

Ulun Lampung: A Website Based Social Studies Learning Media for Exploring the Local Wisdom of Pesisir Barat Culture Lampung

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ABSTRACT

The website-based social studies (IPS) learning media was found to be feasible and effective for instructional use. Expert validation indicated consistently high quality, with scores of 86.1% ("Very High") from media experts, 85% ("Very High") from subject-matter experts, and 87.5% ("Very High") from language experts. A small-group trial also produced a strong result (89.8%), categorized as "Very Good." These findings support the importance of strengthening students' understanding of local cultural wisdom as a basis for preserving traditional heritage in their communities. Nevertheless, many young people have limited knowledge of their own culture due to excessive imitation of foreign cultural influences. This study employed a research and development (R&D) approach using the PPE model (Planning, Production, and Evaluation). In the planning stage, a needs analysis was conducted through curriculum review, learning outcome analysis, and examination of student characteristics. In the production stage, the website was developed to enrich IPS learning resources on socio-cultural diversity by exploring Lampung culture in the West Coast (Pesisir Barat) region. The content included an introduction to Lampung culture, *Kuntara Raja Niti* (a customary law manuscript of the Lampung community), and regional exploration materials such as local profiles, customary practices, tourism diversity, culinary specialties, and cultural videos. In the evaluation stage, feasibility was assessed through expert judgment and a small-group trial. Effectiveness testing showed $t_{\text{calculated}} = 20.243 \geq 1.684(t_{\text{table}})$, leading to rejection of H_0 and acceptance of H_1 . Therefore, the developed media is effective for use in the Basic Concepts of Social Studies course and is classified as "Very Good."

Keywords: Social Studies Learning Website, Local Wisdom, West coast Lampung

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PENDAHULUAN

Education worldwide has increasingly shifted its orientation toward quality and the development of essential competencies required to address the rapidly evolving challenges of the twenty-first century –namely critical thinking, collaboration, creativity, communication, culture, and connectivity.(Selasih & Sudarsana, 2018) Mastery of these skills is highly beneficial in preparing learners to achieve academic excellence and to function effectively within society. (Montessori et al., 2023)

In today's digital era, enriching information-technology-based learning resources has become an urgent priority to improve instructional quality.(Akour & Alenezi, 2022)Meaningful learning processes depend substantially on educators' creativity in selecting and implementing relevant and appropriate learning resources.(Samsinar, 2019) Based on a pre-survey of students' needs, website-based learning media were identified as suitable for development in social studies (IPS) instruction. According to Oemar Hamalik, the general characteristics of instructional media are as follows: (1) instructional media are closely associated with

demonstrations derived from physical representation; (2) the primary emphasis is on objects that can be seen or heard; (3) instructional media are used in teaching by both educators and learners; (4) instructional media function as teaching and learning aids, both inside and outside the classroom; (5) instructional media serve as a medium for learning; (6) instructional media have a close relationship with learning methods; and (7) media involve operational actions within instructional activities. Hamalik also classifies instructional media by type into:

1. Auditory media (audio media relying on the sense of hearing)
2. Visual media (media relying on the sense of sight)
3. Audiovisual media (media integrating sound and visual elements)

Providing digital learning resources integrated with local wisdom is therefore necessary to foster students' knowledge of and appreciation for socio-cultural diversity. This argument is supported by previous studies showing that developing website-based learning resources that explore local cultural elements can improve learning outcomes and learners' skills. (Anggramayeni et al., 2018) Field observations further indicate that shifting perceptions regarding the importance of preserving socio-cultural heritage have contributed to weakened social character, particularly among today's youth who enthusiastically imitate foreign cultures excessively due to diminishing understanding of local cultural characteristics within their communities. (Supriatna et al., 2025)

A pre-survey conducted through observation of 90 students from the 2022 and 2023 cohorts of the Tadris IPS program, complemented by interviews with 10 students from other social-science clusters outside the Tadris IPS program as a needs assessment, revealed that more than 50% of students were unable to describe cultural elements found in Lampung. Students also lacked knowledge of the Lampung community's philosophy of life; moreover, most students were unable to state how many regencies/cities are located in Lampung Province. These findings motivated the researcher—who also teaches the Basic Concepts of Social Studies course—to develop a website-based IPS learning medium using an ethnographic approach to introduce local culture to students as an effort to support its preservation.

