# Implementation of Learning Through Interactive Videos for Early Childhood Education Students Based on Local Wisdom

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**Abstract:** Early childhood education (ECE) demands imaginative and inventive approaches to guarantee that children are actively involved and undergo significant learning in line with their developmental phases. The swift advancement of technology has made interactive video a valuable tool for enhancing ECE learning, especially when integrated with local cultural material. This research examines the use of the interactive video Wajanus (Warung Jajanan Nusantara) in Class B of Mutiara Hati Kindergarten Ponorogo, aimed at familiarizing children with Indonesian traditional snacks while also enhancing their cognitive, social, linguistic, and cultural values. A qualitative descriptive method was utilized, involving participatory observation, semi-structured interviews with parents and teachers, along with documentation via photos, videos, and field notes. Data analysis adhered to the model proposed by Miles and Huberman, encompassing data reduction, data presentation, and thematic conclusion formulation. The results indicate that utilizing Wajanus improved children's involvement in cognitive, emotional, and motor skills while promoting greater learning motivation. Children recognized numbers, shapes, and new vocabulary more efficiently, and they exhibited a positive attitude toward the local cultural heritage presented in the video. However, challenges were noted, including differing degrees of child involvement, the demand for extensive teacher assistance, and inadequate educational resources. In summary, interactive videos grounded in local culture like Wajanus are successful in enhancing early childhood education quality while also reinforcing children's character education and cultural identity, and they possess significant potential for duplication in other ECE institutions throughout Indonesia

**Keywords:** Cultural Identity; Early Childhood; Education, Interactive Media; Video Learning

## 1. Introduction

Early childhood education is the main foundation in creating quality human resources from the start, because at this stage, children's cognitive, affective, social and psychomotor development occurs very quickly (Rahayu et al., 2025; Rusdiani et al., 2025). The learning process in early childhood education institutions requires innovation from educators to create an engaging, meaningful, and enjoyable learning environment. One challenge faced is how to integrate learning materials relevant to children's daily lives while still considering local cultural elements. With technological advances, digital learning media, particularly interactive videos, are increasingly being used in early childhood education because they can provide a realistic, visual, and engaging learning experience (Kusumaningrum et al., 2024; Muslichah et al., 2021).

Recent studies have shown that interactive videos have a positive effect on preschoolers' learning engagement and motivation. Research on the application of video media with a storytelling approach can improve children's concentration and understanding of learning materials (Miranda, 2019). Other research also emphasizes that interactive media contributes to the development of children's social and cognitive skills through simulating daily activities that are relevant to their experiences (Kusumadana, 2021). There are also research results that show that the application of interactive videos in PAUD accelerates the growth of language and early literacy because children understand integrated symbols, images and sounds more quickly (Mimin, 2023).

The necessity of incorporating technology into early childhood education is backed by the swift rise of digital literacy in young children and the growing importance of digital tools in contemporary educational settings. Data from Konca (2022) indicate that over 75% of children aged 4–6 years are frequently exposed to digital devices at home, but only a limited amount of this usage is focused on educational purposes. Research from UNICEF (2022) and UNESCO (2021) emphasizes that technology-supported learning in early education can greatly improve engagement, inclusivity, and equal access to high-quality educational experiences—particularly in varied social and geographical settings such as Indonesia. Furthermore, Kalyani (2024) discovered that technology-oriented learning tools facilitate active exploration, problem-solving, and creativity, which are crucial for preparedness in 21st-century learning. Consequently, implementing interactive, technology-driven learning methods in PAUD serves not only to address the digital behaviors of young students but also as a tactical measure to enhance the efficiency, appeal, and cultural significance of early education

In addition, creating learning media that highlights local cultural values is very important to maintain identity and at the same time enrich children's learning experiences, one of which is by incorporating local wisdom into learning media to strengthen cultural identity and instill character values from an early age (Sulton et al., 2021). In the context of Indonesia's rich culinary diversity, traditions, and culture, the "Warung Jajanan Nusantara" theme is important because it not only teaches children about traditional foods but also introduces them to the values of togetherness, mutual cooperation, and appreciation for local products. Therefore, interactive video media based on culture not only supports academic aspects but also character development (Muslichah et al., 2021; Suciati et al., 2022)

The development and implementation of an interactive video called Wajanus (Warung Jajanan Nusantara, or Indonesian Snack Stall) took place in Class B of Mutiara Hati Kindergarten, Ponorogo. This location was chosen based on the teachers' need to create a creative alternative medium to support children's learning. Through Wajanus, children are introduced to various types of traditional Indonesian snacks in an interactive format that allows them to participate directly, such as answering questions, choosing food, and recognizing the shape and quantity of dishes. This activity also develops cognitive skills (recognizing numbers, colors, and shapes), language skills (naming foods), and social skills (discussing with peers and teachers).

