

## Development of Google Sites Featuring Jombang Legends as a Teaching Media for Indonesian Language

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Received: October 2025; Revised: November 2025; Accepted: November 2025; Published: December 2025

### Abstract

This development research aims to examine the feasibility of the Google Sites based instructional media as a learning tool for narrating the Legend of Jombang. The Google Sites learning media can be accessed through each student's device. Through validation tests involving media experts, content experts, and peer reviewers, as well as individual, small group, and large group trials, this Google Sites learning media is expected to serve as an effective educational innovation for 21st century learning. This study employs a Research and Development (R&D) approach using the ADDIE development model. The research subjects were fifth grade students at elementary schools. The results of the media expert validation showed an average feasibility score of 91.6%, while the material expert validation obtained an average of 90.9%. Peer evaluation yielded an average score of 90%, followed by individual trials with an average of 85%, small group trials with 88.5%, and large group trials with 91.16%. Based on the results of the validation and trials, the Google Sites media developed is very feasible and relevant in today's digital era, serving as an implementation of the Merdeka Curriculum.

**Keywords:** Instructional media; Google sites; Legend of Jombang; Indonesian language learners

**How to Cite:** Trisnawati, A., Subrata, H., Istiq'faroh, N., Mariana, N., & Rachmadyanti, P. (2025). Development of Google Sites Featuring Jombang Legends as a Teaching Media for Indonesian Language. *Journal of Language and Literature Studies*, 5(4), 905-917. doi: <https://doi.org/10.36312/px3a5m38>



<https://doi.org/10.36312/px3a5m38>

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## INTRODUCTION

Indonesian language is a fundamental subject within the national education system, serving as a basis for developing students' literacy skills across intellectual, social, and emotional dimensions. As a means of communication, the Indonesian language functions not only to convey ideas orally but also to express thoughts, feelings, and experiences through written text in a structured and meaningful manner. In the context of learning, emphasis on writing skills aims to enable students to organize ideas logically, apply proper language structures, and produce texts that are both communicative and creative. According to Ivantri (2021), teaching Indonesian is designed to train students to articulate their ideas creatively and critically.

Moreover, Syihabudin et al. (2020) highlight that effective Indonesian language instruction should be grounded in students' ability to use language correctly in both spoken and written forms, as well as to comprehend and process messages accurately. Furthermore, Sahara (2024) points out that Indonesian language learning at the elementary level focuses on enhancing students' communication skills comprehensively, encompassing both oral and written competencies.

Students' ability to communicate through writing is one of the four fundamental language skills that should be developed from an early age. Writing, however, is often considered the most challenging skill, as it requires continuous practice, creativity, imagination, and the capacity to present ideas in an organized and logical manner, both orally and in written form. Sugiyono (2021) argues that writing is a process of delivering ideas, information, and emotions through written symbols arranged systematically and logically. Similarly, Muid (2020) describes writing as a creative process that allows individuals to communicate ideas, concepts, and emotions in an organized way, reflecting critical thinking skills and mastery of language structures. Abidin (2016) further emphasizes that writing involves expressing thoughts, ideas, and feelings into graphic symbols understandable by readers, making it an effective medium of indirect communication. In addition, Rahman et al. (2020) highlight that writing is not merely a symbolic skill but also a cognitive activity that integrates ideas holistically and communicatively, enabling the message to be clearly understood and received by the audience.

Writing literacy is one of the most fundamental components in developing students' basic competencies at the elementary school level, as it plays a crucial role in enhancing critical thinking, creativity, and effective writing skills. Writing literacy not only contributes to academic achievement but also helps shape students' character and cognitive patterns (Putri et al., 2024). According to Kusuma et al. (2022), writing literacy is significantly correlated with students' academic performance. Through writing literacy, students are encouraged to organize ideas, construct arguments, and evaluate information systematically, thereby fostering logical and reflective thinking. Furthermore, writing literacy trains students to communicate messages clearly, coherently, and contextually. It also enables them to express personal experiences, understand others' perspectives, and develop greater social sensitivity (Rachmadyanti et al., 2025). Therefore, strengthening a culture of writing literacy in elementary schools should be prioritized in national education policies and classroom learning practices.

