Implementing interactive videos based on local cultural values to enhance character education among elementary school students

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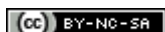**Fahril Ramadhani**, Universitas Muhammadiyah Buton

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Abstract: Implementation of interactive videos based on local cultural values in elementary school character education is essential in face of rapid technological advancement. Interactive videos not only help students understand and appreciate their own cultural heritage, but also introduce them to important character values embedded in local traditions and customs. These values play a crucial role in shaping students' identity, integrity, and personality. Study aims to apply interactive videos grounded in local cultural values to support character education in elementary school students. A quantitative approach was used, involving a survey of 21 students to evaluate key aspects of character development. Data collected through questionnaires were analyzed statistically to provide an objective overview and to inform the development of effective character education policies. The research findings show that interactive videos have a positive impact on students' character development, especially in terms of teamwork and environmental awareness. Many students demonstrated improved collaboration and greater concern for their surroundings, along with increased honesty and appreciation for local culture. However, some students showed only minimal progress, indicating the need for continued efforts to ensure more equitable character development among all learners.

Keywords: Interactive Video, Local Cultural Values, Character Education

INTRODUCTION

Implementation of interactive videos in education holds the potential to transform the way students learn and engage with learning materials. By utilizing interactive technology, educators can create more engaging and enjoyable learning experiences, allowing students to actively participate through quizzes, simulations, and practical assignments embedded within the videos (Bustomi et al., 2025; Raharjo & Safitri, 2024). In addition, interactive videos can be adapted to various learning styles, enabling students to explore the material at their own pace and according to their individual learning needs (Ariani et al., 2022; Nugrahaeni et al., 2023; Suantini et al., 2025). This not only enhances students' understanding and retention of information, but also encourages them to think critically and creatively, while fostering collaborative skills that are essential in today's workforce (Siswoyo et al., 2025; Sumarni et al., 2024; Handayani et al., 2023).

Integration of interactive videos in education has the potential to transform the way students learn and engage with instructional content. By employing interactive technology, educators can design more engaging and enjoyable learning experiences, in which students actively participate through embedded quizzes, simulations, and practical tasks within the videos (Nurhosen et al., 2024; Amalia & Agustina, 2022; Saputri & Silvester, 2024). These values will support students in developing into individuals of strong character, with a solid ethical foundation and the ability to contribute positively to their communities. Furthermore, the integration of local cultural values in character education also reinforces students' cultural identity and fosters an appreciation for Indonesia's rich diversity. By understanding and valuing their cultural heritage, students will grow into individuals who take pride in their cultural roots and uphold these values in their daily lives (Aswasulasikin et al., 2022) (Laura & Sujana, 2022) (Raharjo & Safitri, 2024). This also contributes to the creation of an inclusive and harmonious learning environment, where every student feels valued and accepted. Through this approach, character education not only shapes positive personal traits, but also nurtures a love for local culture and encourages students to become responsible and broad-minded citizens (Pujiani & Hadi, 2020) (Sakti et al., 2024).

The goal of character education for elementary school students is to shape positive personalities, instill strong moral values, and enable students to behave in accordance with societal norms. Through character education, students are encouraged to understand and internalize values such as honesty, responsibility, empathy, and cooperation (Suri & Chandra, 2021) (Rahayu et al., 2021) (Wati et al., 2024). The implementation of interactive videos based on local cultural values in character education can serve as an effective and engaging method. By presenting content that is relevant to local culture, students are able to observe real-life examples of the application of these values in everyday life. The interactivity of the videos allows students to actively engage, making it easier for them to understand and apply the values being taught (Nurasiah et al., 2022). Thus, the combination of character education and interactive videos based on local cultural values can create a richer, more meaningful, and profound learning experience for elementary school students.

