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## **A Development Study of Ethnolinguistic-Based Story Books for Elementary School Students Using the ADDIE Model**

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### **ABSTRACT**

*The limited availability of pedagogical resources that integrate linguistic diversity necessitates the development of ethnolinguistic storybooks as educational materials. The purpose of this research is to design and test the feasibility of ethnolinguistics-based storybooks for elementary school students.. The development model employed in this study is the ADDIE model, limited to three stages: analysis, design, and development. The subjects of the study were language experts, children's literature experts, and learning experts. The instruments used are based on criteria of content familiarity, language level, level of textual support, and level of cultural appropriateness or at least the culture known to the child. The data analysis techniques used are descriptive analysis and qualitative descriptive analysis. The validation results showed that the storybooks received an average score of 86.7 from the language expert categorized as "very feasible", 84,9 from literature experts, categorized as "very feasible," and 84.5 from the learning experts, categorized as "feasible". These findings suggest that the developed ethnolinguistic-based storybook is a viable and effective learning resource to introduce language diversity and cultural values to elementary school students. **Keywords:** storybook development; ethnolinguistik; elementary education; cultural literacy*

## ABSTRAK

Kurangnya variasi dalam pembelajaran yang mengintegrasikan keragaman bahasa perlu adanya pengembangan produk berupa buku cerita berbasis etnolinguistik sebagai sumber pembelajaran. Tujuan dari penelitian ini yaitu mendesain dan menguji kelayakan buku cerita berbasis etnolinguistik untuk siswa sekolah dasar. Desain yang digunakan adalah model ADDIE yang dibatasi 3 tahapan yakni *analysis, design, develop*. Subjek pada penelitian yakni validator ahli bahasa, validator ahli sastra anak, validator ahli pembelajaran. Instrumen yang digunakan berbasis kriteria keakraban konten, tingkat kebahasaan, tingkat dukungan tekstual, dan tingkat kesesuaian budaya atau minimal budaya yang diketahui anak. Teknik analisis data yang digunakan yaitu analisis deskriptif dan analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa buku cerita berbasis etnolinguistik memperoleh nilai rata-rata dari ahli bahasa yaitu 86,7 kategori sangat layak, ahli sastra anak diperoleh nilai rata 84,9 kategori sangat layak serta dari ahli pembelajaran mendapatkan nilai rata-rata yaitu 84,5 yang termasuk pada kategori layak. Hasil tersebut menunjukkan bahwa buku cerita berbasis etnolinguistik untuk siswa sekolah dasar layak digunakan sebagai sumber pembelajaran dalam memperkenalkan ragam bahasa kepada siswa.

**Kata Kunci:** pengembangan buku cerita; etnolinguistik; sekolah dasar; literasi budaya

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## INTRODUCTION

Education is a deliberate and structured effort to create a conducive learning environment that aims to facilitate students' active development of their potential, thereby ensuring the cultivation of their spiritual, cognitive, affective, and psychomotor strengths. In essence, students can accomplish this objective in both formal and informal settings (Pristiwanti et al., 2022). The implementation of the learning process at the educational level is significantly influenced by formal education, as demonstrated by the two aforementioned foundations. Basic education plays a role in this conscious effort, particularly when students enter elementary school, which serves as the foundation for shaping their character, knowledge, and literacy skills (Kiki Yestiani & Zahwa, 2020). The development of literacy skills among students serves as a critical indicator of the success of educational objectives in elementary schools (Fahrianur et al., 2023). A strategic approach to instilling character values, knowledge, and literacy skills in students involves the presentation of contextual and meaningful reading materials, particularly storybooks (Wiralodra & Surachman, 2020). Storybooks have been demonstrated to function as informative and educational learning media for students. One such application is the introduction of cultural diversity within a region, presented engagingly. Furthermore, the strategic function of children's storybooks in developing reading skills, enhancing vocabulary mastery, and fostering imagination and understanding of cultural diversity is well-documented. This perspective aligns with the findings of Harahap et al. (2022), who contend that the utilization of storybooks in the development of students' literacy fosters the inculcation of character values, with cultural literacy skills serving as a pivotal conduit. Consequently, storybooks comprising local cultural elements or ethnolinguistic content can facilitate more meaningful learning experiences for students.

