Enhancing Reading and Writing Skills Through the Local Wisdom-Based Animated Video Media

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Abstract. This study investigates the impact of local wisdom-based animated video media on enhancing the reading and writing skills of first-grade students. The challenge of improving literacy skills among young learners, particularly where traditional methods may not fully engage them. Utilizing a pre-test and post-test framework, the research involved 67 students from four elementary schools. The study employs a pre-test and post-test research design, utilizing a quantitative approach to measure changes in student performance. The findings revealed a significant improvement in literacy scores, with the mean score increasing from 11.373 before exposure to the videos to 16.179 afterward. This 4.806 means difference, supported by a t-value of 19.956 and a p-value of 0.000, underscores the effectiveness of culturally relevant materials in engaging students and improving their literacy skills. The reduction in score variability after the intervention indicates a more uniform enhancement in literacy across the student population. This study advocates integrating local wisdom into educational resources, as it fosters deeper engagement, motivation, and a sense of identity among learners. The contribution of this research lies in demonstrating that culturally responsive teaching strategies can bridge the gap between home and school literacy experiences, ultimately contributing to improved academic outcomes and lifelong learning.

Keywords: Animated Video; Literacy; Local Wisdom; Reading; Writing.

1. Introduction

Literacy is a foundational skill that significantly impacts students' academic success and lifelong learning. In the context of elementary education, fostering reading and writing skills among young learners is paramount (Wani & Hanim Ismail, 2024). However, traditional pedagogical approaches often fail to engage students meaningfully, leading to varied literacy outcomes (Wang, 2022). Recent studies emphasize the importance of culturally relevant content in educational materials, highlighting that students are more likely to succeed when they see their own cultural narratives reflected in their learning experiences (Markey et al., 2021). This underscores a pressing need to explore innovative teaching methods that resonate with students' backgrounds and experiences.

The integration of local wisdom into educational content presents a promising solution. Local wisdom, encompassing indigenous knowledge, stories, and cultural practices, can provide contextually rich materials that enhance student engagement and comprehension (Chaer et al., 2021). Animated videos, in particular, have gained traction as effective educational tools that can bring these cultural elements to life, making them accessible and enga ging for young learners. Such multimedia resources not only cater to diverse learning styles but also promote critical thinking and creativity, essential components of literacy development (Abdulrahaman et al., 2020).

Despite the potential benefits of using local wisdom-based materials, there is limited empirical research on their effectiveness in enhancing literacy skills among first-grade students. Existing studies primarily focus on adult learners or secondary education, leaving a gap in understanding how such interventions can influence younger students' learning outcomes (Balakrishnan, 2020). This study aims to fill this gap by examining the impact of local wisdom-

based animated video media on the reading and writing skills of first-grade students in a primary school setting.

1.1. Problem Statement

Ideally, literacy skills are foundational for academic success and lifelong learning, providing students with the tools they need to thrive in educational settings and beyond. However, many first-grade students struggle to engage with traditional reading and writing curricula, often due to a lack of culturally relevant materials that resonate with their experiences and backgrounds. This disengagement is exacerbated by educational resources that frequently overlook the rich cultural narratives present in students' lives, leading to varied literacy outcomes and limiting students' motivation to learn. If left unchecked, this issue could result in long-term academic challenges and diminished opportunities for students, underscoring the urgency of exploring innovative teaching methods. It is crucial to incorporate local wisdom and culturally relevant content into educational practices to enhance literacy engagement and development among elementary school students, ensuring equitable learning opportunities and fostering a deeper connection to their cultural identities. It's also crucial to really the measure.

The use of t-paired testing is important in this context as it provides a robust statistical method to evaluate the effectiveness of such interventions. By comparing literacy performance before and after the introduction of local wisdom-based animated videos, t-paired testing allows researchers to assess whether the observed changes in reading and writing skills are statistically significant. This method helps ensure that the improvements are attributable to the intervention, thereby validating the approach and providing evidence-based insights into the benefits of culturally responsive education.

1.2. Related Research

Related research adressed these issues, the study employed interviews, observations, and literature reviews using a qualitative and psychoeducational approach. The innovation of wayang animation media aims to enhance children's literacy through both online digital platforms and offline storytelling performances. Results indicated that 92% of respondents believed the content provided by Aniway effectively improved children's literacy and creativity in learning findings engaged online learners are more active, self-directed, and responsible (Sari, 2023).