Based on the explanation of character education in elementary schools, the research by (Zakaria et al., 2023) highlights the importance of enhancing cultural literacy to improve elementary students' critical reading skills to a satisfactory level. This improvement can be applied by integrating real-life situations into classroom learning, allowing students to independently connect the knowledge they have previously acquired with real-life situations. Furthermore, the research by (Adnyana et al., 2023) found that the assessment of e-module products is based on six aspects, namely: the content aspect of the subject area, with a level of achievement rated as appropriate; the learning media aspect, with a percentage of achievement rated as very good/very appropriate; and the

trial aspect, particularly the small group trial, which received a very appropriate rating. The study by (Zambrano, 2024) focuses on pictograms as simple graphic symbols representing concepts, words, objects, and/or actions, enabling teachers to convey messages. This strategy is powerful for developing students' learning as readers and writers by providing structure and rules in verbal language, particularly in the stages of reading and literature learning.

Character education is concerned with the development of moral and ethical values within individuals, such as honesty, responsibility, cooperation, tolerance, and empathy. One of the primary issues in character education is the insufficient attention given to this aspect within the educational system (Nyoman et al., 2024) (Raharja et al., 2022) (Ariani et al., 2022). Character education for elementary school students is considered crucial, especially in Baubau City. This makes it possible to achieve character education through multicultural (cultural) education. The issues in character education among elementary school students include: students may exhibit non-compliant behavior towards school rules, teachers, or peers. Problematic behaviors can include aggression, cheating, or disrupting lessons. Additionally, students may struggle to understand the feelings and perspectives of others. Character education in Baubau City is often abstract and lacks clear guidelines. This can lead to confusion among teachers and schools regarding the best methods for integrating character education into the student curriculum. This is in line with the statement of the head of SD Negeri 2 Wameo, who mentioned that the lack of resources, training, and support in the implementation of character education could also be a barrier (interview on Monday, September 4, 2024). This is consistent with the opinion of SD Negeri 2 Wameo, which stated that character education for students is greatly influenced by globalization, gadgets, and so on. This indicates the weakness of school facilities and resources capable of providing insight into character education (interview on Tuesday, September 12, 2024).

This study will focus on the approach of learning media, specifically the approach of interactive video-based learning rooted in local cultural values, which is an engaging method to support character education for elementary school students. This approach aims to integrate local cultural values into the learning process in a way that captivates and engages students. Interactive videos based on local cultural values provide a strong framework for character development. The implementation of interactive videos grounded in local cultural values in character education at the elementary school level is a positive step toward addressing several issues in character education, such as the lack of relevance to students' real-life experiences.

METHODS

Types and Data of the Research

This study employs a quantitative method with a survey approach to examine character education among elementary school students. The research instrument consists of questionnaires distributed to relevant respondents in order to collect data on the understanding and implementation of character values within the school environment (Harsiwi & Arini, 2020) (Wulandari et al., 2021) (I et al., 2025).

