

## LOCAL WISDOM-BASED DIGITAL STORYTELLING IN ELEMENTARY SCHOOL LEARNING: A SYSTEMATIC LITERATURE REVIEW OF THE GOOGLE SCHOLAR DATABASE

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Received: 20-02- 2026

Revised: 15-03-2026

Approved: 27-03-2026

### ABSTRACT

*This study aims to systematically examine the implementation of local wisdom-based digital storytelling in elementary school learning and its contribution to students' literacy development. The background of this study is based on the importance of integrating technology and local culture to enhance the quality of contextual and meaningful learning. The method used is a Systematic Literature Review (SLR) by analyzing scientific articles indexed in Google Scholar based on specific inclusion and exclusion criteria. The analysis process is conducted through identification, selection, evaluation, and synthesis of data from various relevant studies. The results indicate that local wisdom-based digital storytelling is effective in improving reading and writing literacy, digital literacy, as well as cultural and civic literacy among students. In addition, this approach is also able to enhance learning motivation, conceptual understanding, and critical thinking skills. Therefore, the integration of digital storytelling and local wisdom becomes an innovative and relevant strategy to support 21st-century learning in elementary schools.*

*Keywords: Digital, storytelling, wisdom, learning*

### INTRODUCTION

The development of information technology in the digital era has driven fundamental changes in teaching practices at the elementary school level, shifting from a one-way information delivery model toward learning experiences that are more participatory, contextual, and meaningful. In this context, digital storytelling has emerged as a relevant pedagogical innovation, as it integrates narrative, visual elements, audio, and video into a unified digital story. According to Bernard R. Robin, digital storytelling functions not merely as a presentation medium, but also as a tool through which learners can organize ideas, reflect on experiences, and construct knowledge through the process of story creation.<sup>1</sup> Thus, the strength of this approach lies not merely in its use of technology, but in its ability to create learning experiences that are active, creative, and reflective. Digital storytelling contributes to increased student engagement, strengthens conceptual understanding, and fosters critical thinking through the presentation of experiences that are closely connected to learners' everyday lives<sup>2</sup>. When integrated with local wisdom, this approach becomes even more strategic, as it provides students with opportunities to learn through the values, traditions, and

<sup>1</sup> Bernard R Robin, "Digital Storytelling : A Powerful Technology Tool for the 21st Century Classroom," 2008, 220–28, <https://doi.org/10.1080/00405840802153916>.

<sup>2</sup> Wirda, "Pemanfaatan Digital Storytelling Dalam Mengajarkan Nilai-Nilai Sosial Budaya Pada Siswa SD," *Intelektual: Jurnal Ilmiah Multidisiplin Mahasiswa Dan Akademisi* 1 (2025): 1–7.

cultural realities that surround them. As a result, learning is not detached from their social identity; rather, it strengthens the relevance and meaning of education in their everyday lives.

The implementation of technology-based and literacy-oriented learning is supported by national education policies that emphasize the strengthening of students' literacy and character development through the Merdeka Curriculum and the National Literacy Movement<sup>3</sup>. Relevant forms of literacy in this context include digital literacy, which refers to the ability to access, understand, evaluate, and utilize information through technology, as well as cultural and civic literacy, which involves understanding local cultural values and internalizing them in everyday life. This is consistent with studies showing that local wisdom-based digital literacy can shape students who are not only technologically competent, but also possess strong character and cultural awareness<sup>4</sup>.

Various studies have shown that the use of local wisdom-based learning media, such as interactive multimedia, e-storybooks, and digital comics, can enhance the literacy skills of elementary school students. For instance, research on the development of local wisdom-based multimedia has demonstrated improvements in students' digital literacy, while also creating learning experiences that are more engaging, enjoyable, and effective<sup>5</sup>. These findings indicate that the integration of local cultural elements into digital media not only improves students' ability to comprehend texts, but also strengthens their emotional engagement in the learning process. When learning content is connected to familiar folktales, traditions, or surrounding environments, students are more likely to construct meaning effectively and relate new knowledge to their everyday experiences. This, in turn, contributes to the development of broader literacy competencies, including reflective reading and writing literacy, cultural literacy that fosters identity and appreciation of local values, and digital literacy that encourages students to become not merely users of technology, but also creators of simple digital content.