Other research was found that the use of video media has an influence on the learning outcomes of elementary school students, especially in social studies subjects. The use of video media in social studies learning in elementary school is valid because students who learn social studies material using video media trigger students to be more active in asking questions. discuss, and answer about the material being studied. This is because the video shows are quite interesting so that students pay attention to the material and do not get bored easily so that they can improve their learning outcomes (Safitri et al., 2022).

Other research investigate the effectiveness of animated video and written text resources for learning microeconomics was evaluated through a laboratory experiment. This study aimed to determine how different types of educational media can impact students' understanding and engagement with microeconomic concepts. Results indicated that a significant majority of participants found the animated video content to be more engaging and helpful in enhancing their comprehension of complex topics compared to traditional written text resources (Shiu et al., 2020).

In response to previous research, this study builds on the understanding that culturally relevant and engaging media can significantly enhance literacy and learning outcomes. However, what sets this research apart is its focus on integrating local wisdom-based animated video media specifically tailored to first-grade students' reading and writing skills. Unlike previous studies that broadly address literacy and social studies, this research uniquely emphasizes the role of cultural relevance in bridging the gap between home and school literacy experiences, aiming for a more uniform enhancement in literacy across the student population.

1.3. Research Objectives

The primary goal of this research is to assess the effectiveness of local wisdom-based animated video media in improving the reading and writing skills of first-grade students. Specifically, the study aims to:

1. Evaluate the impact of animated videos that incorporate local cultural narratives on students' literacy scores before and after exposure.

2. Provide empirical evidence to support the integration of local wisdom into educational practices, thereby informing curriculum development for early literacy education.

3. Contribute to the broader discourse on culturally responsive pedagogy by demonstrating the benefits of contextually meaningful educational resources in enhancing literacy outcomes for diverse student populations.

2. Theoretical Framework

2.1. Local Wisdom Animated Video

Local Wisdom Animated Video refers to educational content that incorporates culturally relevant themes, stories, and practices, often derived from local traditions and knowledge. These videos are designed to engage children by presenting lessons that resonate with their cultural backgrounds, thereby enhancing their understanding and appreciation of local heritage while promoting literacy and other skills (Kasmini, 2023).

This approach leverages animation as a medium to make learning enjoyable and relatable, especially for young audiences. By integrating local wisdom, such videos can provide contextually rich narratives that foster a connection between children and their cultural identity, making the learning process more meaningful (Pujiani et al., 2022).

Local wisdom can significantly enhance literacy by embedding educational content within the rich tapestry of cultural narratives and traditions familiar to learners. By incorporating stories, symbols, and practices that resonate with students' cultural backgrounds, educational materials become more relatable and engaging, fostering a deeper connection to the content (Verawati & Wahyudi, 2024).

2.2. Writing Skills and Reading Skills

Writing Skills refer to the ability to convey thoughts, ideas, and information effectively through written language. This encompasses various aspects, including grammar, vocabulary, structure, coherence, and style. Good writing skills are essential for clear communication and are critical in both academic and professional settings. Developing writing skills involves practice and feedback, allowing individuals to refine their ability to express themselves in a structured and persuasive manner (Fitria, 2024).

Reading skills encompass a range of abilities essential for understanding, interpreting, and analyzing written text. These skills include decoding, which is the ability to translate written symbols into sounds and meanings, fluency, referring to the capacity to read smoothly and quickly, and comprehension, the ability to grasp the meaning of the text, identify main ideas, and draw inferences (Ritvo et al., 2013). Additionally, a strong vocabulary is critical, as it directly influences comprehension. Effective reading involves not just recognizing words, but also critically analyzing and evaluating information to draw conclusions and make connections. Developing strong reading skills is vital for academic success and lifelong learning, as they are foundational for all other areas of study. Instructional strategies that enhance reading skills often include guided reading, vocabulary development, and comprehension exercises (Masrai, 2019).

In this research, the t-paired testing method is particularly applicable as it allows for the evaluation of the impact of local wisdom-based animated video media on the literacy skills of first-grade students. By employing this statistical approach, researchers can compare literacy scores before and after the intervention, effectively measuring the change in students' reading

and writing abilities. The paired sample t-test is ideal for this study because it accounts for the inherent variability among individual students, focusing on the differences in their performance under the two conditions—prior to and following exposure to the educational videos. This method provides a robust framework for determining whether the observed improvements in literacy scores are statistically significant, thereby validating the effectiveness of integrating culturally relevant materials into the curriculum. By demonstrating a significant difference in means, the research can confidently attribute the enhancement in literacy skills to the intervention, supporting the hypothesis that local wisdom-based educational content can positively influence student learning outcomes.