Fiction writing is an essential aspect of creative writing that elementary school students need to master. At the primary education level, fiction writing instruction typically includes three types of activities: poetry, short stories, and drama. The goal of fiction writing at the elementary level is to cultivate students' sensitivity in expressing emotions and feelings through text, while guiding them to produce works originating from their imagination (Nurmina, 2016). Writing fictional texts at this age requires creativity, imagination, and language skills that are still developing. Although fiction writing can serve as a medium for self expression and literacy development, students face various cognitive, technical, and pedagogical challenges. Research by Fitriani and Aziz (2019) indicates that many students struggle to generate story ideas, develop plotlines, and create consistent characters. These difficulties are attributed to limited life experiences and the still developing abstract thinking abilities of children.

Writing is not merely a mechanical activity of forming letters or numbers on paper, but a complex process of thinking and expressing oneself. It serves as a creative medium through which individuals communicate ideas, insights, and emotions in a structured manner using written language, while also reflecting critical thinking skills and mastery of linguistic conventions (Sari et al., 2023). Beyond a symbolic skill, writing requires the ability to organize and integrate ideas holistically so that messages can be conveyed clearly and understood by readers. Several challenges are associated with teaching Indonesian language, particularly in the context of fiction writing, originating from both students and teachers. On the student side, many are reluctant to complete writing tasks because they prefer playing games or watching videos, and parents often provide mobile

phones as a source of entertainment. Students with limited reading and writing proficiency face difficulties in composing fictional stories.

To overcome these challenges, teachers need to employ instructional media that is both appealing and capable of providing meaningful learning experiences. In the digital era, the use of information technology in education has become indispensable. One promising tool is Google Sites, which allows teachers to create interactive learning materials accessible to students and present information in the form of text, video, and audio (Firmansyah et al., 2023). Google Sites offers free website creation, enabling teachers and students to collaborate in producing effective instructional content.

However, digital media has not yet fully integrated local cultural values, which can enrich students' learning experiences, particularly in fiction writing. The success of instructional media depends heavily on student characteristics, as not all students can optimally engage in online learning due to individual factors, social conditions, and internet accessibility (Dwinata et al., 2023). Multidisciplinary competence is important because combining various fields of knowledge facilitates effective problem solving (Aliyah & Istiq'faroh, n.d.-a). Modern educators are expected to utilize technology to support the teaching learning process and improve educational quality (Fitra & Maksum, 2021). Media functions as a conduit for delivering information from teachers to students, and the appropriate use of media can make learning more engaging and effective (Indartiningsih et al., 2023).

Local wisdom encompasses cultural values developed within society, reflecting national identity and character. Integrating local wisdom into learning not only fosters a sense of cultural appreciation but also provides context that is relevant and relatable to students. In fiction writing, local wisdom serves as a rich source of inspiration, motivating students to explore stories, characters, and settings drawn from their own environment. Raharja et al. (2022) state that local wisdom includes cultural values, arts, and traditional knowledge that strengthen students' character and identity. Syaputra (2019) adds that local wisdom effectively addresses social issues and fosters community solidarity. The integration of local values is also believed to prevent moral degradation and enhance students' competitiveness in the era of globalization (Nur et al., 2025). Utari (2016) emphasizes that local wisdom encompasses knowledge, beliefs, norms, customs, and cultural heritage that are preserved and serve as guidelines for acting appropriately in life.

The integration of local wisdom into instructional content has been shown to strengthen character values, cultural identity, and the relevance of learning materials to students' social context. Previous studies generally aimed to enhance the effectiveness of learning through media that are contextual, interactive, and value based. From these findings, it can be concluded that developing learning media that combines digital technology and local culture not only improves students' understanding and participation but also reinforces character values, cultural identity, and the social relevance of the materials (Setiawan et al., 2023).

The main distinctions of this study compared to previous research lie in four aspects. First, it integrates local legends, specifically Jombang folk tales, as the primary content, which has been scarcely explored in prior studies. Second, it applies a constructivist paradigm emphasizing active and meaningful learning, where students build knowledge independently through exploration, discussion, and collaboration with peers, facilitated by Google Sites. Third, the research focuses on fifth grade elementary students, tailoring approaches and content to their developmental characteristics. Fourth, the development of the media aims not only to enhance academic skills, such as writing, but also to foster cultural understanding and local values through the use of technology.

## METHOD

The development procedure in this study employs the ADDIE design model. The ADDIE approach emphasizes a comprehensive analysis, where each component interacts and coordinates according to the designated phase. The model consists of interconnected stages, namely Analysis, Design, Development, Implementation, and Evaluation (Branch & Varank, 2009). The researchers selected the ADDIE model due to its advantages in providing a systematic, structured, and easily manageable workflow for developing instructional media.