In addition, the use of local culture-based digital media has been shown to significantly enhance students' learning motivation and conceptual understanding. This improvement occurs because the material presented feels more closely connected to students' lives, fostering a stronger sense of ownership and greater interest in learning. When students encounter familiar cultural elements within digital content, the learning process is no longer abstract, but instead becomes a concrete and relevant experience. This condition encourages active engagement, both cognitively and affectively, making students more focused, enthusiastic, and proactive in exploring the material.

At the same time, digitally packaged visuals and narratives help simplify complex concepts, making them easier to understand and retain over the long term. The interaction between technology and cultural context also enables

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<sup>3</sup> Bidang Pembelajaran Kemendikbud, "Pedoman Pelaksanaan Gerakan Nasional Literasi Bangsa," 2016, 1–49, <https://repositori.kemdikbud.go.id/11619/1/Pedoman-GLNB-2016-2019.pdf>.

<sup>4</sup> Resmalasari, "Penguatan Literasi Digital Berbasis Kearifan Lokal," *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia)* 10, no. 02 (2023).

<sup>5</sup> Rizki Fadila Nasution and Penda Sudarto Hasugian, "Pengembangan Multimedia Interaktif Pembelajaran Sastra Berbasis Kearifan Lokal Sumatra Utara," *Jurnal Teknologi Pendidikan* 18, no. 1 (2025): 47–51.

deeper learning, as students not only comprehend the content itself, but are also able to relate it to values, meanings, and practices in their everyday lives.

However, existing studies still demonstrate considerable variation in their focus. Some research emphasizes the development of learning media, such as e-storybooks or multimedia applications, while others concentrate on improving specific types of literacy, including digital, historical, or civic literacy. Relatively few studies have comprehensively examined local wisdom-based digital storytelling through a Systematic Literature Review (SLR) approach. In fact, an SLR is essential for identifying research trends, uncovering gaps in the literature, and evaluating the overall effectiveness of implementation across various studies available in databases such as Google Scholar.

Based on the discussion, a systematic review of local wisdom-based digital storytelling in elementary school learning is necessary in order to obtain a comprehensive understanding of its research trends, effectiveness, and contribution to students' literacy development. The research questions addressed in this study are as follows: (1) What are the research trends in local wisdom-based digital storytelling in elementary school learning within the Google Scholar database? (2) What forms of implementation and media characteristics are employed? (3) What types of literacy are developed through this approach? and (4) How effective is this approach in improving students' literacy? This study is limited to the review of scientific articles indexed in Google Scholar between 2020 and 2026, with a focus on the elementary school level and on the use of digital storytelling integrated with local wisdom.

## RESEARCH METHODS

This study employs a Systematic Literature Review (SLR) approach to comprehensively examine the implementation of local wisdom-based digital storytelling in elementary school learning. The SLR method was selected because it enables the systematic identification, evaluation, and synthesis of research findings in a structured manner, thereby producing more objective and comprehensive results. The procedure in this study follows the stages of SLR developed under the PRISMA framework, which include identification, screening, eligibility, and inclusion stages<sup>6</sup>. This approach is employed to systematically analyze research trends and gaps in the literature. The article selection process in this study includes the stages of identification, screening, eligibility, and inclusion. The initial stage involves designing a literature search strategy in which the search formulation is aligned with the focus of the review, namely local wisdom-based digital storytelling in elementary school learning.

The search string used in the Google Scholar database was designed to capture relevant articles by incorporating the following keywords: "digital storytelling," "local wisdom," "elementary school learning," and "student literacy." This combination of keywords was selected to ensure that the search results encompass studies on digital story-based media innovations, the integration of local culture, and their impact on literacy development at the primary education level.

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<sup>6</sup> Melissa L Rethlefsen et al., "PRISMA-S : An Extension to the PRISMA Statement for Reporting Literature Searches in Systematic Reviews" (USA: University of Florida, Gainesville, 2021), 1–19.

To both broaden and refine the search results, Boolean operators—namely AND, OR, and, in certain stages of selection, NOT—were applied. The AND operator was used to narrow the results so that they included all key concepts, such as “digital storytelling” AND “local wisdom” AND “elementary school.” The OR operator was employed to capture equivalent or related terms, for example, “digital literacy” OR “cultural literacy.” Meanwhile, the NOT operator was used to exclude irrelevant articles, such as those focusing on secondary or higher education levels. The application of these Boolean operators is essential in SLR research, as it enhances search accuracy and reduces bias in literature selection.