Based on this, this study focuses on the implementation of learning using the interactive Wajanus video for children at Mutiara Hati Kindergarten, Ponorogo. The purpose of this study was to explain the implementation process, analyze children's responses to the use of

interactive videos, and assess the media's impact on children's participation and learning outcomes. The results of this study are able to provide a significant contribution in the development of innovative learning media that are rooted in local culture, strengthen educators' strategies in improving the quality of early childhood education learning, and serve as a reference for other educators to adapt similar media in various early childhood education contexts.

## 2. Research Method

This study applies a qualitative approach with a descriptive type to investigate in depth the implementation of learning through interactive videos Wajanus (Warung Jajanan Nusantara) among early childhood education students at Mutiara Hati Kindergarten, Ponorogo. This approach was chosen because it is suitable for understanding educational phenomena contextually and empirically, especially in observing the learning experiences of early childhood as a whole. The research subjects included class B teachers, class B students aged 5–6 years, and parents who participated in the learning activities. Data were obtained through participant observation to record children's interactions with interactive videos, semi-structured interviews with teachers and parents about their views and experiences, and also documentation including photos, videos, and field notes during the activities. The documentation data were examined to reinforce observational findings by recognizing interaction patterns, expressions, and levels of engagement during learning, whereas field notes served to triangulate and interpret behavioral subtleties that might not be evident in interviews or video recordings. This documentation acted as both visual and contextual proof that enhanced the reliability and richness of qualitative analysis. The research procedure consisted of planning steps (preparing media, coordinating with teachers, and conducting initial trials), implementation (using Wajanus videos in the teaching and learning process in the classroom), and evaluation (analyzing children's responses, levels of engagement, and learning outcomes seen during the activities). Data analysis was carried out using the Miles and Huberman model which includes data collection, data presentation, and drawing conclusions. Data validity is guaranteed by triangulation of sources (teachers, students, parents), triangulation of methods (observation, interviews, document collection), and discussions with colleagues to minimize researcher bias (Pahleviannur et al., 2022; Sugiyono, 2018). Through this approach, researchers present a comprehensive overview of the effectiveness of Wajanus interactive videos in supporting early childhood education learning and incorporating local cultural values in early childhood education.

## 3. Result and Discussion

### Children's Involvement in Interactive Learning

The implementation of the interactive video Wajanus (Warung Jajanan Nusantara) at Mutiara Hati Kindergarten, Ponorogo, showed that grade B students actively participated from the beginning of the teaching process. Observations showed great interest when the video was shown, especially when the children were asked to choose a typical Indonesian food menu through an interactive quiz. This shows that digital media that combines visual, audio, and direct participation elements can increase children's attention. Interactive media can

increase the engagement of early childhood children, because they usually learn more efficiently in an environment that stimulates the senses simultaneously (Li et al., 2025).

Children's active engagement is also evident in the way they scramble to answer questions or point to symbols on the screen. This physical interaction demonstrates the integration of fine motor and cognitive skills, which is a sign of learning engagement in early childhood education. Simple motor activities, such as pointing, selecting, and pressing interactive buttons, can enhance information processing in children aged 5–6 years (Sundari & Ardhian, 2022). Thus, interactive media such as Wajanus can be seen as a tool that supports active learning.

The implementation of learning using Wajanus' interactive media also demonstrated significant emotional engagement. During the learning process, children were seen joking, smiling, and displaying cheerful expressions throughout the activity. Emotional engagement is crucial because positive emotions are believed to strengthen children's learning memories (Lanza et al., 2023). The teacher said that in a fun learning atmosphere, children found it easier to remember the names of traditional foods introduced through videos, so emotional attachment was one sign of the success of interactive media.

Participation in this activity was used to measure children's engagement. Documentation revealed that 85% of children consistently participated in the question-and-answer activity, while the remaining 15% demonstrated more passive engagement, such as observing or waiting their turn. This data demonstrates that interactive video is quite effective in reaching all children. The use of interactive video in early childhood education increases child engagement by up to 80% (Wahyuni & Rakimahwati, 2022)

Children's participation was also influenced by the cultural context of the video "*Warung Jajanan Nusantara.*" The naming of the video made children feel more familiar with it because the topic was based on their daily lives. A study by Darihastining et al. (2020) indicates that media rooted in local wisdom tends to encourage children's participation because they feel a direct connection to the socio-cultural context. This demonstrates that integrating local values not only preserves culture but also serves as an educational strategy.



**Figure 1.** Children's participation in the learning process.

Overall, the findings can be concluded that children's participation in learning through Wajanus includes cognitive, motoric, and emotional aspects, with an emphasis on the relevance of local culture so that the use of interactive videos that focus on culture can be

considered an innovative teaching approach that not only increases student engagement, but also instills an appreciation for cultural identity from an early age.