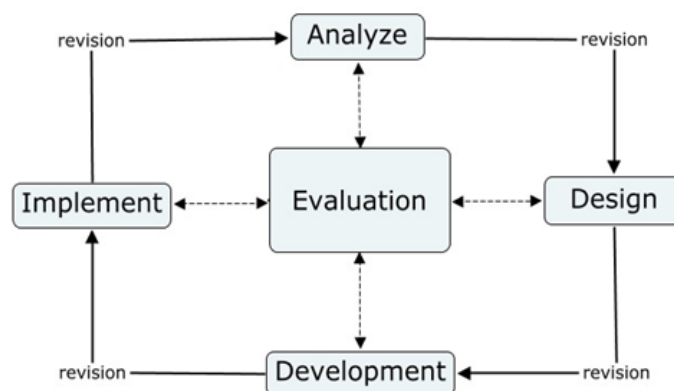


Figure 1 ADDIE Development Model

The ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. This model was chosen due to its structured, systematic procedures, making it suitable for instructional media development. The analysis stage aims to identify learning needs and student characteristics. Following this, the design stage focuses on planning the structure and content of instructional media, specifically using Google Sites. In the development stage, the design is transformed into a tangible product, resulting in the creation of Google Sites-based learning media. The implementation stage utilizes a One Group Pretest-Posttest Design, where students first take a pretest before receiving the treatment. The treatment, which involves using Google Sites, is then followed by a posttest. Finally, the evaluation stage seeks to assess the quality of the product and its implementation, particularly focusing on its effectiveness in improving students' understanding of fiction writing.

The product developed in this research is a Google Site based learning media for the Indonesian language subject. The data collection technique in this study was carried out through a feasibility validation process involving media experts, material experts, and subject teachers as peer reviewers. Each validator assessed the developed learning media based on aspects such as visual design, content quality, presentation feasibility, and ease of use. After the validation stage was completed, the study continued with a series of trials conducted gradually to observe user responses. The individual trial was conducted first by involving one student to identify basic issues that might arise during the use of the media. This was followed by a small group trial involving five students to observe the consistency of their learning experience. The final stage was a large group trial with fifteen students, enabling the researcher to obtain a more comprehensive understanding of the media's effectiveness in a broader classroom context.

The research was carried out over a period of two months, from September to October, covering the stages of planning, media development, expert validation, and sequential user trials. This timeframe was selected to ensure that each stage could be conducted systematically, allowing sufficient opportunity for the researcher to revise the product as needed, and ensuring that the entire development and evaluation process proceeded according to the planned schedule.



This research was carried out with fifth grade students of SD Negeri Tejo 1, Mojoagung District. The data collection technique employed a questionnaire using a 4 point Likert scale, as this scale provides better response variability, allowing a more comprehensive understanding of respondents' differences while minimizing the tendency for neutral responses. The absence of a neutral response option requires respondents including media experts, material experts, and students to clearly determine their stance on the quality of the product being developed. This condition reduces assessment bias and encourages greater objectivity in providing evaluations. In addition, the four point Likert scale is highly appropriate for use in research and development (R&D) studies because it yields results that are easier to interpret when determining the level of product feasibility, whether it is categorized as very feasible, feasible, less feasible, or not feasible. The steps taken by researchers in developing the research instruments include determining the variables to be studied, formulating conceptual definitions, developing operational definitions, constructing the instrument grid, and composing the instrument items. These stages ensure that each indicator measured in the study aligns with the theoretical framework and the objectives of the media development process.

The data collected from expert validation, peer review, and user testing were analyzed using descriptive statistical techniques. The descriptive analysis was conducted to determine the level of feasibility of the developed learning media. To convert the obtained raw scores into percentage values. This percentage calculation enables the researcher to categorize the feasibility level of the media systematically. After the percentage values were calculated, the results were interpreted using predetermined score range criteria. The interpretation criteria used in this study are presented in Table I below.

Table I. Criteria of Score Range

No.	Percentage Range	Category
1	81% – 100%	Very Feasible
2	61% – 80%	Feasible
3	41% – 60%	Less Feasible
4	0% – 40%	Not Feasible

This analytical procedure ensures methodological rigor because the conversion of raw scores into percentage values allows uniform interpretation across all assessment components. The use of clear feasibility criteria provides a transparent basis for determining whether the developed Google Site learning media meets the standards required for implementation. Moreover, employing descriptive statistics is appropriate in development research (R&D) since the primary objective is to examine feasibility and refine the product through iterative validation and testing.