The articles analyzed in this study were limited to publications written in Indonesian. This decision was made because the research focuses on the implementation of local wisdom-based digital storytelling within the context of elementary education in Indonesia. The use of Indonesian-language articles enables the researchers to obtain findings that are more contextualized to local cultural realities, national education policies, and teaching practices in Indonesian elementary schools. Therefore, this limitation is not merely technical in nature, but rather constitutes a methodological strategy to ensure the relevance and depth of interpretation of the review findings.

At the identification stage, a total of 50 articles were retrieved from the Google Scholar database using the keyword phrase “digital storytelling kearifan lokal.” Following the removal of duplicate records, 45 articles remained. During the screening stage, the articles were evaluated based on their titles and abstracts, resulting in the exclusion of 15 articles due to lack of relevance.

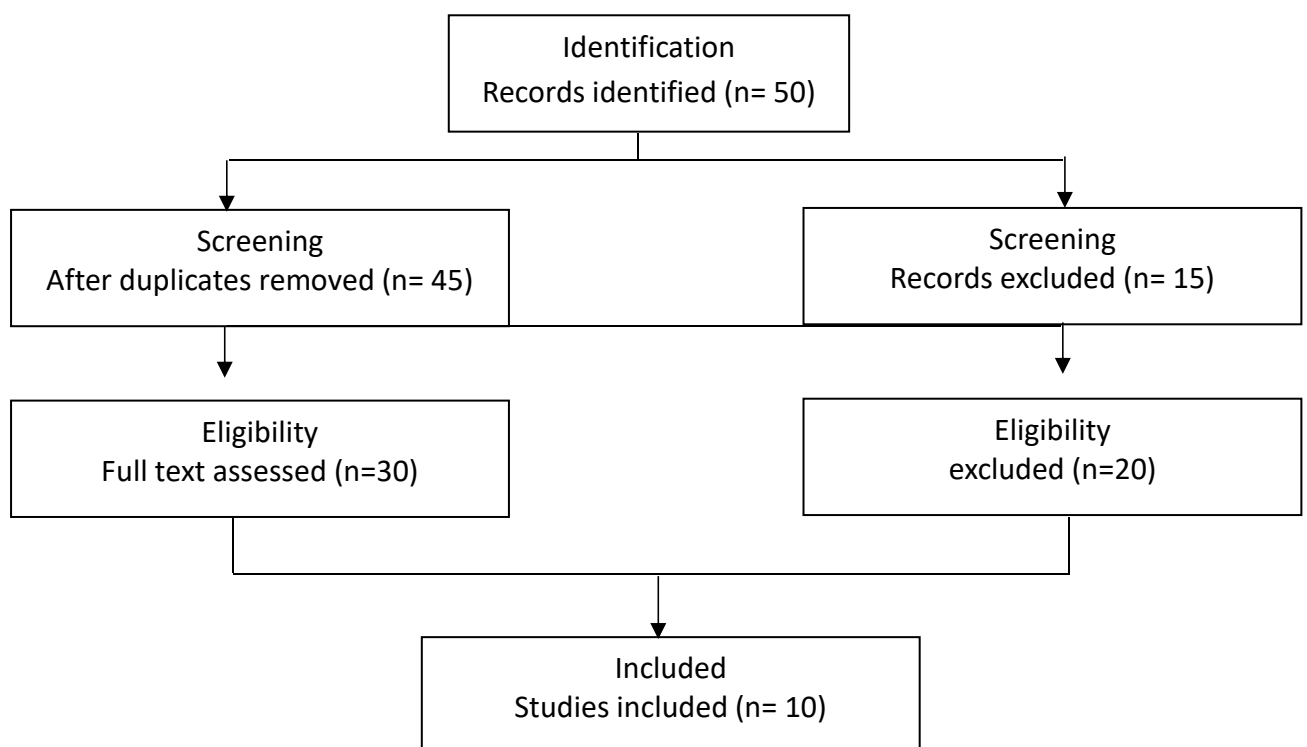
The subsequent stage was eligibility, in which 30 articles were examined in full text, and 20 articles were excluded because they did not meet the inclusion criteria. This process reflects the specific function of each stage within the PRISMA framework, namely to minimize bias and ensure the validity of the data<sup>7</sup>. At the final stage, a total of 10 articles were deemed eligible and were included in the Systematic Literature Review analysis. The inclusion and exclusion criteria applied in this study are presented below.