3. Method

3.1. Research Design

This study employs an experimental research design, as outlined by Yusop et al., (2015) in measuring the effectiveness of excellence camp, this research aimed at assessing the impact of local wisdom-based animated video media on enhancing the reading and writing skills of first-grade elementary students. The use of this design is particularly suitable in the context of research because it allows for a controlled investigation of causal relationships by comparing student performance before and after the intervention. The pre-test and post-test framework, with 10 instruments to measure reading and writing skills, facilitates a clear comparison of student performance, providing robust evidence of the intervention's effectiveness. The focus on local wisdom ensures that the animated videos are culturally relevant and engaging for the students, thereby facilitating a deeper connection to the material.

The design procedure is implemented in this study by first administering a pre-test to assess the baseline reading and writing skills of the students. Following this, the students are exposed to the animated video content that incorporates local wisdom. After the intervention, a post-test is conducted using the same set of instruments to measure any changes in the students' skills. The study utilizes a structured assessment rubric with ten evaluation criteria, each aimed at measuring specific skills related to reading and writing, ensuring a comprehensive evaluation of the students' progress. This systematic approach allows for the precise measurement of the impact of the animated videos, providing valuable insights into the effectiveness of culturally relevant educational materials.

3.2. Respondent

The respondents for this study consist of 67 first-grade students from four elementary schools in the region. The sample includes 11 students from SDN Ngalang 1, 12 students from SDN Ngalang 2, 28 students from SDN Karanganyar, and 16 students from SDN Buyutan. This diverse group of students provides a comprehensive representation of the first-grade population, allowing for a robust analysis of the effectiveness of the animated video media across different educational contexts. The selection of these schools was based on their accessibility and willingness to participate in the study, ensuring a conducive environment for learning and assessment.

In terms of gender, the sample is balanced, with approximately equal numbers of male and female students, which helps in understanding any gender-specific impacts of the intervention. The age of the participants ranges from 6 to 7 years, typical for first-grade students, ensuring that the study focuses on early literacy development. As first-grade students, their primary occupation is schooling, and they are at the beginning stages of formal education, which is crucial for assessing the foundational impact of the animated video media.

Other relevant characteristics include the socio-economic background of the students, which varies across the different schools, providing insights into how economic factors might influence the effectiveness of the educational intervention. Additionally, the cultural context of the students, influenced by the local traditions and practices of their communities, is considered to understand how culturally relevant content in the animated videos resonates with them. These characteristics are essential for tailoring educational strategies that are inclusive and effective across diverse student populations.

3.3. Data Collection

Data collection will occur in two phases: a pre-test and a post-test. The pre-test will be administered prior to the students' exposure to the animated video, measuring their baseline reading and writing skills based on the established evaluation criteria. After the students watch the animated video, which incorporates elements of local wisdom, a post-test will be conducted to assess any improvements in their skills. Each student's performance will be recorded according to the ten criteria outlined in the assessment rubric, with scores ranging from a maximum of 2 points for criteria related to interest and pencil grip to 2 points for specific writing tasks. Data will be collected over a two-week period, ensuring that all students receive the same exposure to the animated video and assessment conditions. The instrument used to measure reading and writing skills are shown in Table 1.

Table 1. Instruments

No.	Instruments	Questions
X1	Demonstrating Interest	1. What parts did you like? Explain your expressions.
X2	Reading Everyday Words	2. Read the following words clearly and fluently.
X3	Understanding Reading Information	3. What is the correct answer to this information?
X4	Understanding Video Information	4. What did you learn from the video you watched?
X5	Understanding Children's Poetry	5. What actions does the bird take in the poem?
X6	Beginning Writing Skills	6. How do you hold your pencil and write your name?
X7	Developing Handwriting	7. Is your handwriting neat?
X8	Writing Descriptive Text	8. Write a description of an object in three sentences.
X9	Writing Recount Text	9. Share your experience in three sentences.
X10	Writing Procedure Text	10. Write the steps to do something clearly.

3.4. Data Analysis

The analysis of the collected data will be conducted using t-test hypothesis testing to evaluate the differences in student performance before and after viewing the animated video. This statistical method will allow researchers to determine whether the observed changes in reading and writing skills are statistically significant. The data will be organized and analyzed using statistical software, ensuring accurate computation of mean scores and standard deviations for both pre-test and post-test results. A paired sample t-test will be employed to compare the means of the two sets of scores, providing insights into the effectiveness of the animated video in enhancing students' literacy skills. Additionally, qualitative observations from the assessments will be integrated into the analysis to provide a richer understanding of student engagement and comprehension. Overall, this comprehensive approach will yield valuable insights into the efficacy of local wisdom-based animated video media in promoting literacy among first-grade students.