**Children's Emotional Responses and Learning Motivation**

Wajanus' use of interactive videos also influenced children's emotional reactions. Children displayed consistent happiness from the beginning to the end of the activity, as evidenced by their facial expressions, laughter, and active engagement. Research by Syarifah (2025) strengthens these findings by stating that interactive visual and audio-based media can trigger positive emotions that increase engagement and retention. A positive emotional response is crucial for developing intrinsic motivation to learn.

Motivation to learn is further demonstrated when students happily repeat correct answers, even after the question-and-answer session is over. This phenomenon indicates intrinsic motivation, the child's internal drive to learn more. This aligns with the findings of Sari & Suyadi (2024) Children are more motivated to learn when learning is presented in the form of interactive games, because they don't feel like they're learning with rigid methods, but rather playing in a meaningful way.

In addition to internal motivation, external motivation also comes from social recognition received from teachers and peers. Teachers offer appreciation, while other children join in with applause, increasing the children's enthusiasm. Vygotsky's motivational theory emphasizes the crucial role of social support in building motivation in early childhood (Azarine & Hendriani, 2023). Thus, Wajanus' interactive media serves two roles: as a cognitive tool and as a social-emotional stimulus.

Interestingly, children who were previously passive began to participate when the classroom atmosphere became lively. This demonstrates a ripple effect of positive emotional reactions spreading throughout the class. Novianti et al. (2023) studies have shown that a positive and energetic classroom environment increases the participation of previously less engaged children. In other words, interactive media impacts not only individuals but also group dynamics.

Children's emotional reactions are also influenced by cultural factors in media. Children feel awe when they learn about traditional foods they may often see at home or in the market. This pride fosters a sense of belonging to local traditions, which research suggests Gutiawati (2022) plays a role in the formation of cultural identity from childhood. Therefore, Wajanus' interactive videos not only encourage enthusiasm for learning but also strengthen children's emotional connection to the archipelago's cultural heritage.

Overall, it can be concluded that children's emotional responses and learning motivation significantly improved with the use of interactive video media. These findings support the notion that engaging, relevant, and culturally rooted learning can enhance children's overall learning motivation.

**Children's Cognitive Achievements**

Learning through Wajanus also showed improvements in children's cognitive aspects, particularly in recognizing concepts of numbers, shapes, and language. In an interactive quiz session, children were able to answer approximately 75% of the questions accurately, indicating their understanding of the material presented. This cognitive improvement aligns

with research Kaffah (2020) which shows that interactive media based on daily life simulations can improve children's logical thinking skills.

**Table 1.** Percentage of children's cognitive achievement.

| Cognitive Aspect | Percentage of Children Who Achieve Target |
|---|---|
| Recognizing numbers 1-10 | 82% |
| Identifying shapes | 78% |
| Names snacks | 85% |
| Answering questions correctly | 75% |

These findings demonstrate that interactive media plays an effective role in supporting children's cognitive development through the use of images, as they recognize numbers and shapes more quickly. Interactive visual representations accelerate young children's understanding of symbols and abstract concepts.

In addition to shapes and numbers, children's language development also improves. They can name foods with good pronunciation, and some even attempt to construct simple sentences. This demonstrates that interactive media can support early literacy skills, as the application of audiovisual materials in education accelerates language development as children become accustomed to associating symbols with sounds.



**Figure 2.** Children's introduction of shapes, numbers and language through learning.

Children's cognitive capacity is also influenced by cultural context. Children more easily remember the names of traditional foods because they are familiar with them in their daily activities. This finding aligns with the concept of cultural schemas, which explains that children more quickly grasp information related to their experiences (Neviyarni, 2020). Thus, Wajanus not only hones cognitive skills but also expands children's cultural knowledge.

Therefore, it can be concluded that children's cognitive development is enhanced through the use of Wajanus' interactive video media, which integrates visual, audio, and local cultural elements. This demonstrates the collaboration between technology and local wisdom in supporting early childhood education.

**Children's Cognitive Achievements**

Wajanus serves not only as a cognitive learning tool but also as a means to instill Indonesian cultural values. Students are introduced to a variety of traditional foods, such as klepon, onde-onde, and getuk, which possess historical value and local wisdom. This process

supports culturally grounded character education, as emphasized by Darihastining et al. (2020) Learning rooted in local wisdom can foster children's awareness of cultural identity from an early age.

In addition to introducing culture, this medium also supports children's character development. Children understand the importance of appreciating local culinary diversity as a symbol of the nation's rich cultural heritage. Research Kurnita et al. (2022) highlighted that strengthening character values through the use of local cultural media contributes to building nationalism and pride in national identity. In this way, Wajanus plays a crucial role in internalizing national values from an early age.