The West Coast region of Lampung (Pesisir Barat) was selected as the primary source for developing the website-based IPS learning materials integrated with local-wisdom understanding because the area possesses abundant natural resources, rich socio-cultural diversity, and well-preserved Lampung language varieties. (Wanaputri, 2018)

Historically, the region is known by the honorific *Negeri Para Saibatin dan Ulama* due to its reputation for high spirituality. It also offers remarkable marine tourism and is widely recognized as a world-class surfing destination, attracting many foreign tourists, government officials, and researchers from within and outside Indonesia to Krui, Pesisir Barat, Lampung. The distinctiveness and uniqueness of these cultural elements encouraged the researcher to explore local traditions and to position them as social studies learning resources examined through social-science perspectives. The use of a website-based IPS learning medium is also expected to provide a more interactive and dynamic learning experience and to motivate students to engage more actively in the learning process.

Social studies education is designed to develop citizens with character who are also heirs to the nation's culture. Culture is a legacy from our ancestors that must be preserved because it stems from the work, creativity, and ideas of humans who have grown to form civilizations and continue to evolve with the changing times. Cultural development greatly influences the order of world civilization, which globally results in shifts and even changes in the meaning of culture itself. Other changes occur in line with the development of science, technology, and communication, as well as the complexity of society and socio-cultural issues.

Learning in the context of social studies education is often criticized for emphasizing cognitive development and neglecting affective and psychomotor aspects, as well as failing to recognize the importance of preserving the local socio-cultural values that have been passed down to us today. Another criticism is the problem indicated by the weakening of national character as the basis for strengthening social studies education. Therefore, it is very interesting to examine the paradigm of social studies education based on local wisdom.

When talking about social studies education, we cannot ignore the school environment because social studies education is already included in the school curriculum.(Yetti, 2024) The issue of developing values and character in social studies education requires learning characteristics that allow national character values to grow and develop. This can be achieved by studying the diversity of values contained in local cultural wisdom.(Wahyu, 2015)

in a study analyzing Robert M. Gagné's *nine instructional events* learning model, aimed to address challenges faced by educators, instructional designers, and learning-program developers in understanding learners' internal learning processes. The findings indicate that a key determinant of instructional success is enriching learning resources in accordance with learners' needs. Educators are therefore expected to provide as many learning resources as possible to support the development of learners' thinking abilities, skills, and attitudes.(Warsita, 2018) Similarly, investigated the effectiveness of inquiry-based lesson planning connected to surrounding cultural contexts and examined its impact on university students' critical thinking. The results showed a significant improvement in students' critical-thinking ability, skills, and attitudes when comparing outcomes before and after the use of locally grounded cultural-wisdom-based instructional materials. In other words, the developed product was found to be effective for learning.(Hunaepi, 2020)

A major foundation for the present study is research conducted by lecturers at UIN Raden Intan Lampung (2023), which argues that religious moderation cannot be separated from local-wisdom culture because the two mutually complement each other in promoting a harmonious society. The study reported that, within the culture of the Pesisir Barat community, values of religious moderation are embedded in preserved customary practices such as *ngumbai lawok*, *ngejalang kubokh*, *ngumbai attakh*, and *ngumbai damakh*.(Khoiruddin & Khulwah, 2023) Furthermore, in a study titled "Halal Tourism Development by the Pesisir Barat Tourism Office in Improving the Regional Economy," published in the *Islamic Economic Journal*, reported that efforts to develop halal tourism potential in Pesisir Barat Regency employed an "open" development type characterized by spontaneous growth and typically marked by intensive interaction between tourists and local communities. The study also noted that Islamic values are incorporated into tourism development, enabling foreign tourists to observe cultural diversity grounded in Islamic principles.(Sari et al., 2021)

Uno and Ma'ruf publishing in the *Jurnal Teknologi Pendidikan*, emphasized several advantages of internet-based (website) learning media, including usability across contexts (anytime, anywhere, and for diverse content), enhanced learner focus due to the personalized nature of web-based learning, strong potential for learners who prefer IT-supported learning, ease of updating materials, and expanded learning experiences. Their findings concluded that website-based learning media are effective for instructional use.(Uno & Ma'ruf, 2016)

Finally, Muhajarah from UIN Walisongo Semarang underscored the urgency of religious moderation for strengthening students' understanding of nationhood. The study argues that nationhood, religiosity, and local traditions form an inseparable triangle in university life. The findings suggest that students' understanding of religious moderation reinforces national insight and patriotism, thereby cultivating character traits such as justice, tolerance, and equality. Religious moderation, in this view, is not limited to teaching faith and worship but also addresses broader aspects of life.(Muhajarah, 2022)