The data obtained were then analyzed using statistical techniques to provide an objective picture of the condition of character education in students. The research trial was conducted on 21 students. The selection of respondents was aimed at obtaining samples that truly represented the population being studied. With this quantitative approach, this study is expected to provide a clear and measurable picture of the characteristics of character education in students, as well as being a solid foundation for making policies or further actions in character development at the elementary school level.
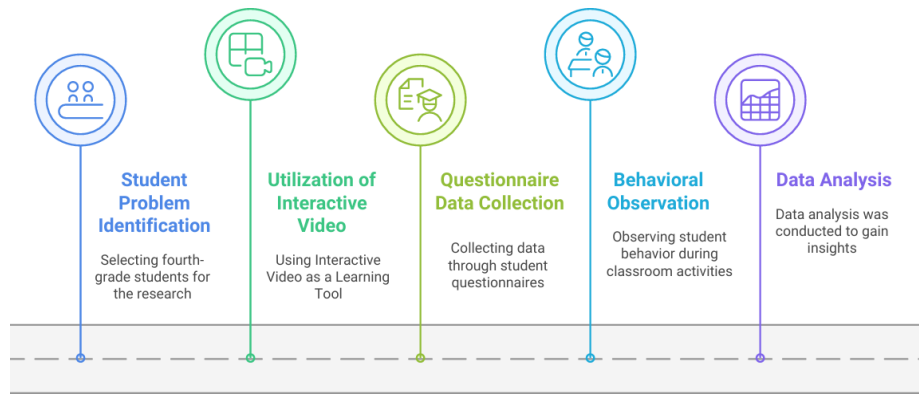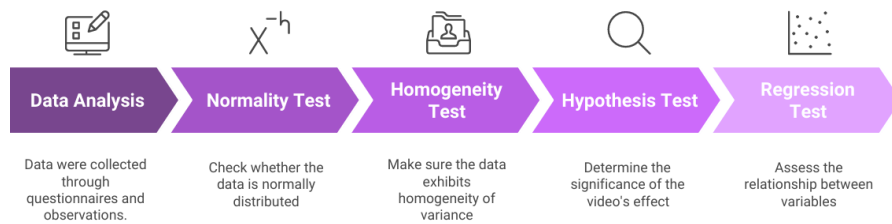
FIGURE 1. *Data collection process*

FIGURE 2. *Data analysis procedures for interactive video content*

Data Collection

Data collection in this study was conducted through the distribution of questionnaires to students after they participated in lessons using interactive videos based on local cultural values. The questionnaire was designed to measure students' responses to the learning material presented, as well as the extent to which character values such as honesty, responsibility, mutual cooperation, and respect were understood and internalized through the interactive videos (Ompi et al., 2020). The data collection process is illustrated in the Figure 1.

The questions in the questionnaire were constructed in the form of a simple Likert scale to align with the comprehension level of elementary school students. In addition to direct observation, which was conducted during the learning process, it was also employed to reinforce the data obtained from the questionnaire (Alifah et al., 2023). The observation focused on students' responses to the video presentation, their involvement in discussions, and behaviors that reflected the character values being instilled (Fajar et al., 2023). By combining questionnaires and observations, the researcher aims to obtain accurate and comprehensive data regarding the effectiveness of implementing interactive videos based on local culture in supporting character education at SD Negeri 2 Wameo.

Data Analysis

The data analysis consists of five main steps that are systematically organized as Figure 2. It begins with the data collection phase through questionnaires and observations under the 'Data Analysis' step, followed by a 'Normality Test' to ensure that the data has an appropriate distribution. Next, a 'Homogeneity Test' is conducted to examine the consistency of data variances before proceeding to the 'Hypothesis Test,' which determines the significance of the impact of the video content. Finally, a 'Regression Test' is used to evaluate the relationships between variables. These steps are designed to ensure valid and reliable analytical results.

TABLE 1. *Stages of implementing cultural values learning videos*

Stage	Activities	Figure
Planning To design a structured learning strategy appropriate to students' characteristics and learning materials	1. Define learning objectives and indicators 2. Select relevant cultural values 3. Create/select interactive video 4. Prepare media and tools	
Implementation To build understanding of cultural values through interaction and reflection	1. Watch interactive video 2. Students answer questions during video 3. Group discussion about cultural values	
Evaluation & Follow-up To encourage the application of cultural values in daily life	1. Observe student participation 2. Assign reflective tasks or cultural-themed projects 3. Reinforce material in the next session	

The data analysis in this study begins with a normality test to determine whether the data obtained from the questionnaires follow a normal distribution. This test is crucial as a basic requirement before conducting further statistical analysis. Following this, a homogeneity test is performed to ensure that the variance of the data from the groups being studied is uniform or homogeneous. These two tests serve as the initial stages in the analytical process to validate the use of parametric tests, particularly in hypothesis testing and regression analysis. Subsequently, a hypothesis test is used to determine whether there is a significant effect of using interactive videos based on local cultural values on improving students' understanding of character education (Sadewo & Purnasari, 2021) (Putri & Ahmadi, 2023) (Iasha et al., 2023). This test is conducted using a parametric statistical approach that aligns with the results of the previous normality and homogeneity tests. To measure the extent of the impact of interactive videos on character education, a simple linear regression test is performed. This regression test helps identify the relationship between the independent variable (interactive videos based on local cultural values) and the dependent variable (students' character education), as well as provides an understanding of the strength and significance of this relationship within the context of learning at SD Negeri 1 Wameo.