## RESULTS AND DISCUSSION

### Result

#### Developed Product

The product developed in this study is a Google Sites-based learning media, which can be accessed via the link <https://s.id/mediaajarlegenda>. Access to this learning media requires an internet connection and can be used on students' devices across various operating systems. Developing effective digital learning materials requires essential components and well planned follow up actions to ensure meaningful and engaging learning experiences. The Google Sites learning media consists of several main sections, including the homepage, learning objectives, and a local legend story.

#### Media Expert Validation Results

The media expert validation test conducted in this study consisted of three assessment aspects, namely display, usability, and utility. Each aspect was scored using a four point scale to eliminate the possibility of a neutral response from the evaluators. The results of the media expert validation are presented in Table II as follows:

Table 2. Media Expert Validation Results

Validation Test	Aspect			Total	Persentase
	Display	Used	Usefulness		
Media Expert	3,6	3,8	3,6	3,7	91,6 %

Based on the scores obtained from the media expert in Table II, the average score for the display aspect was 3.6, for the usability aspect was 3.8, and for the utility aspect was 3.6, resulting in an overall average score of 3.7 with a percentage of 91.6%. According to the score range in Table I, the obtained percentage falls into the “very good/very feasible” category. However, revisions were suggested, including the addition of instructions for using the navigation menu buttons and making the quiz more interactive.

### Material Expert Validation Results

After conducting the validation by the media expert, the next step was the validation test by the material expert. This validation consisted of five assessment aspects, namely the introduction aspect, content aspect, learning aspect, summary aspect, and assignment aspect. Each aspect was scored using a four point scale to avoid neutral options in the evaluation process. The results of the material expert validation are presented in Table III below:

Table 3. Results of Expert Material Validation

Validation Test	Aspect					Total	Persentase
	Intro	Content	Learning	Summary	Test		
Material Expert	3,7	3,8	3,6	3,3	3,4	3,6	90,9%

The scores obtained from the material expert show that the introduction aspect received an average score of 3.7, the content aspect scored 3.8, the learning aspect scored 3.6, the summary aspect scored 3.3, and the assignment aspect scored 3.4. Thus, the total average score was 3.6, with a feasibility percentage of 90.9%, categorized as excellent/very feasible based on the score range in Table 1. However, several revisions were suggested, including emphasizing the learning outcomes in the practice questions and improving the summary section to better align with the intended learning objectives.

### Peer Review Test Results

The peer review test in this study employed five assessment aspects: introduction, content, learning, summary, and assignment. Each aspect was evaluated using a four point scale. The results of the peer review test are presented in Table IV below:

Table 4. Peer Review Test Results

Test	Aspect					Total	Persentase
	Intro	Content	Learning	Summary	Test		
Peer Review	3,3	4	3,4	4	3,5	3,7	90%

Based on the results presented in Table IV, the peer validation test indicated that the introduction aspect obtained an average score of 3.3, the content aspect achieved an average of 4.0, the learning aspect received an average of 3.4, the summary aspect scored an average of 4.0, and the task aspect obtained an average of 3.5. Overall, the total

average score reached 3.7 with a percentage of 90%. This result falls into the “very good” or “highly feasible” category according to the percentage range criteria in Table I.

However, it is suggested that improvements be made to the design of the Google Sites learning media cover to make it more appealing and dynamic.

### Individual

The one on one (individual) trial was conducted after the validation stages by the media expert, material expert, and peer reviewers were completed. This test involved two fifth grade students as participants and focused on three assessment aspects: display, material presentation, and usefulness. The results of the one on one trial are presented in Table V below.

Table 4. Results of the One on One (Individual) Trial

No	Test	Aspect			Average
		Display	Material	Usefulness	
1	Student 1	3,3	3,5	3,8	3,5
2	Student 2	3	3,4	3,3	3,2
	Average	3,2	3,4	3,6	3,4
	Persentase	79%	86%	90%	85%

Based on the results of the one on one (individual) trial, the appearance aspect obtained an average score of 3.2 with a percentage of 79%, the material presentation aspect averaged 3.4 with 86%, and the usefulness aspect achieved 3.6 with 90%. The overall average score was 3.4, equivalent to 85%, which falls into the highly feasible category. Although the appearance aspect is considered feasible, improvements are still needed, as the media pages during individual testing lacked color and visuals, causing students to lose interest. In terms of material presentation, spacing between sentences needs better adjustment. Meanwhile, the usefulness aspect showed good results, but further testing through a small group trial is necessary to validate other aspects.