Prior studies have shown that websites can be effective media for Social Studies learning when designed interactively and aligned with learners' needs. Uno and Ma'ruf developed a website-based Social Studies medium at the junior secondary level and reported improved learning quality. In primary education, Nalasari found that web-based instructional materials met validity and practicality criteria. Nevertheless, the development of region-specific local-wisdom content for higher education remains relatively limited. Therefore, this study developed a website-based Social Studies learning medium to explore the local wisdom of Pesisir Barat, Lampung. The study aimed to (1) produce the website-based learning medium, (2) assess its feasibility through expert validation, (3) assess its practicality through student responses, and (4) test its effectiveness in improving learning outcomes.(K.A. Nalasari et al., 2021)

METHOD

The research method employed in this study was Research and Development (R&D). (Asril et al., 2023) This approach is used to produce an educational product and to test its effectiveness. (Mittelmeier & Yang, 2022) In this study, the researcher adopted the Planning–Production–Evaluation (PPE) R&D model proposed by Richey and Klein. (Tracey, 2009)

The participants in this study were students of the Tadris IPS program. The development target was a website-based learning medium containing social studies (IPS) materials taught in the Basic Concepts of Social Studies course, particularly the chapter on analyzing elements of Indonesian culture, religious tolerance, and socio-cultural diversity. This website-based IPS learning media also aimed to introduce students to local culture by integrating various cultural elements from West Coast (Pesisir Barat), Lampung, including the implementation of religious moderation values embedded in those cultural elements.

The expert review involved three validators: (1) an expert in content/material and graphic design (a Tadris IPS lecturer at IAIN Metro), (2) an expert in digital learning media (also a Tadris IPS lecturer at IAIN Metro), and (3) an expert in religious moderation (the Head of the Religious Moderation Center at IAIN Metro). The expert review was conducted to evaluate the content and quality of the developed website-based digital learning media as a supporting medium for IPS instruction. A limited trial was conducted with Tadris IPS students who had taken the Basic Concepts of Social Studies course.

During the preliminary stage (pre-survey and needs analysis) through the limited trial stage aimed at obtaining responses to the developed media, the data sources were lecturers and students of the Tadris IPS program at IAIN Metro. Product feasibility was assessed by expert validators, namely one lecturer from Untirta and two lecturers from IAIN Metro appointed as expert reviewers.

The study followed three major stages:

1. Planning: preliminary study, analysis of learning outcomes and course learning outcomes, literature review, and direct observation to obtain baseline data as the foundation for product development.
2. Production: development and innovation of the website-based IPS learning media, including preparation of the product draft—specifically, the IPS learning materials to be presented on the website.
3. Evaluation: expert validation (content/material expert, digital learning media expert, and language expert), product revision, limited product trial, and distribution of questionnaires to identify students' responses to the website-based IPS learning media integrating local wisdom.

This study aims to enrich social studies learning resources for students, especially social studies education students at IAIN Metro, based on the local wisdom of Lampung culture in the West Coast community of Lampung. The details of this study are as follows:

a. Preliminary Analysis/Needs Analysis

In the preliminary study, the researcher conducted literature studies and field studies to identify potential learning problems experienced by students and efforts to solve these problems, seeking information through a series of observation activities, interviews, and documentation regarding the need to develop social studies learning media based on local wisdom, conducting literature studies and reviewing previous research on the effectiveness of using integrated website-based social studies learning media with local wisdom to improve learning outcomes as well as an effort to maintain the younger generation's love for their own culture by introducing them to cultural diversity, especially Lampung culture.

b. Data collection, product creation, validation, and analysis of research data

Research data collection was carried out through observation, interviews, and documentation of sources who understood everything about the subject of the study, namely the West Coast tourism office, to find out about tourist attractions managed by the local government, such as cultural tourism (tapis weaving, kekiceran), religious tourism (Matu Cave and Keramat Menula/Gajah Mada's tomb), and marine tourism (Labuhan