RESULTS

The integration of interactive videos to teach cultural values at SD Negeri 2 Wameo follows a structured process consisting of three key stages: planning, implementation, and evaluation with follow-up. During the planning stage, teachers identify specific learning objectives and select cultural values relevant to students' daily lives, such as honesty, respect, cooperation, and responsibility. They also choose or design interactive videos that are age-appropriate, engaging, and culturally meaningful. Preparation of media and equipment such as projectors, laptops, and speakers is also essential to support effective delivery. In the implementation stage, the learning process begins with a brief introduction and a warm-up activity to capture students' interest. The teacher then plays the interactive video, encouraging students to engage by answering embedded questions or making choices during the viewing. After watching the video, students are grouped to discuss the values presented and how these can be applied in real-life situations. The

teacher guides a class-wide reflection at the end to reinforce understanding and emphasize the importance of practicing these values both in and out of school. The final stage is evaluation and follow-up. Teachers also reinforce the values in future lessons and motivate students to implement them in their daily interactions, helping to build character and strengthen cultural awareness over time.

This approach not only enhances understanding and information retention but also helps students internalize values such as cooperation, respect, and honesty. The integration of local cultural values in interactive videos can strengthen students' cultural identity and instill a sense of pride in their cultural heritage. Students will feel more connected to the material they are learning due to its direct relevance to their daily lives. This also supports the creation of an inclusive learning environment that values cultural differences.

Results of Implementing Interactive Videos Based on Local Cultural Values

This approach not only enhances understanding and information retention but also helps students internalize values such as cooperation, respect, and honesty. The integration of local cultural values in interactive videos can strengthen students' cultural identity and instill a sense of pride in their cultural heritage. Students will feel more connected to the material they are learning due to its direct relevance to their daily lives. This also supports the creation of an inclusive learning environment that values cultural differences.

Table 2 illustrates that the implementation of interactive videos based on local cultural values in character education has shown relatively positive results, particularly in enhancing student collaboration. The video has proven effective in encouraging students to work together in groups, although a small number of students still face challenges in this area. Furthermore, the interactive video also contributes to the development of student integrity, although more effort is needed to ensure students consistently apply the values of integrity in their behavior. In terms of environmental awareness, the video has been highly successful in raising students' attention to environmental issues. Meanwhile, regarding the understanding and internalization of local cultural values, although there has been progress, a more in-depth approach is still required to ensure these values are genuinely embedded in the students. Overall, the use of this media has had a positive impact on character education; however, there remains room for improvement to achieve more optimal outcomes.

TABLE 2. *Application of interactive videos based on local cultural values to enhance character education*