3.5. Validity and Reliability

Validity is a critical aspect of any measurement tool, ensuring that the instrument accurately measures the construction. it aims to assess in this case, student motivation related to the use of digital learning tools. The variable of writing and reading literacy was obtained from 10 instruments. The validity and reliability analysis are shown in Table 2.

Table 2. Validity Analysis

No.	Instruments	Pearson Correlation (X)	Sig. (2-tailed)
X1	Demonstrating Interest	0.373**	0.002
X2	Reading Everyday Words	0.558**	0.000
X3	Understanding Reading Info	0.449**	0.000
X4	Understanding Video Info	0.546**	0.000
X5	Understanding Children's Poetry	0.601**	0.000
X6	Beginning Writing Skills	0.281*	0.021
X7	Developing Handwriting	0.470**	0.000
X8	Writing Descriptive Text	0.506**	0.000
X9	Writing Recount Text	0.509**	0.000
X10	Writing Procedure Text	0.410**	0.001

The validity analysis presented in Table 2 indicates that all instruments used to assess the reading and writing skills of first-grade students demonstrate significant correlations with the overall score (X). Each instrument's Pearson correlation coefficient ranges from 0.281 to 0.601, with the majority falling above 0.4, suggesting a strong positive relationship. Particularly noteworthy is the understanding of children's poetry (X5), which shows the highest correlation (0.601) and a significance level of 0.000. This suggests that this instrument is highly effective in measuring what it intends to assess. Overall, the results affirm that the instruments are valid for evaluating various aspects of literacy, as they meaningfully contribute to the overall score.

Regarding reliability, the Cronbach's alpha of 0.68 indicates a moderate level of internal consistency among the instruments. This value suggests that while the instruments are generally reliable, there is room for improvement to enhance their consistency. A Cronbach's alpha of 0.7 or above is typically considered acceptable for research purposes. Therefore, while the instruments demonstrate sufficient validity to measure reading and writing skills effectively, further refinement may be necessary to improve reliability, ensuring that the assessments yield consistent results across different contexts and time periods.

4. Findings

4.1. Univariate Analysis

Univariate analysis shows the data distribution of each variable independently of the literacy score in reading and writing before and after the student see local wisdom animated video. This analysis Shown in Table 3.

Table 3. Univariate Analysis

Variable	Min	Max	Mean	Stdv
Literacy Score Before	6	15	11.373	2.124
Literacy Score After	13	21	16.179	1.651

The univariate analysis summarized in Table 3 provides insights into the distribution of literacy scores for first-grade students before and after exposure to local wisdom animated videos. The data indicates that prior to viewing the animated content, students had a minimum literacy score of 6 and a maximum score of 15, with a mean score of 11.373. The standard deviation of 2.124 suggests a moderate variability in the students' literacy skills before the intervention, indicating that while some students performed relatively well, others struggled more significantly.

After the students engaged with the animated videos, there was a noticeable improvement in literacy scores, with minimum and maximum scores of 13 and 21, respectively. The mean score increased to 16.179, demonstrating a significant enhancement in overall literacy skills. The reduced standard deviation of 1.651 indicates that scores were more closely clustered around the mean after the intervention, suggesting a more uniform improvement in literacy among the students. This analysis underscores the positive impact of local wisdom-based animated video media on students' reading and writing skills, highlighting the effectiveness of this educational approach in fostering literacy development.

4.2. Hypotheses Testing

Hypotheses testing using t-paired test shows the the effect of local wisdom animated video to sudents literacy. This analysis Shown in Table 4.

Table 4. Hypotheses Testing

Variable	Mean	t	df	Sig	Concusion
Before - After	4.806	19.956	66	0.000	Reject H_0

H_0: There is no impact of local wisdom animated video to sudents literacy score

H_1: There is positive impact of local wisdom animated video to sudents literacy score

Table 4 presents the results of the hypotheses testing conducted to evaluate the impact of local wisdom animated videos on students' literacy scores. The analysis reveals a mean difference of 4.806 between the literacy scores before and after exposure to the animated videos. This substantial mean increase indicates that students, on average, demonstrated a notable improvement in their reading and writing skills following the intervention.