Jukung Beach, Tanjung Setia, and Pisang Island), as well as traditional leaders/community leaders and religious leaders who understand the ngumbai lawok tradition, which is a traditional ceremony of gratitude by the coastal Lampung community (especially those in the West Coast Regency) for the blessings they have received from the sea. Ngumbai Lawok is held to express gratitude for the abundance of fish and the friendly sea that the community has enjoyed, the tradition of *jalang pangan*/tradition of praying together during Eid al-Fitr, praying together before the rice harvest, ngumbai repong damakh (prayer as an expression of gratitude for the damar harvest). The researchers then conducted observations by exploring the objects of study based on Koentjaraningrat's 7 elements of culture, namely 1) religious systems and ceremonies, 2) social systems and organizations, 3) knowledge systems, 4) language, 5) arts, 6) livelihood systems, and 7) technology and equipment systems. The findings from the observation of the exploration of local cultural wisdom in the West Coast of Lampung region form the basis for the development of material for the website-based social studies learning media. Once the data is considered complete, the next step is to design a social studies learning website by incorporating learning materials that have been adapted to the CPL and CPMK. In addition to written materials, this website will also be equipped with videos of the observations, packaged in an attractive display so that it can become a learning medium that is attractive to students as a fun source of social studies learning. The final part of this research is to test the product's feasibility by expert validators (experts in social studies learning materials, digital learning media, and language). Once the product is declared feasible, it will be tested again and a questionnaire will be distributed to social studies students to determine their response to the developed product, which will then be tested for effectiveness.

RESULT AND DISCUSSION

Research and development of website-based social studies learning media that explores the charm of local wisdom of the western coastal culture of Lampung has successfully achieved its objectives. This media not only improves the quality of social studies learning, but also promotes and preserves local culture so that it becomes better known. Wider and more sustainable implementation is expected to bring significant benefits to education and the preservation of local culture. This study aims to develop a website-based Social Studies (Ilmu Pengetahuan Sosial/IPS) learning medium that explores the local wisdom of the cultural heritage of West Coast (Pesisir Barat) Lampung. The findings indicate that the development of this learning medium was successfully completed through the PPE (Planning, Production, and Evaluation) stages, which comprised a needs analysis, a design phase, and an evaluation phase.

1. Needs Analysis

Based on surveys and interviews with lecturers and students, an urgent need was identified for interactive, technology-based learning media. Students demonstrated a strong interest in using digital media to facilitate their understanding of local cultural elements, which constitute the learning content in the *Fundamentals of Social Studies (Konsep Dasar IPS)* course.

2. Product Design

The website-based IPS learning medium was designed to provide engaging and interactive content. The website includes information on Lampung history; the customary law manuscript of the Lampung community (*Kuntara Raja Niti*); regional maps and the distribution of Lampung language varieties that remain predominantly used; artistic heritage; culinary heritage; customary activities; and portrayals of the daily lives of the West Coast Lampung community. Multimedia elements—such as videos, images, and animations—were incorporated to enhance students' engagement with local cultural learning materials. The website prototype was developed using contemporary web technologies. Initial testing was conducted to ensure functionality and ease of use. Content was curated with the support of local cultural experts to ensure accuracy and relevance.

a. Website Design

The website design is dominated by luxurious purple tones, reflecting the opulence and elegance of Lampung culture. Various gradients of purple—from deep to light shades—are

used to create an appealing and refined visual impression. Additional accent colors such as blue, white, yellow, and red further strengthen the luxurious feel and enhance the overall aesthetic quality of the interface.

1. Header

Logo: A logo representing Lampung cultural symbolism, featuring traditional elements that signify provincial pride, namely the *Siger Lampung*.

Navigation Menu: A horizontal menu with options such as “Beranda/Home,” “Tentang Kami/Tujuan/Nawaitu,” “Peta Wilayah Lampung dan Bahasa,” “Kitab Adat Masyarakat Lampung: Kuntara Raja Niti,” “Selayang Pandang Pengenalan Kebudayaan Lampung,” “Explore the Cultural Heritage of West Coast Lampung: history, tourism highlights, a variety of customary activities, local cuisine, and information on West Coast Lampung and world-class marine tourism presented through curated video reports from trusted sources,” “Gallery: clippings on Lampung cultural diversity accompanied by links to contemporary research on Lampung culture,” and “Entertainment: videos featuring Lampung songs.” The menu employs a transparent background with a purple hover effect.

2. Slider Banner

Displays visually compelling images of Lampung icons such as Lampung elephants, beaches, traditional dances, and customary ceremonies. Each image is accompanied by short, engaging captions.

3. Main Sections

Lampung Culture: Presents articles and videos on cultural aspects such as dance, traditional music, customary attire, and handicrafts.