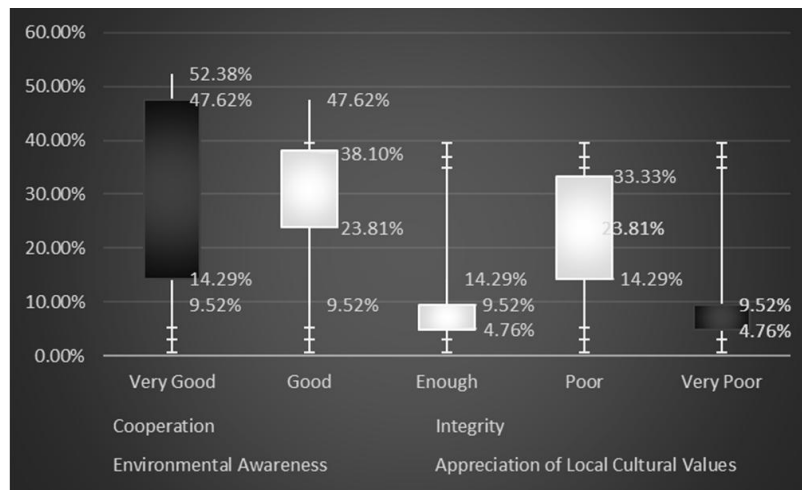| Aspect/Description	Very Good	Good	Enough	Poor	Very Poor
Observation of Student Cooperation	47.62%	23.81%	4.76%	14.29%	9.52%
Observation of Students' Integrity	9.52%	47.62%	14.29%	23.81%	4.76%
Observation of Students' Environmental Awareness	52.38%	9.52%	4.76%	23.81%	9.52%
Observation of Understanding and Internalization of Local Cultural Values	14.29%	38.10%	9.52%	33.33%	4.76%

FIGURE 3. *Percentage of Students' Character Education*

TABLE 3. *Results of the normality test*

Aspect	Indicator	Residual Value
Normal Parameters (a & b)	Mean	22.00
	Standar Deviation	2.01
Most Extreme Differences	Absolute	0.051
	Positive	0.051
	Negative	0.049
	Kolmogorov-Smirnov Z	0.585
	Asymp. Sig. (2-tailed)	0.884

Figure 3 illustrates the effectiveness of integrating interactive videos based on local cultural values in enhancing students' character education. In terms of students' cooperation, the highest percentage falls within the "Very Good" category at 47.62%, while 23.81% are categorized as "Good". This indicates that local-culture-based interactive videos can effectively promote group cooperation among students, although a small proportion of students still fall into the "Poor" and "Very Poor" categories, at 14.29% and 9.52% respectively. In the aspect of student integrity, 47.62% of students are in the "Good" category, but only 9.52% reached the "Very Good" level. This suggests that while the interactive video aids in developing students' integrity, further efforts are required to deepen students' understanding and application of integrity-related values. Regarding environmental awareness, a majority of students (52.38%) are in the "Very Good" category, demonstrating that the video is highly effective in raising students' environmental consciousness. However, in the area of understanding and internalizing local cultural values, while 38.10% of students are categorized as "Good", a higher percentage (33.33%) still fall under the "Poor" category. This indicates a need for further reinforcement in embedding local cultural values within character education initiatives.

Normality Test of the Data

The normality test aims to examine whether, in the regression model, the residual or error terms are normally distributed. To determine whether the data are normally distributed, a normality test can be conducted using the One-Sample Kolmogorov-Smirnov test on the residuals of the regression equation. The testing criterion is as follows: if the probability value (p-value) is greater than 0.05, the data are considered to be normally distributed; whereas if the p-value is less than 0.05, the data are not normally distributed.

Based on Table 3, the Kolmogorov-Smirnov Z value is 0.585 with a significance level of 0.884. Since the significance value is greater than 0.05 (0.884 > 0.05), it can be concluded that the residual data is normally distributed. This indicates that the data used

in this study meets the assumption of normality, making it suitable for further statistical analysis. This finding strengthens the validity of the research results regarding the implementation of interactive videos based on local cultural values to support character education for fourth-grade students at SD Negeri 2 Wameo, as the data obtained from the use of this learning media has passed a statistical test that satisfies the normal distribution requirement.

Homogeneity Test

The homogeneity of variance between two or more groups was assessed using Levene's Test. The test yielded a Levene statistic of 0.007 with degrees of freedom df1 = 1 and df2 = 82, and a p-value of 0.823. This result indicates that there is insufficient evidence to reject the null hypothesis, which states that the variances between the groups are not significantly different. Therefore, it can be concluded that the assumption of homogeneity of variance is satisfied, and the data are appropriate for further parametric analysis.