Teachers also noted that children showed greater interest in traditional foods after the activity. Some even asked if they could take the food to school. This indicates that interactive media can foster a love of local products. Based on experiential learning theory, appropriate, hands-on experiences can foster lasting interest and values (Mar'atus Nasywa et al., 2025).

The value of mutual cooperation is also evident when children collaborate to answer questions. They discuss with each other before selecting the answer on the screen, reflecting both social skills and the value of cooperation. Implementing interactive, group-oriented learning can improve social and collaborative skills in children. This demonstrates that Wajanus also plays a role in developing social skills.

Thus, strengthening cultural values through interactive video media not only includes an introduction to Indonesian cuisine but also shapes children's identity, character, and social skills. The combination of cognitive and cultural aspects makes Wajanus a holistic tool that supports the achievement of early childhood education goals.

**Evaluation of the Implementation and Child Engagement in Wajanus Interactive Media**

Evaluation of the implementation of Wajanus revealed various advantages and challenges. Its advantages lie in its ability to engage children, increase participation, and reinforce cognitive achievement and cultural values. Teachers stated that using this media is relatively simple and requires no special equipment other than a laptop and projector. This makes Wajanus an efficient tool for use in the classroom.

Challenges were also encountered during implementation, such as limited learning time and a lack of devices at school. Some children also require more in-depth guidance to understand directions. A study by Winarti et al. (2022) revealed that digital media in early childhood learning requires teachers to adjust classroom management to maintain children's concentration. Therefore, teacher readiness is a crucial element in implementing interactive media.

Evaluations show that despite high levels of child engagement, approximately 15% of children still tend to be passive. This demonstrates the importance of diverse support strategies to ensure that every child receives equitable learning opportunities. Adapting learning strategies based on children's needs can improve the effectiveness of digital media use in early childhood learning.

Interviews with teachers and parents revealed satisfaction with the implementation of Wajanus. Parents stated that their children often enthusiastically shared their learning experiences at home. This indicates a transfer of learning experiences from school to the

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family context. Furthermore, Ulfa & Na'imah (2020) This study demonstrates that family participation is a key indicator of successful learning using digital media in early childhood education.

This evaluation concludes that Wajanus is an effective interactive medium, but requires ongoing support in the form of teacher training and the provision of facilities. Through continuous improvement and innovation, this medium has the potential to become a learning model rooted in local culture and applicable to various early childhood education schools.

Variations in children's engagement while using Wajanus interactive videos can be linked to multiple internal and external influences. Children who showed increased enthusiasm typically had more extensive previous engagement with digital media and a heightened interest in visual learning resources. In contrast, children who exhibited more passivity often needed more direct support, shorter video clips, and verbal encouragement from educators. Outside factors, such as the quality of facilitation and interactions with teachers, significantly contributed to maintaining engagement. Educators who sustained eye contact, posed guiding questions, and promoted involvement after every video segment noted increased attentiveness and interaction from students. This discovery corresponds with Harahap et al. (2025), who stress that teacher support in digital learning is vital for sustaining attention and assisting children in understanding visual information effectively.

The availability of resources also appeared as a crucial element affecting the degree of involvement and educational results. In classrooms with sufficient access to projectors, speakers, and reliable electricity, children exhibited greater focus and expressiveness during learning tasks. Nevertheless, when technical issues arose, like poor audio clarity or restricted visibility, children's focus typically diminished considerably. Instructors indicated that improvisation techniques, like verbally reiterating instructions or pausing videos for better understanding, assisted in closing these gaps. This suggests that the effectiveness of implementing interactive videos in early childhood environments relies on both the quality of the media and the preparedness of the supporting infrastructure along with teacher flexibility. Guaranteeing equal access to facilities thus transforms into a crucial suggestion to improve engagement consistency and optimize the educational impact of Wajanus interactive media

## 4. Conclusion

The implementation of interactive video learning using Wajanus at Mutiara Hati Kindergarten in Ponorogo has proven effective in increasing the overall participation of early childhood children, including cognitive, motor, social, and emotional aspects. This is supported by a local cultural theme that makes children feel familiar with the material being taught. Children show high enthusiasm, increased motivation to learn, and cognitive achievements such as recognizing numbers, shapes, and new vocabulary have shown significant progress. This interactive video also serves as a means of character education by introducing the values of mutual cooperation, pride in local products, and appreciation for the cultural identity of the archipelago. However, this study also identified limitations such as the level of child participation and the need for intensive guidance for some students, as well as infrastructure deficiencies that still need to be improved. The findings of this study emphasize the need for ongoing support through teacher training, provision of facilities, and the development of similar media innovations that can be implemented in other early childhood education institutions. In the future, learning using interactive video that promotes local

culture can be an effective strategy in improving the quality of early childhood education in Indonesia.

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