Aspect	Inclusion	Exclusion
Research Topic	Scholarly articles discussing digital storytelling	Articles not related to digital storytelling
For Local Wisdom	Incorporating local wisdom, regional culture, or local values in learning	Do not include elements of local wisdom or culture
Education Level	Focusing on elementary school education	Focus on secondary education, higher education, or non-formal education
Research Variables	Examining effects on students’ literacy, thinking skills, or learning outcomes	Not relevant to the study objectives or research variables
Type of Publication	Journal articles or conference proceedings	Opinion pieces, editorials, popular books, or non-scientific documents

<sup>7</sup> Alessandro Liberati et al., “The PRISMA Statement for Reporting Systematic Reviews and Meta-Analyses of Studies,” *Canadian Institutes of Research* 6, no. 7 (2009), <https://doi.org/10.1371/journal.pmed.1000100>.

Language	Written in Indonesian	Written in languages other than Indonesian
Document Access	Available in full text	Only abstracts available, with no full-text access
Data Quality	Providing relevant empirical data or findings	Do not provide sufficient empirical data
Year of Publication	Published between 2020 and 2026	Published before 2020

The flow of the literature selection process in this study is illustrated in the following diagram.



## RESULTS AND DISCUSSION

Based on the Systematic Literature Review (SLR) process guided by the PRISMA framework, the article selection results were obtained through several stages, namely identification, screening, eligibility, and inclusion. At the identification stage, the researchers found a total of 50 articles from the Google Scholar database using the keywords digital storytelling, local wisdom, and elementary school learning. The retrieved articles were publications within the 2020–2026 period, with a predominance of studies published in 2024–2025, indicating a growing research interest in this topic.

Subsequently, during the screening stage, articles were filtered based on their titles and abstracts, resulting in 45 articles after the removal of duplicates. Of these, 15 articles were excluded because they were not relevant to the focus of the study, such as those that did not address the elementary school level or failed

to integrate elements of local wisdom. This stage was intended to ensure the initial alignment between the research topic and the article content.

At the eligibility stage, 30 articles were analyzed in depth through full-text reading. This process led to the exclusion of 20 articles that did not meet the inclusion criteria, due to factors such as limited accessibility, insufficient discussion of literacy, or a lack of specificity regarding digital storytelling. Consequently, at the final stage, 10 articles met all criteria and were used as the primary sources in the SLR analysis.

The distribution of articles indicates that the studies were predominantly qualitative and research-and-development (R&D) in nature, with only a small proportion employing a literature review approach. This suggests that research on local wisdom-based digital storytelling remains largely focused on practical implementation and media development, while synthesis-oriented studies such as SLRs are still limited. The distribution of articles is presented in the following table.

No.	Author(s) & Year	Research Title	Methodology	Subjects	Key Findings	Institutional Affiliation / Country
1.	Puspitasari et al. (2025) <sup>8</sup>	Digital Storytelling for Effective Learning	SLR	SD	Enhancing Digital Literacy and Critical Thinking	Universitas Negeri Semarang / Indonesia
2.	Mujtahidin (2025) <sup>9</sup>	Digital Storytelling in Local Wisdom	Kualitatif	SD	Fostering Character Development and Cultural Literacy	Institut Pendidikan Nusantara / Global Indonesia
3.	Purwoto (2025) <sup>10</sup>	Integration of Digital Storytelling in Project-Based Learning	Literature Review	SD	Advancing Historical Literacy	Universitas Negeri Semarang / Indonesia
4.	Khaerunnisa (2025) <sup>11</sup>	Implementasi of Local Wisdom-Based Storytelling	Kualitatif	SD	Facilitating the comprehension of concepts	Universitas Negeri Makassar / Indonesia
5.	Aiman (2025) <sup>12</sup>	Storytelling	Studi Kasus	SD	Enhancing	Universitas