The homogeneity of information fluctuations can be determined based on the significance value. If the significance value is less than 0.05, the information fluctuations are considered heterogeneous, while if it is greater than 0.05, the information is considered homogeneous. Based on the analysis results, the significance value is 0.823 (sig. esteem = 0.823 > 0.05), which leads to the conclusion that the information fluctuations are homogeneous. This indicates that the data obtained in the study on the Implementation of Interactive Videos Based on Local Cultural Values to Support Character Education for 4th-grade students at SD Negeri 2 Wameo demonstrates good stability, meaning that the information generated can be considered consistent and reliable for supporting comprehensive character development in students.

Hypothesis Test

Hypothesis testing is conducted to determine whether there is a significant effect of the independent variable on the dependent variable. The decision-making basis for the t-test in linear regression analysis is based on the significance (Sig) value derived from the "Coefficients" output table in SPSS Version 27. The significance level used for this test is 0.05. If the significance value (Sig) is greater than 0.05, we fail to reject the null hypothesis (i.e., there is no significant effect). Conversely, if the significance value (Sig) is less than 0.05, we reject the null hypothesis and conclude that there is a significant effect of the independent variable on the dependent variable. This process helps to assess whether the application of the independent variable (interactive videos based on local cultural values) has a statistically significant impact on the dependent variable (character education of 4th-grade students).

The results of the t-test statistical analysis indicate that there is a significant effect between the independent and dependent variables, as evidenced by the significance value of 0.000 < 0.05. This forms the basis for the decision to accept Hypothesis 1, which means that the independent variable, student interest in learning, has a partial effect on the dependent variable. Conversely, Hypothesis 2 is rejected. These findings support the notion that the application of interactive videos based on local cultural values makes a tangible contribution to increasing student interest in learning, particularly for the fourth-grade students at SD Negeri 2 Wameo. This approach is not only effective in cognitive aspects but also helps in the development of character education, as the content delivered is rich in cultural values that are relevant to the students' everyday lives.

TABLE 4. *Homogeneity Test Results*

Aspect	Indicator	Value
Homogeneity of Variance	Levene Statistic	0.007
	Degrees of Freedom 1 (df1)	1
	Degrees of Freedom 2 (df2)	21
	Significance Level (Sig. / p-value)	0.123

TABLE 5. *Results of Hypothesis Test*

Aspect	Indicator	Value
Constant	Standard Error	0.034
	t-value	-2.240
	Significance	0.027
Character Education of Students	Standard Error	0.001
	Beta	0.429
	t-value	3.858
	Significance	0.000

TABLE 6. *The results of the linear regression test*

Aspect	Indicator	Value
Constant	B (Unstandardized)	-0,065
	Standard Error	0,034
	t-value	-2,240
	Significance	0,027
PVI	B (Unstandardized)	0,005
	Standard Error	0,001
	Beta (Standardized)	0,429
	t-value	3,858
	Significance	0,000
NNB	B (Unstandardized)	0,002
	Standard Error	0,002
	Beta (Standardized)	0,110
	t-value	1,002
	Significance	0,318

Simple Linear Regression Test

The analysis technique used in this study is simple linear regression. Based on the results of the classical assumption tests above, it can be concluded that the data follows a normal distribution and does not exhibit multicollinearity. Therefore, the requirements for conducting a simple linear regression analysis are met, allowing for hypothesis testing. This study analyzes the effect of Interactive Video Application (IVA) on Local Cultural Values to Support Character Education for Students (LCV).