Tourism Destinations: Highlights leading tourism sites in West Coast Lampung, including Mandiri Beach, Melasti Beach, Tanjung Setia, Labuhan Jukung, and Pisang Island. Each destination includes photos, videos, and brief descriptions.

Local Wisdom: Describes the local wisdom of the West Coast Lampung community in environmental stewardship, fishing traditions, and local folklore.

Discussion Forum: Provides a discussion space for students to exchange perspectives, share information, and broaden their thinking.

4. Footer

Contact Us: Contact information, address, and a location map.

Social Media: Social media icons directing users to relevant platforms.

5. Typography

The design employs elegant, readable fonts. Headings use serif typography to convey a classic impression, while body text uses sans-serif fonts to support reading comfort.

6. Interactivity

Smooth Animations: Subtle animation effects during scrolling and cursor hover to improve user experience.

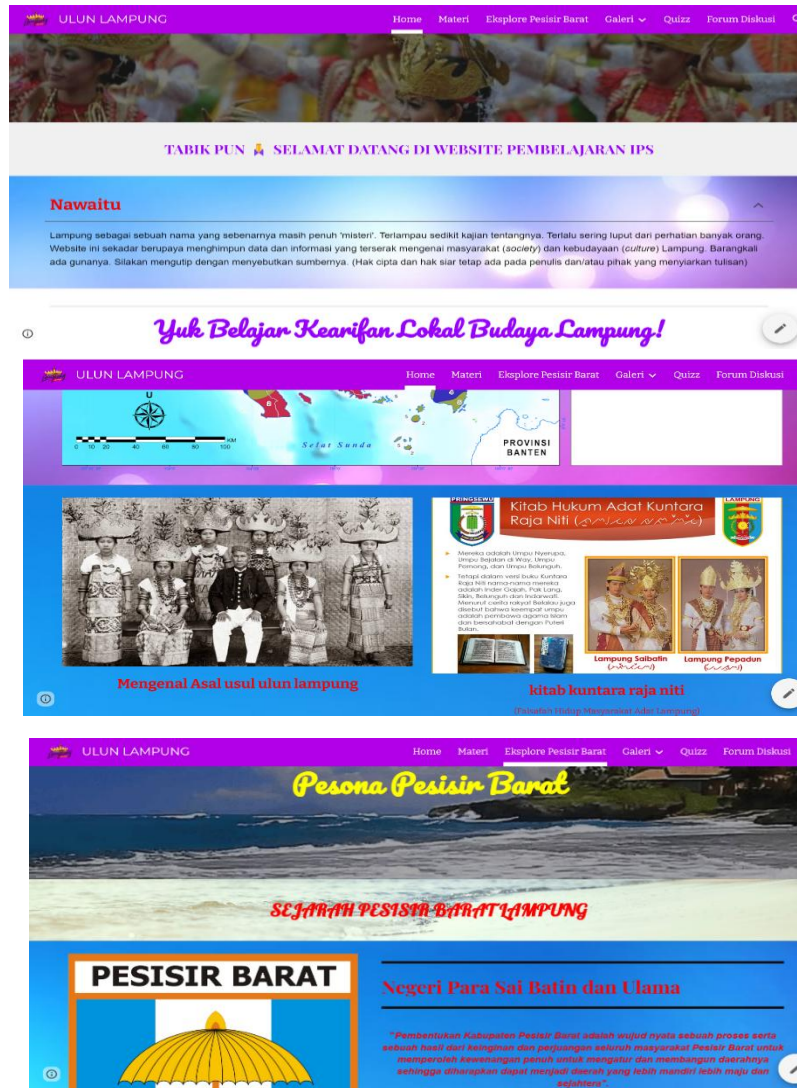
Interactive Map: An interactive map indicating tourism destinations and other key locations in West Coast Lampung.

7. User Experience (UX)

A responsive design ensures optimal display across devices (desktop, tablet, and mobile). The website emphasizes intuitive navigation and fast loading times to enhance overall usability and user comfort.

Social Studies Learning Website Display

- Website Home Page



4. Evaluation

At this stage, the website will be assessed and validated by subject matter experts, digital learning media experts, and language experts. The website will then be tested at the Metro State Islamic Institute campus to assess its suitability and gauge the response of users, namely Social Studies Education students. Lecturers will use this learning media in class, and students will be asked to study supporting learning materials through the website as part of their learning activities. Then, a series of evaluation activities are carried out through questionnaires/surveys and classroom observations.