		Digital & Budaya Lokal				the understand ing of cultural values	PGRI Yogyakarta / Indonesia
6.	Yuliarti et al (2025) <sup>13</sup>	Effectiveness of Digital Approaches Grounded in Local Wisdom	R&D	SD	Effectively enhancing reading literacy	UIN Palangkaraya / Indonesia	
7.	Ayurachmawati (2024) <sup>14</sup>	Multimedia Grounded in Local Wisdom	R&D	SD	Enhancing students' digital literacy	Universitas PGRI Palembang / Indonesia	
8.	Permatasari (2024) <sup>15</sup>	E-Storybook Based on Local Culture	Eksperimen	SD	Enhancing reading literacy	Universitas PGRI Kediri	
9.	Pratiwi (2024) <sup>16</sup>	Digital Comics on Local Wisdom	Eksperimen	SD	Enhancing conceptual understand ing	Universitas Pendidikan Ganesha / Indonesia	
10.	Pramusinta (2023) <sup>17</sup>	Digital Literacy Grounded in Educational Games	Kualitatif	SD	Fostering character and digital literacy	Universitas Islam Lamongan /	

Based on the synthesis, several distribution patterns can be identified, providing stronger and more measurable support for the research findings. In terms of research trends, approximately 70% of the articles (7 out of 10 studies) were published during the 2024–2025 period, indicating a significant increase in scholarly interest in local wisdom-based digital storytelling. Qualitatively, this is further supported by studies suggesting that the integration of digital technology in elementary education has accelerated in response to the demands of 21st-century learning and the broader digital transformation of education.

Regarding media implementation, around 80% of the studies reported the use of interactive multimedia formats, such as videos, e-storybooks, and digital comics, while the remaining studies adopted simpler text-based digital approaches. From a qualitative perspective, multimodal media provide richer

learning experiences by engaging multiple senses, thereby enhancing student involvement and improving conceptual understanding more effectively.<sup>18</sup>

The review findings indicate that research trends in local wisdom-based digital storytelling are increasing. However, a critical observation reveals that most existing studies remain exploratory in nature and are often confined to limited contexts, such as a single school or a specific cultural region. This suggests that the generalizability of the findings is still relatively weak. Furthermore, comparative and longitudinal studies remain scarce, making it difficult to demonstrate the long-term impact of such approaches on students' literacy development. Other studies also emphasize that digital literacy research in elementary schools is still largely dominated by descriptive approaches, with limited large-scale experimental investigations into effectiveness.

In terms of the types of literacy developed, although various studies report improvements in reading-writing, digital, and cultural literacy, there remains a tendency for literacy assessment to be conducted in a partial rather than integrated manner within a comprehensive literacy framework. Some studies merely measure learning outcomes without examining more complex literacy dimensions, such as students' evaluative and reflective abilities in processing information. Other research highlights that digital literacy extends beyond the ability to use technology; it also encompasses critical thinking, digital ethics, and the capacity to produce content responsibly<sup>19</sup>.

In terms of effectiveness, although the majority of studies report improvements in student motivation and understanding, it should be noted that most of these findings were obtained under controlled learning conditions and within relatively short timeframes. This raises the possibility of bias, such as the novelty effect, in which students demonstrate increased motivation due to their interest in a new medium rather than its long-term effectiveness. This suggests that the successful implementation of digital media is strongly influenced by teachers' competence in managing technology and integrating it with appropriate instructional strategies.

The integration of local wisdom into digital storytelling in elementary school learning offers considerable potential; however, in practice, it also faces several challenges. One of the main issues is the imbalance between preserving cultural accuracy and pursuing digital innovation. This indicates that, in the process of transforming cultural content into digital formats, there is often a tendency to simplify narratives in order to make them more visually appealing and easier for students to understand. Such a condition may reduce the depth of cultural meaning that should be conveyed. Studies on cultural literacy emphasize that cultural representation in learning media must take into account authenticity and social context in order to avoid the reduction of cultural significance.

## CONCLUSION

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Therefore, although local wisdom-based digital storytelling holds significant potential in education, its implementation must be carried out carefully and grounded in thorough scholarly consideration. Maintaining a balance between innovation and cultural authenticity is essential to ensure that the developed media are not only engaging, but also capable of conveying cultural values in a complete and meaningful way.

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