The t-value of 19.956, calculated with 66 degrees of freedom, further emphasizes the strength of this result. A high t-value suggests a significant difference between the two sets of scores, reinforcing the notion that the local wisdom animated videos had a measurable effect on student literacy. The significance level (Sig) is reported as 0.000, which is well below the conventional threshold of 0.05. This low p-value indicates strong statistical evidence against the null hypothesis (H0), which posits that there is no impact of the animated videos on literacy scores. Consequently, the analysis leads to the rejection of H0 in favor of the alternative hypothesis (H1), which claims that there is a positive impact of local wisdom animated videos on students' literacy scores. This finding not only validates the effectiveness of the educational intervention but also underscores the potential of integrating culturally relevant media to enhance literacy among young learners.

5. Discussion

The findings of this study provide compelling evidence for the effectiveness of local wisdom-based animated video media in enhancing the literacy skills of first-grade students. The univariate analysis revealed a significant improvement in literacy scores after the students engaged with the animated content, indicating that culturally relevant materials can serve as effective pedagogical tools. Research has shown that contextually meaningful content can increase student engagement and motivation, which are critical factors in literacy development (Balalle, 2024). This aligns with the results of the current study, where the integration of local wisdom resonated with the students, enhancing their reading and writing abilities.

The initial literacy scores indicated a moderate level of proficiency among students, with a mean score of 11.373 prior to exposure to the animated videos. The variability observed, as indicated by the standard deviation of 2.124, suggests that while some students demonstrated strong literacy skills, others faced challenges. This finding is consistent with previous literature highlighting the diverse literacy levels among young learners, which can be influenced by factors such as socio-economic background and prior exposure to reading materials (Hammer

et al., 2014). The broad range of scores emphasizes the necessity for targeted interventions that can cater to varying student needs.

Following the intervention, the significant increase in the mean literacy score to 16.179, along with a reduction in standard deviation to 1.651, suggests a more uniform improvement among students. This indicates that the animated videos not only benefited individual learners but also contributed to a more cohesive learning environment where students were more similarly engaged and proficient. Research supports the notion that when students experience success together, it can foster a positive learning community, ultimately enhancing overall academic performance (Seo et al., 2021).

The hypotheses testing, which yielded a t-value of 19.956 and a p-value of 0.000, further reinforces the robustness of these findings. The rejection of the null hypothesis indicates a statistically significant impact of the animated videos on literacy scores. This aligns with previous studies that have demonstrated the positive effects of multimedia resources on literacy achievement, suggesting that integrating technology and local culture in educational settings can yield meaningful outcomes (Eppard et al., 2021). The results underscore the importance of using innovative teaching methods that resonate with students' backgrounds.

The substantial mean difference of 4.806 between pre-test and post-test scores reflects not just an incremental improvement, but a transformative shift in literacy outcomes. This aligns with the growing body of research advocating for the use of culturally relevant pedagogy, which emphasizes the importance of connecting educational content to students' cultural contexts. By integrating local wisdom into the curriculum through animated videos, educators can create more inclusive and engaging learning experiences that promote literacy.

Moreover, the implications of this study extend beyond immediate literacy outcomes. The positive reception of the local wisdom animated videos suggests that such interventions could foster a greater appreciation for cultural narratives and storytelling among students. This aligns with findings from the field of multicultural education, which posits that incorporating diverse cultural perspectives can enrich students' educational experiences and promote critical thinking (Naz et al., 2023). As students engage with content that reflects their cultural heritage, they may develop a stronger sense of identity and belonging, further enhancing their motivation to learn.

It is essential to consider the broader educational context when interpreting these findings. While the results are promising, further research is needed to explore the long-term effects of such interventions on literacy development. Future studies could investigate the sustainability of literacy gains over time and whether similar approaches can be effective across different educational settings and age groups. Additionally, exploring the perspectives of educators on implementing such culturally relevant content could provide valuable insights into the challenges and opportunities of integrating local wisdom into literacy instruction.

The findings of this study underscore the importance of utilizing culturally relevant media, such as local wisdom-based animated videos, to enhance literacy skills among first-grade students. The significant improvements in literacy scores indicate that engaging and contextually meaningful resources can play a critical role in fostering literacy development (Ritvo et al., 2013). As educators and researchers continue to explore innovative teaching methodologies, the integration of cultural narratives and multimedia resources will be essential in creating equitable and effective learning environments that cater to the diverse needs of young learners.