In the context of education in multicultural Indonesia, cultural and linguistic diversity is an important learning resource that should be integrated into teaching materials (Sumarni et al., 2024). One such material that can be integrated into teaching materials is ethnolinguistics-based content, which is a branch of science that studies the relationship between language and a particular ethnic group. This initiative establishes a foundation for the development of storybooks that not only serve the purpose of entertainment for readers but also serve to introduce local vocabulary, regional songs, traditional games, and other local wisdom values. This approach aligns with the tenets of multicultural education theory, which emphasizes cultivating cultural awareness through the integration of multicultural educational materials into all subjects. By leveraging the cultural differences among students, this approach can train and develop students' critical thinking skills while expanding their vocabulary knowledge (Wati et al., 2024). Therefore, it is imperative to utilize media or teaching materials that can foster cultural literacy, thereby facilitating the internalization of character values in students, such as love for the homeland, environmental concern, and tolerance. It is imperative that students exhibit these three character traits to uphold the unity and integrity of Indonesia in the future. In line with the independent learning policy, multicultural storybooks support the principle of independent learning, which emphasizes context-based learning, flexibility, student-centeredness, and encourages schools and teachers to develop contextual teaching materials in accordance with regional potential (Hatima et al., 2025)

Based on the survey results, Aslamiah & Hidayat (2021) stated that the availability of culture-based storybooks is still rarely found in elementary schools so that in the learning process they never use storybooks as teaching materials, teachers only use textbooks and use stories that are only available in the textbook. Kemendikbudristek (2024) argues that in elementary schools there are still many books that are not intended for children and the lack of availability of storybooks that have illustrations in accordance with children's competencies has not been a priority, and 60% of storybooks found in elementary schools do not represent local culture. In addition, based on the survey results, most storybooks in elementary schools do not reflect local culture and the illustrations presented are less interesting for children. (Aswan, 2024). Compared to other countries such as Malaysia, the storybooks presented are more interesting and close to local culture. This is in line with the research of Ismail & Yusof (2018)) which suggests that storybooks for children in Malaysia present ideas and cultural elements that are close to students although in terms of language integration is still lacking. Given the importance of teaching materials by integrating cultural values, this is also corroborated based on the findings in the field showing that the available teaching materials, especially storybooks, are dominated by fables, western fairy tales, and stories that do not reflect local culture. From the results of interviews from several elementary school teachers in Garut city, it was stated that there were not many storybooks especially those that raised cultural values, the storybooks presented already contained moral values but could not internalize character values, and the storybooks available at school were less diverse. Not only that, in the learning process teachers very rarely use storybooks as learning media. Miranda et al. (2018) suggest that the importance of learning resources, one of which is storybooks, is not only as reading material but as a learning medium for students to instill character values in students.

Based on these problems, it is necessary to develop storybooks that are culturally relevant and in accordance with students' language skills, especially for elementary school students who are at the stage of language development and cultural identity. The development of ethnolinguistic-based storybooks for elementary school students is an innovative step as well as a novelty in integrating literacy with strengthening cultural identity. The ethnolinguistic

approach as a basic theory is a study that places that as an integral part of culture so that language use cannot be separated from the cultural context. (Risqiyah et al., 2025). In the development of children's storybooks, this approach becomes relevant because it is able to integrate elements of regional language, local values, and oral traditions. Thus the resulting book not only functions as a medium for language learning, but as a means of cultural preservation and as a means of developing cultural literacy in elementary schools. This is in line with Vygotsky's theory (Indah Lestari et al., 2024) which suggests that elements of sociocultural reality obtained through interaction with their social and cultural environment can influence the creation of children's knowledge. Ethnolinguistic-based storybooks are expected to improve students' literacy skills while instilling local wisdom values found in the students' environment. In line with the opinion of Fitri & Suryana (2022) who suggested that there is a need for storybooks that integrate local cultural values so that students are not focused on character values in general but instill a sense of tolerance for cultural differences from each region both in language varieties, habits and social systems.