### Small Group Trial Results

After conducting the individual trial and making several revisions, the next stage was the small group trial, involving five fifth grade students. The assessment covered three aspects: appearance, material presentation, and usefulness. The results are presented in Table VI below.

Table 4. Results of Small Group Trial Result

No	Test	Aspect			Average
		Display	Material	Usefulness	
1	Student 1	3,7	3,4	3,8	3,6
2	Student 2	3,7	3,3	3,5	3,5
3	Student 3	3,8	3,5	3,7	3,6
4	Student 4	3	3,3	3,5	3,2
5	Student 5	4	3,6	3,8	3,8
	Average	3,6	3,4	3,7	3,5
	Persentase	90%	85%	91,6%	88,5%

Based on the results of the small group trial presented in Table VI, the development of the Google Sites-based learning media achieved an average score of 3.6 (90%) for the appearance aspect, 3.4 (85%) for the material presentation aspect, and 3.7 (91.6%) for the usefulness aspect. Overall, the small group trial obtained a total average score of 3.5, equivalent to 88.5%, which falls under the highly feasible category.

In this phase, the appearance aspect showed improvement after revisions made from the individual trial stage. However, the material presentation aspect slightly decreased

due to several images not aligning properly with the text. Meanwhile, the usefulness aspect demonstrated an increase compared to the previous test. Therefore, it can be concluded that the revisions made after the individual trial positively impacted the results, as reflected in the improved percentage scores in the small group trial.

### **Large Group Trial Results**

Following the revisions from the small group trial, a large group trial was conducted involving 15 fifth grade students. The evaluation consisted of three key aspects: appearance, material presentation, and usefulness. Based on the analysis of the large group trial, the appearance aspect achieved an average score of 3.6 with a percentage of 90.2%, the material presentation aspect also scored an average of 3.6 with 90.2%, and the usefulness aspect obtained an average score of 3.7 with 92.7%. Overall, the total average score from the large group test was 3.6 with a percentage of 91.2%, indicating that the Google Sites-based learning media is highly feasible for classroom implementation.

Following the small group trial, the large group test revealed improvements across all aspects. The appearance aspect showed enhancement as the page design was updated to full color and enriched with additional learning content. The material presentation aspect also improved due to better image arrangement and more appealing text formatting, making it more engaging for students. Furthermore, the usefulness aspect demonstrated progress compared to the small group trial, mainly because of improved access links that are now lighter and easier to use.

### **Discussion**

The findings of this study, which focus on the development of Google Sites as a learning platform for Jombang folklore material, contribute to a growing body of research that emphasizes the potential of web-based educational tools in fostering student engagement and cultural literacy. This aligns with existing studies that have explored the positive impact of digital platforms on education, particularly in enhancing student learning experiences and promoting cultural awareness.

In examining the effectiveness of Google Sites as a learning medium, this research demonstrates its capacity to integrate various forms of media—text, images, videos, and interactive quizzes—into a single platform. This multimodal approach resonates with the work of Wulandari and Prasetyo (2022), who found that web-based learning media enhances student engagement by offering a variety of learning modalities that cater to different learning styles. By incorporating interactive elements such as quizzes and visual media, the Google Sites platform can capture students' attention and facilitate deeper learning experiences. This finding is consistent with the broader trend of utilizing multimedia learning environments to enrich educational content, as digital tools like Google Sites allow for greater flexibility in content presentation, making learning more dynamic and interactive.

Moreover, the integration of Jombang folklore into the learning media further supports cultural literacy, an aspect of education that has been increasingly recognized for its importance in fostering a deeper understanding of local heritage. Lestari (2021) highlighted the role of digital platforms in enhancing students' appreciation of local culture, and the current study reinforces this by showing that students responded positively to the inclusion of Jombang folklore in a visually appealing and accessible digital format. The interactive nature of the Google Sites media also supports cultural engagement by providing students with an opportunity to explore local legends in a manner that is both educational and entertaining. This approach aligns with the findings of Asmarani and Putra (2023), who suggested that Google Sites is an effective platform



for developing culturally relevant instructional materials, as it combines accessibility, interactivity, and rich media formats.