In this discussion section, several aspects of the research are addressed, including its weaknesses, potential for further research, and reaffirmation of significant findings and their implications. One of the primary weaknesses of this study is its limited sample size and scope, as it focuses on a specific group of first-grade students from four elementary schools. This may limit the generalizability of the findings to other contexts or age groups. Additionally, the study relies heavily on quantitative measures, which may not fully capture the nuanced ways in which students engage with and benefit from the animated videos. Future research could address these limitations by expanding the sample size, including diverse educational settings,

and incorporating qualitative methods to gain deeper insights into student experiences and teacher perspectives. Furthermore, exploring the long-term effects of local wisdom-based interventions on literacy development could provide valuable information on the sustainability of these gains. Despite these limitations, the study reaffirms the significant impact of culturally relevant animated video media on literacy skills. The substantial improvement in literacy scores, supported by robust statistical evidence, highlights the potential of integrating local cultural narratives into educational practices. These findings have important implications for educators and policymakers, suggesting that culturally responsive teaching methods can enhance student engagement, motivation, and academic performance. By fostering a deeper connection to students' cultural identities, such approaches not only improve literacy outcomes but also contribute to a more inclusive and equitable educational environment. As the field of education continues to evolve, the integration of multimedia resources and cultural narratives will be crucial in addressing the diverse needs of learners and promoting lifelong learning.

6. Conclusion

This study demonstrates the significant impact of local wisdom-based animated video media This study explores the significant impact of local wisdom-based animated video media on enhancing the reading and writing skills of first-grade students. By integrating culturally relevant content into educational materials, the research aims to address the challenges faced by young learners in engaging with traditional literacy curricula. The study employs an experimental research design, utilizing a pre-test and post-test framework to measure the effectiveness of the intervention. A total of 67 students from four elementary schools participated in the study, providing a diverse sample for evaluating the impact of the animated videos. The findings reveal a substantial improvement in literacy scores following the intervention, with the mean score increasing significantly. This improvement underscores the effectiveness of culturally relevant materials in fostering student engagement and motivation. The use of local wisdom-based content allows students to see their own cultural narratives reflected in their learning materials, which not only enhances their understanding and appreciation of local heritage but also makes the learning process more relatable and meaningful. By connecting educational content to students' cultural backgrounds, the animated videos help bridge the gap between home and school literacy experiences, promoting a more inclusive and effective learning environment. The positive outcomes of this study highlight the potential of integrating local cultural narratives into educational practices to support literacy development among young learners. By making learning materials more engaging and relevant, educators can foster a deeper connection between students and the content, ultimately leading to improved academic outcomes. This approach not only enhances literacy skills but also cultivates a lifelong appreciation for learning and cultural heritage. The study advocates for the broader adoption of culturally responsive teaching strategies, emphasizing the importance of tailoring educational resources to reflect the diverse cultural backgrounds of students.

Limitation

Despite the promising results, this study has several limitations. Firstly, the sample size of 67 students, while diverse, may not fully represent the broader population of first-grade students in different educational contexts. Additionally, the study's duration was limited to a two-week period, which restricts the ability to assess the long-term effects of the intervention on literacy skills. Furthermore, while quantitative data provided valuable insights, the reliance on standardized assessment may overlook qualitative factors influencing student engagement and learning. Future research could address these limitations by employing larger, more varied samples and longer study durations.

Recommendation

To build upon the findings of this study, it is recommended that educators integrate local wisdom and culturally relevant media into their curricula on a broader scale. Future studies should explore the long-term impacts of such interventions on literacy development across different age groups and educational settings. Additionally, research could examine the perspectives of educators regarding the challenges and best practices for implementing culturally relevant content in literacy instruction. Professional development programs for teachers may also be beneficial to equip them with strategies for effectively incorporating local wisdom into their teaching practices.

Based on the limitations identified in this study, several recommendations can be made to enhance future research and educational practices. Firstly, to address the limitation of the sample size, future studies should aim to include a larger and more diverse group of participants. This would help ensure that the findings are more representative of the broader population of first-grade students and applicable across various educational contexts. Additionally, extending the duration of the study beyond the initial two-week period would allow researchers to assess the long-term effects of local wisdom-based interventions on literacy skills, providing a more comprehensive understanding of their impact over time.

Acknowledgments

Conflict of Interest

The authors declare that there are no conflicts of interest related to this study. All research activities were conducted with transparency and integrity, with the primary goal of enhancing literacy education for first-grade students through the use of local wisdom-based animated video media. Any potential biases have been acknowledged and addressed to ensure the credibility of the findings.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared with the assistance of Generative AI ChatGPT. The AI was used to assist in drafting, language refinement, and content organization. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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