Based on the table, the regression analysis results show that the Implementation of Interactive Video (PVI) has a positive and significant effect on improving students' character education, with an unstandardized coefficient (B) of 0.005, a t-value of 3.858, and a significance level of 0.000 ($p < 0.05$). This indicates that the higher the implementation of interactive video, the greater the improvement in students' character education. Meanwhile, the Cultural Values (NNB) variable also shows a positive effect (B = 0.002), but it is not statistically significant (significance = 0.318), suggesting its contribution to the model is not as strong as that of PVI. The negative and significant constant (-0.065) implies that without the presence of PVI and NNB, the level of character education tends to be lower. Overall, these findings support the notion that the use of interactive video based on local cultural values is more effective in enhancing elementary

school students' character education, especially through engaging and visual learning methods, compared to the inclusion of cultural values alone without interactive media.

Values of character education based on local culture are analogously integrated into Newton's binomial formula. The purpose is not for pure mathematical calculation, but rather to build a representative model that illustrates how character education can be combined with academic content in the learning process.

$$(x + a)^n = \sum_{k=0}^{n} \binom{n}{k} x^k a^{n-k}$$

(1)

Adaptation:

x = core subject matter

a = culture-based character values

n = number of learning stages (for example, 4 sessions = n = 4)

$$(x + a)^4 = \binom{4}{0} x^0 a^4 + \binom{4}{1} x^1 a^3 + \binom{4}{2} x^2 a^2 + \binom{4}{3} x^3 a^1 + \binom{4}{4} x^4 a^0$$
$$= 1a^4 + 4xa^3 + 6x^2a^2 + 4x^3a + 1x^4$$

(2)

Using the analogy of the binomial formula, we can design interactive learning that is proportional by combining academic elements and character values in a balanced and systematic way. Each term in the binomial expansion can be likened to a stage or form of learning that contains a specific proportion between the subject matter (x) and culture-based character values (a). Through this approach, teachers can create flexible learning scenarios, where the ratio between academics and character can be adjusted according to the learning objectives and students' needs, making the learning process more meaningful and impactful in shaping both the competencies and personality of students.

The table of interpretation from the binomial expansion $(x+a)^4$ illustrates how the combination of subject matter (x) and culture-based character values (a) can be applied in various proportions during the learning process. Each term in the table represents the level of integration between academic and character aspects, ranging from learning that is fully focused on character values (as seen in a^4), to being purely academic without character elements (as seen in x^4). The middle terms, such as x^2a^2, represent the ideal balance, where students not only learn the academic material but also actively internalize noble values through local cultural context. Through this interpretation, teachers can adjust their teaching approach according to the desired needs and goals, whether to emphasize character development, academic mastery, or both simultaneously.

TABLE 6. *Interpretasi*

Term	Meaning in Learning
$1a^4$	Learning is entirely based on local cultural values (e.g., folk tales or local inspirational stories).
$4xa^3$	Character values are dominant, but the subject matter is still present (e.g., a discussion task based on a local story).
$6x^2a^2$	A balance between academics and character (ideal for interactive videos, such as contextual math problems based on culture).
$4x^3a$	More focused on academic material, but character values are still included (e.g., solving problems honestly or working together).
$1x^4$	Purely academic without local cultural context (less recommended if the goal is to build character).

DISCUSSION

Student Collaboration Observation

Based on the observation results, the majority of students demonstrated a very good level of collaboration, with a percentage of 47.62%. This indicates that most students were able to work well together in various group activities. However, there were also some students who needed to improve their collaboration skills, as reflected by the 9.52% falling into the "very poor" category. A higher percentage was in the "good" (23.81%) and "fair" (4.76%) categories, showing that some students displayed good teamwork, although there is room for improvement. This highlights a significant difference in the level of collaboration among students.

   The results suggest that most students are capable of working well together. Group collaboration is key in enhancing social skills, communication, and collaborative learning. This aligns with the views of (Hermawati & Chen, 2023) (Sari & Kristin, 2020), who assert that student collaboration depends not only on individual skills but also on interaction and support among group members. While most students showed good collaboration, challenges remain for some who still need to improve their teamwork attitudes.