The validation process, involving experts and peer reviews, further supports the feasibility of Google Sites as an instructional tool for elementary students. The positive feedback from media and content experts confirms that the platform meets standards for visual appeal, educational value, and ease of use. This finding echoes the work of Nugroho et al. (2022), who emphasized the role of web-based platforms in supporting independent learning. Google Sites provides students with the flexibility to access materials anytime, which is especially advantageous in today's educational landscape, where digital learning environments are becoming increasingly important. The ability to access learning materials on smartphones or other devices without the need for additional applications also underscores the accessibility and convenience of using Google Sites in the classroom, as noted by Suryanti et al. (2020).

However, while the study demonstrates the strengths of Google Sites as an educational tool, it also acknowledges several limitations that could impact its broader application. One significant challenge is the reliance on internet access, which may pose difficulties for students in areas with limited connectivity. This limitation aligns with concerns raised by previous studies about the digital divide in education, which can prevent equal access to learning opportunities (Fitriani, 2021). Additionally, the absence of automated assessment features within the Google Sites platform is another limitation, as it requires teachers to use external platforms like Google Forms for tracking student progress. This suggests that there is room for future development to incorporate integrated assessment tools within Google Sites, which could streamline the learning process and enhance the efficiency of instructional practices.

Despite these limitations, the study highlights the potential of Google Sites to support flexible, interactive, and culturally relevant learning experiences. It builds upon the existing literature by demonstrating the practical application of Google Sites in an elementary school setting, with a particular focus on local folklore. The integration of local content not only enhances cultural awareness but also enriches students' understanding of their own heritage, as noted by Raharja et al. (2022), who argued that local wisdom plays a crucial role in fostering students' sense of identity and belonging.

The development and validation of Google Sites as a learning tool for Jombang folklore material underscore the platform's effectiveness in creating an engaging and accessible learning environment. By incorporating a variety of media formats and local cultural content, Google Sites enhances students' engagement and comprehension, supporting the broader goals of fostering cultural literacy and promoting active learning. While the study recognizes the need for further enhancements, such as the integration of automated assessments and improved offline access, it contributes valuable insights into the use of web-based platforms in modern education. Future research should explore the implementation of Google Sites in diverse educational contexts to examine its impact on learning outcomes and its potential for wider adoption in the classroom. The findings of this study provide a foundation for further exploration of digital learning tools that integrate local culture and modern technology, offering promising avenues for the development of culturally responsive educational resources.

## CONCLUSION

This study demonstrates the feasibility and effectiveness of using Google Sites as a digital learning medium for teaching Jombang folklore in elementary education. The development process, guided by the ADDIE model, ensured that each stage—analysis, design, development, implementation, and evaluation—was systematically carried out, resulting in a well-structured and engaging learning platform. The positive validation

results from media experts, material experts, and peer reviewers highlight the potential of Google Sites to deliver educational content that is not only visually appealing but also pedagogically sound and relevant to the learning objectives. The integration of multimedia elements such as text, images, videos, and interactive quizzes contributes to a multimodal learning experience, which has been shown to enhance student engagement and comprehension. This aligns with previous studies, which emphasized the importance of varied learning modalities in maintaining student interest and improving learning outcomes. Furthermore, the platform's accessibility, particularly its compatibility with smartphones and other devices, supports flexible learning, allowing students to access the material anytime and anywhere, which is crucial in today's digital age. This makes Google Sites an ideal tool for creating interactive and engaging educational content that is accessible to a wide range of students.

However, the study also acknowledges several limitations that may affect the broader application of Google Sites in educational settings. One key challenge is the reliance on internet access, which may present difficulties for students in areas with limited connectivity. This limitation underscores the need for future developments to optimize offline access or integrate features that reduce the dependency on stable internet connections. Additionally, while the study successfully demonstrated the feasibility of the platform for presenting content, it did not include automated assessment tools, which would be beneficial for tracking student progress and providing immediate feedback. This gap points to a promising area for future research and development, where Google Sites could be enhanced by incorporating integrated assessment features or linking to existing learning management systems for better tracking of learning outcomes. Despite these challenges, the study provides valuable insights into the potential of Google Sites to serve as an innovative, low-cost, and culturally relevant educational tool. By integrating local folklore into the digital learning environment, the platform not only facilitates academic learning but also fosters cultural literacy and strengthens students' sense of regional identity. This approach, which blends technology with local wisdom, is particularly relevant in the context of the Merdeka Curriculum, which emphasizes the importance of student-centered and contextually relevant learning.

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