to practice cooperation, mutual respect, and empathy in classroom activities. Teachers also observed improvements in students' willingness to express opinions, listen to peers, and resolve conflicts constructively. These behaviors indicate that local wisdom-based e-book media can function not only as instructional tools but also as instruments for social and character education.

Overall, this study confirms that local wisdom-based e-book media are effective in improving elementary school students' social skills. By combining digital innovation with cultural values, such media create learning experiences that are both engaging and socially meaningful. The findings reinforce the importance of integrating local cultural contexts into modern educational practices to support holistic student development.

Conclusion

This study concludes that the use of local wisdom-based e-book media is effective in improving the social skills of elementary school students. The findings show a significant increase in students' social skills after the implementation of the e-book media, particularly in aspects of cooperation, empathy, communication, and social responsibility. The learning process supported by culturally contextualized digital media was implemented effectively, as

reflected in positive teacher and student engagement during the learning activities. These results indicate that integrating local cultural values into digital learning media can create meaningful, engaging, and socially oriented learning experiences for elementary school students. The contribution of this research lies in providing empirical evidence that local wisdom-based e-book media can function not only as a digital learning tool but also as an effective instrument for social skills and character development in elementary education. This study enriches the literature on digital learning by demonstrating how cultural values can be embedded in e-book media to support holistic student development, particularly in the social domain. Practically, the findings offer insights for teachers, instructional designers, and policymakers to develop and implement culturally relevant digital learning media that align with students' social and cultural contexts. Despite these contributions, this study has several limitations. The research employed a pre-experimental design without a control group, which limits the ability to draw causal conclusions. In addition, the sample was limited to a single class in one elementary school, and the duration of the intervention was relatively short. Therefore, the generalizability of the findings should be interpreted with caution. Future research is recommended to employ experimental or quasi-experimental designs with control groups to strengthen causal inference. Studies involving larger and more diverse samples across different regions and cultural contexts are also suggested. Furthermore, longitudinal research could be conducted to examine the long-term impact of local wisdom-based e-book media on students' social skills and character development.

Conflict of Interest

The author declares no conflict of interest.

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