At this stage, the researchers also conduct expert judgment assessments of the social studies learning website media, namely validation by digital learning media experts, social studies subject matter experts with a concentration in cultural history, and language experts to test the feasibility of the product and request improvement suggestions from expert validators for the social studies learning website media that has been developed.

At the evaluation stage, the media feasibility test is carried out by conducting expert judgment, namely media expert validators, material experts and linguists and then conducting small group trials. The results showed that the social studies learning website media is feasible to use with the assessment category of media experts 86.1% "Very High", media experts 85% "Very High" and linguists 87.5% "Very High" and the results of small group trials scored 89.8% with the category "Very Good" and the results of testing the effectiveness of the product

obtained the results of t_{count} and t_{table} $20.243 \geq 1.684$, it can be concluded H_0 is rejected and H_1 is accepted. With this it can be concluded that "Website-based Social Studies Learning Media Exploring the Charm of Local Wisdom of West Coastal Lampung Culture is effective for students to use in basic social studies concepts courses". with the category "Very Good".

User Response to Learning Media Based on the results of an evaluation involving expert validators and students, the response to this learning media was very positive. Expert validators assessed that this media not only helped in delivering material, but also encouraged active student involvement in the learning process. Students felt more enthusiastic about participating in social studies lessons because the material presented felt closer to their daily lives.

However, several challenges arose during the development and implementation of this learning media, namely limited research time and technical difficulties experienced by some students in using the website. Nevertheless, with support from relevant parties, these challenges can be minimized through the provision of adequate facilities and training for students to maximize the use of this website-based media.

Summary of the Results of the Development and Evaluation of Teaching Materials

The results of the development show that the Ulun Lampung platform functions as a digital learning space that connects social studies material with the sociocultural reality of the West Coast of Lampung. Findings regarding learning needs indicate that more than 50% of students are not yet able to adequately explain the elements of Lampung culture, do not yet recognize the philosophy of life of the Lampung people, and do not yet fully understand the configuration of the administrative regions of Lampung Province. This situation highlights a gap between the students' geographical proximity to Lampung and the depth of their knowledge regarding local cultural identity. Therefore, the development of the website is aimed not only at providing supplementary materials but also at creating a contextual learning experience that enables students to read about, observe, discuss, and reflect on Lampung culture through digital media.

Based on the results of this project, the Ulun Lampung website was developed as a platform featuring four main content categories: an introduction to Lampung culture; customary law and social values; an exploration of the West Coast region; and visual documentation of the culture. These four content categories are then reflected in the website's menu, which includes the homepage, purpose/mission, regional and language maps, Kuntara Raja Niti, an overview of Lampung culture, an exploration of the cultural heritage of the West Coast, a gallery, entertainment, and a discussion forum. This structure demonstrates that the platform serves not only as a repository of materials but also as a space for interaction and the enhancement of students' cultural literacy.

The novelty of this media lies in the integration of Lampung cultural content, exploration of the West Coast region, customary law values, visual documentation, and digital discussion forums into a single website-based learning ecosystem. This integration aligns with the C3 Framework for Social Studies, which emphasizes inquiry, critical thinking, and civic participation. (Thacker et al., 2017)

This structure demonstrates that the platform serves not only as a repository but also as a space for interaction and cultural literacy. From a place-based education perspective, learning grounded in local contexts strengthens students' connection to their social environment. Furthermore, pedagogically, this platform aligns with culturally sustaining pedagogy, which positions local culture as a living and sustainable source of knowledge. (Borck, 2020; Flint et al., 2021; Ladson-Billings, 2021; Paris, 2021)

The website's digital features also enhance students' digital literacy and digital citizenship, encompassing critical thinking skills, digital ethics, and social participation. Thus, the Ulun Lampung platform contributes to strengthening contextual social studies, cultural literacy, and reflective digital-based learning.

Table 1. Summary of the results of the media analysis and evaluation

Evaluation aspect	Main finding	Interpretation
Needs analysis	More than 50% of students were unable to describe Lampung cultural elements; their understanding of the life philosophy and administrative regions of Lampung remained limited.	A contextual, digital, and local-wisdom-based Social Studies learning medium was needed.
Media expert validation	86.1%	Very high; the website appearance, navigation, and functions were considered feasible for learning.
Subject-matter expert validation	85%	Very high; Social Studies and local cultural content were considered relevant to the learning outcomes.
Language expert validation	87.5%	Very high; the language was considered communicative and appropriate for the academic context.
Small-group trial	89.8%	Very good; students responded positively to ease of access, visual appeal, and the closeness of materials to socio-cultural life.
Effectiveness test	$t_{\text{calculated}} = 20.243 \geq t_{\text{table}} = 1.684$	The media was effective for use in the Basic Concepts of Social Studies course; H_0 was rejected and H_1 was accepted.