Student Integrity Observation

In terms of integrity, the majority of students demonstrated a good level, with 47.62% falling into the "good" category. However, a small number of students exhibited behavior that was less honest or inconsistent with the values of integrity, as reflected by 4.76% being in the "very poor" category. On the other hand, approximately 9.52% of students were in the "very good" category, indicating a high level of understanding and commitment to integrity. Although most students displayed good behavior in this regard, there is still a challenge in strengthening the value of integrity among students.

   Integrity is a crucial aspect of students' character development. Observations suggest that while most students showed good behavior in this area, there is still room for improvement. Integrity is a key component in character formation that leads to honesty, responsibility, and fairness. Education that emphasizes the importance of integrity is expected to help students internalize these values in their daily lives (Ilmiah et al., 2022). A more in-depth approach to teaching the importance of integrity is expected to improve the small number of students who still face challenges in this regard.

Student Environmental Awareness Observation

Based on the observation of students' environmental awareness, the results show that the majority of students have a very good level of awareness, with a percentage of 52.38%. This indicates that many students actively participate in activities that support environmental conservation. However, there is a small number of students who need to improve their awareness, with 9.52% falling into the "very poor" category. Overall, students' environmental awareness is very good, although there are areas that require further attention to ensure that all students have equal awareness.

   Environmental awareness is a crucial value to instill in the younger generation. Observations show a very good level of awareness from the majority of students, reflecting the implementation of learning that leads to environmental consciousness (Maulana et al., 2021). Effective environmental education can enhance students' understanding of environmental issues and encourage them to actively participate in preserving nature. Environmental education based on both local and global values can strengthen students' awareness of the importance of ecosystem sustainability (Naziyah & Hartatik, 2021).

Student Understanding and Internalization of Local Cultural Values Observation

Observations on the understanding and internalization of local cultural values showed varied results. Approximately 38.10% of students were in the "good" category, indicating that they had a reasonably good understanding of local cultural values and were able to internalize them in their daily lives. However, around 33.33% of students were in the "poor" category, suggesting that some students have not fully understood or embraced local cultural values. Only 14.29% of students demonstrated an excellent understanding, indicating that much remains to be done to introduce and strengthen local cultural values among students.

Understanding and internalizing local cultural values is also an important aspect of character development for students. The observation results indicate that most students have a good understanding, although some still need to improve their comprehension (Yusuf & Muthia, 2020). Local cultural education can strengthen national identity and introduce students to the rich cultural heritage of the nation. Consistent and comprehensive local cultural education can help students better understand and apply cultural values in their daily lives (Anisah & Holis, 2020). Therefore, more efforts are needed to integrate local cultural values into the curriculum to enhance students' understanding of their cultural heritage.

CONCLUSION

Based on these findings, there are several limitations in this study that need to be addressed. First, although interactive videos based on local cultural values have proven effective in enhancing students' character, the long-term application of this media in various other local cultural contexts still requires further research. This study also did not account for other external factors, such as the role of family or the surrounding community in supporting students' character development. Another limitation lies in the aspect of integrity and understanding of local cultural values, which still requires a more in-depth approach. Most students still demonstrate a limited understanding of these values, despite being exposed to supporting media. Therefore, it is important to develop a more holistic learning model, where the teaching aspect is not only focused on media, but also involves reflective activities and more contextual hands-on experiences.

As a recommendation for future research, it is suggested to conduct longitudinal studies that observe the long-term impact of culture-based interactive videos on students' character development. Additionally, further research should explore how the integrity and understanding of local cultural values can be more effectively internalized through a more personal approach, such as reinforcement through practical activities, group discussions, and family involvement. Studies should also test the effectiveness of this media in different regions with diverse cultural backgrounds to see whether similar results can be achieved on a broader scale. Furthermore, there is a need for further exploration of how technology can be utilized more optimally to support character education across various educational levels.

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research implementation, allowing the study to proceed as planned within the scheduled time.

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