Table 2. Relationship between website features and pedagogical functions in Social Studies

Website feature/content	Main content	Pedagogical function
Kuntara Raja Niti	Customary law manuscript and social values of Lampung society.	Strengthens students' understanding of social norms, value systems, and cultural institutions.
Regional and language maps	Regional distribution, language varieties, and local identity of Lampung.	Helps students understand the relationship among space, culture, and social identity.
Exploration of Pesisir Barat	History, tourism, customary traditions, culinary traditions, and coastal community life.	Connects Social Studies concepts with local community realities and socio-economic dynamics.
Videos and cultural gallery	Visual documentation of traditions, tourism, songs, and cultural artifacts.	Improves engagement, attention, and multimodal learning experience.
Discussion forum	A space for students to exchange ideas and reflections.	Encourages communication, collaboration, critical thinking, and appreciation of diversity.

DISCUSSION

The main finding of this study is that website-based Social Studies learning media containing the local wisdom of Pesisir Barat, Lampung, met the criteria of feasibility, practicality, and effectiveness. This result is relevant to the direction of twenty-first-century learning, which requires the integration of technology, cultural literacy, collaboration, and critical thinking skills. The media feasibility, which received very high categories from media, subject-matter, and language experts, demonstrates that product quality is determined not only by visual appearance but also by content suitability, readability, alignment with learning outcomes, and the meaningfulness of the cultural context presented. Thus, the Ulun Lampung website functions as both a learning medium and a digital vehicle for introducing Lampung cultural identity to students.

The novelty of this study lies in the development of website-based Social Studies media that specifically foreground the local wisdom of Pesisir Barat, Lampung, in higher education. Previous studies have generally positioned websites as media for delivering materials, whereas this study developed a website as a cultural learning ecosystem that integrates academic text, visual documentation, maps, videos, galleries, discussion forums, and ethnographic narratives about local traditions. In addition, the integration of Kuntara Raja Niti, ngumbai lawok, jalang pangan, ngumbai repong damakh, marine tourism, culinary traditions, language, and the social practices of coastal communities gives this medium a regional specificity that has not been widely developed in digital-based Social Studies learning. This position strengthens the argument that educational technology should not be culturally neutral; rather, it can be used to expand students' access to local knowledge that has long been dispersed across oral traditions, social practices, and community documentation.

The findings of this study are consistent with Schindler (Schindler et al., 2017), Bond (Bond et al., 2020), Lai and Bower (Lai & Bower, 2019), Haleem (Haleem et al., 2022), and Martin (Martin et al., 2020), who emphasized that educational technology can enhance engagement, accessibility, and the quality of the learning experience when it is designed in accordance with learners' needs. These findings are also consistent with Mayer (Mayer, 2017) and Noetel (Noetel et al., 2021), who showed that the integration of text, images, and video can strengthen understanding when arranged according to clear multimedia principles. In terms of cultural content, the findings support Ramdiah (Ramdiah et al., 2020), Parhan and Dwiputra (Parhan & Dwiputra, 2023), Rasna and Tantra (Rasna & Tantra, 2017), and Yuliarti (Yuliarti et al., 2023), who showed that local-wisdom-based learning can improve conceptual understanding, character, cultural awareness, and critical thinking skills. (Anggraeni et al., 2023) Therefore, the effectiveness of Ulun Lampung does not stand alone but is related to the combination of digital design, local content, and learning activities that encourage students to interact with culture more concretely. (Karatsiori, 2023)

These findings are also closely related to studies on digital storytelling and digital heritage. Vrettakis (Vrettakis et al., 2019) showed that digital technology can be used to create narrative experiences in cultural heritage learning, while Rizvic (Rizvic et al., 2019) emphasized that interactive digital storytelling can bring cultural heritage into the classroom through more immersive learning experiences. Liguori and Bakewell (Liguori & Bakewell, 2019) as well as Kasemsarn and Nickpour (Kasemsarn & Nickpour, 2025) also emphasized the importance of digital narratives in broadening young people's engagement with cultural heritage. These similarities arise because digital media can present culture not only as an abstract concept but also as a visual, narrative, and interactive experience. (Reyna et al., 2018) In the context of this study, the website helps students view Pesisir Barat Lampung culture as a living social phenomenon rather than merely memorized material in a Social Studies course.

The main differences between this study and previous studies lie in context, population, and content coverage. Some previous studies focused on elementary education, science, biology, geography, or language, whereas this study focused on Social Studies Education students in the Basic Concepts of Social Studies course. (Salam et al., 2019) In addition, the developed medium does not present only one cultural element but integrates Koentjaraningrat's seven cultural elements, religious moderation values, local history, customary law, language,

tourism, culinary traditions, and coastal community life.(Cole et al., 2018) This difference explains why the contribution of the media is visible not only in improved understanding of material but also in strengthened cultural literacy and preservation awareness.(Daddow et al., 2021) Methodological factors also play a role because the development was carried out through the PPE model, which provides room for needs analysis, content production, expert validation, user trials, and staged effectiveness testing.(Moon et al., 2022)

Scientifically, this study contributes to the development of local-wisdom-based Social Studies learning media studies in three ways.(Widodo & Priyanto, 2022) First, it produces a conceptual model for developing digital media that combines Social Studies learning, local cultural studies, and digital preservation. Second, it shows that academically curated local content can be transformed into feasible and effective digital learning resources. Third, it expands Social Studies learning studies by positioning students not only as media users but also as subjects who need to experience, interpret, and reflect on local culture as part of the formation of social and national identity. This contribution is important because Social Studies education has a mandate to form citizens who understand society, appreciate differences, and are able to safeguard cultural heritage amid digital globalization.(Giglietto et al., 2022; Mariyono et al., 2025; Parani et al., 2024; Sugiarto et al., 2025; Suryadi et al., 2026)

The practical implication of this study is the need for Social Studies lecturers to utilize local-wisdom-based digital media to make learning more contextual, interactive, and relevant to students' lives. Academically, the results can serve as a foundation for further studies on the digitization of local wisdom in higher education, particularly on themes of cultural identity, religious moderation, citizenship, and social literacy. In terms of policy, the findings support the strengthening of locally distinctive curricula in religious higher education institutions and teacher education institutions. The Ulun Lampung website can also be developed as a digital cultural repository involving collaboration among universities, local governments, customary leaders, and local communities. Future research is recommended to broaden trial subjects, compare media effectiveness using a quasi-experimental design, measure impacts on cultural literacy and religious moderation attitudes, and integrate learning analytics features to monitor student engagement more objectively.

The limitation of this study lies in the limited scope of trials and the absence of comparison with a control group. In addition, effectiveness measurement still focused on learning outcomes and user responses, while the long-term impacts on cultural literacy, preservation attitudes, and students' social practices have not been analyzed longitudinally. Therefore, further development needs to test the media with a broader population, use validated cultural literacy instruments, and involve local stakeholders so that the media becomes not only a learning product but also part of a sustainable movement for documenting and transmitting Lampung culture.

CONCLUSION

This study produced Ulun Lampung, a website-based Social Studies learning medium that is feasible, practical, and effective for use in the Basic Concepts of Social Studies course. The media was developed through the PPE model, which includes needs-analysis-based planning, production of digital content based on the exploration of local wisdom in Pesisir Barat, Lampung, and evaluation through expert validation, small-group trials, user responses, and effectiveness testing. Media expert validation of 86.1%, subject-matter expert validation of 85%, language expert validation of 87.5%, and a small-group trial score of 89.8% indicate that the media is in the very high/very good category. The effectiveness test, with $t_{\text{calculated}} = 20.243$ $\geq t_{\text{table}} = 1.684$, indicates that the media is effective for use in learning.

The novelty of this study lies in the development of a digital Social Studies learning ecosystem that not only presents materials but also documents, organizes, and communicates the local wisdom of Pesisir Barat, Lampung, through texts, visuals, videos, maps, galleries, and discussion forums. Its scientific contribution is the provision of a contextual Social Studies media development model that connects cultural literacy, digitization of local heritage, and the strengthening of religious moderation in higher education. The implication of this study

confirms that Social Studies learning should be directed toward strengthening learning experiences based on learners' socio-cultural contexts. Further research is recommended to use quasi-experimental designs, broaden trial subjects, measure cultural literacy longitudinally, and develop learning analytics features so that media effectiveness can be monitored more comprehensively.

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