The development of ethnolinguistics-based storybooks is certainly tailored to the needs of the curriculum, especially on the principle of local context-based learning and strengthening the profile of Pancasila students. Masrura & Suryani (2023) suggest that storybooks are a necessity for teachers in compiling teaching modules and delivering stories to students due to the limited material contained in textbooks. Napitupulu et al. (2025) suggested that strengthening the profile of pancasila students can also be done with another approach, namely by introducing reading books that are qualified with moral values and tailored to the needs of children so that the learning process is more interesting and provides language experience to students. Therefore, the development of ethnolinguistic-based storybooks can be one of the media that can be used to achieve the objectives of the applicable curriculum. Several studies that developed storybooks based on local wisdom were able to increase reading interest, understanding of regional culture, or character, but the ethnolinguistic dimension that was developed did not focus on language or language variety because it was not used as a benchmark in developing these storybooks (Citraningrum et al., 2022; Hatima et al., 2025). Several studies have also assessed or inserted the values of Pancasila student profiles into stories, but generally in the form of content analysis or product development with a Pancasila theme that has not been fully integrated into language learning tools (Anggraeni et al., 2024; Irma & Shofiuddin, 2024). The development of ethnolinguistic-based storybooks presents a novelty in that they not only introduce multiculturalism but also consider linguistic aspects such as the use of vocabulary, expressions, and proverbs expressed in regional languages. Thus, the function of cultural language becomes the main object in the learning process, not only raising cultural contexts.

The purpose of this research is to design ethnolinguistics-based storybooks and test the feasibility of ethnolinguistics-based storybooks for elementary schools. This research uses the ADDIE development model which is limited to three stages namely analysis, design, develop with data collected based on the feasibility test from material expert validators, children's literature experts and educators.

## METHODS

### Type and Design

The research method employed in this study was an R&D research method with steps in the ADDIE model (Sugihartini & Yudiana, 2018; Zeva Adi Fianto et al., 2024) limited to three steps due to limited research time so that the focus of the research presented in this article

is only on the design and initial development stages to produce ready-to-test products by testing the feasibility of product needs analysis of children's storybooks. The ADDIE model was chosen because it is systematic, simple, and flexible, making it suitable for developing learning products on a limited scale. The following table summarize the key activities at each stage of the ADDIE model applied in this study.

Table 1. Step ADDIE

Steps	Activity
Analysis	Analyze needs in the learning process to determine problems and appropriate solutions and determine student competencies
Design	Determine the product design to be developed that is adapted to the learning objectives and applicable curriculum.
Development	Developing ethnolinguistic-based story books by conducting feasibility tests on experts and users

### Data and Data Source

Participants who evaluated the feasibility of developing storybooks consisted of language validators, children's literature experts, and learning experts using purposive sampling because this study only reached the initial feasibility test as part of the development stage, which is a sampling technique based on certain considerations that are relevant to the research objectives (Makwana et al., 2023). These participants included one language experts from a language lecture from IKIP siliwangi , one children's literature experts from a literature lecture from STKIP Bina Mutiara, and two learning experts from SDN Surya Kencana Sukabumi and SDN 151 Sukasenang Bandung. The selection of lecturers and teachers as storybook assessors was based on consideration of academic qualifications, pedagogical experience, and adequate insight into children's literacy. Lecturers, especially those who teach Indonesian language and literature courses in elementary schools, have expertise in assessing linguistic aspects, the suitability of the material for students' cognitive development and the values contained in the story. Meanwhile, teachers as learning experts, especially in elementary schools, have direct experience in understanding the interests, needs, and characteristics of students, so that they can provide practical input related to the understandability of the content, the attractiveness of illustrations, and the relevance of stories to children's lives. Judgment expert employed was a validation sheet intended to assess the feasibility of the book, with the objective of generating precise quantitative data (Abdulatif & Muh. Husen Arifin, 2023)

### Data collection technique

The data collection technique uses a storybook assessment sheet that refers to three main indicators, which can be seen in the following table:

Table 2: Indicators for assessing the feasibility of children's storybooks

Indicators	Sub Indicators
1. Familiarity of book	Stories can be imagined/imagined, reachable by students'

content	reasoning The place, time, and atmosphere may have been experienced by students The flow can be understood even though it is quite complicated
2. The language level of the book, which includes aspects of vocabulary, text	Rich vocabulary No repetition of words (then, then, etc.) There are 8-10 words per line on average
organization, style, and approximate text	There is an average of 8-10 lines per page language <del>Long sentences of maximum 15 words content.</del>
Appropriateness/accuracy of the book's language level	Accuracy/appropriateness of the language style used There are questions and answers in the fictional dialog Longer sentences containing slight patterns of increasing word counts Longer stories using longer sentences (compound and multilevel <del>compound sentences</del> ) Most of the setting, events, and characters are in the pictures in the text.
3. Level of textual support	Picture content in the form of illustrations for students in grades 5 to 6 Color illustrations, both paper and pictures to attract students to read <del>Appropriateness of image design with story content</del> <del>Appropriateness of image layout in the book</del> Font writing is clear (legible) and paper selection is appropriate Conformity of drawings to the drawing design grid.
4. The level of cultural appropriateness or at least the culture that the child knows.	The level of cultural appropriateness or at least the culture that the child knows.

Soucer: Hartati et al. (2021)) and modify the writer

Based on the table above, the sub-indicators are assessed using a score of 1-3 with a statement for each score, namely (1) score 1: ethnolinguistic-based storybooks have met the criteria; (2) score 2: ethnolinguistic-based storybooks have mostly met the criteria, and (3) score 3: ethnolinguistic-based storybooks have not met the criteria. The scoring sheet instrument was adapted from a validated instrument.

### Data analysis

The data analysis technique used in this study is descriptive analysis which aims to describe the quality of the book based on the assessment of experts and practitioners according to the aspects measured while for data from the results of comments, input

or notes of experts and teachers are described narratively using qualitative descriptive analysis. The value from each expert are tabulated and the average value is calculated to calculate the final feasibility level of the storybook. The maximum score of each statement item on the validation sheet is 3, while the minimum score on the validation sheet is 1. The calculation to get the value of each indicator is with the following formula with the calculation to get the value with the following formula Faizin et al. (2023)

$$\frac{\text{Total of score obtained}}{100\% \times \text{score maximum}}$$

The validation score assessment uses a classification table adapted from Megawati et al. (2022) as follows:

Table 3. Product Eligibility Criteria

Criteria	Score
Very Feasible	81-100
Feasible	66-80
Reasonable	56-65
Not Suitable	0<55

(Megawati et al., 2022)

## RESULTS AND DISCUSSION

The development of ethnolinguistic-based storybooks is predicated on the creation of teaching materials that are integrated with local cultural values. These values include the diversity of languages. Overall, the validation results show that ethnolinguistic-based storybooks are in the highly feasible category, with an average score of 85.36. The development procedures are as follows:

### *Analysis*

During the analysis stage, an analysis of storybook requirements in schools was conducted to identify problems and determine the competencies that students must possess. The findings of the present study were derived from unstructured interviews conducted with multiple elementary school teachers in Garut City, unstructured observations conducted at one of the schools in Garut City, and a review of pertinent literature..

The results of the interviews indicated that during the learning process, particularly in the context of introducing culture to teachers, no learning resources other than the texts in the textbooks were utilized due to the limited availability of storybooks in schools, especially those that introduce local culture. The pedagogical approach employed by educators is the lecture method, wherein instructors present the curriculum to students using the text provided in the student's book. This is followed by a question-and-answer session pertaining to the text. This approach is less relevant to the characteristics of the Merdeka curriculum, which requires student-centered learning and applies a constructivist approach so that students are able to build their own knowledge.

According to the findings of the aforementioned needs analysis, learning objectives were identified that would be adapted to the development of ethnolinguistic storybooks. These learning objectives were subsequently disaggregated into multiple competency indicators, as delineated in the syllabus, to ascertain the content or sequence of narratives to be compiled in ethnolinguistic storybooks.

### *Design*

This stage entails the design of an ethnolinguistic-based storybook, which involves two stages of work in story composition and illustration design. Initially, the researcher formulates a narrative that is aligned with the learning objectives. The presentation of the story is structured in a series format, with a total of seven titles drawn from Sundanese culture, including: The following list comprises the titles of the films under consideration: (1) Ngabuburit Bareng Ceu Nini; (2) Mang Udjo dan Angklung Ajaib; (3) Pare Tidak Selalu Pahit; (4) Kujang Sakti; (5) Gedang; (6) Si Kabayan Kecil and Nyi Endit; and (7) Si Lurik dan Kain Ajaib. Additionally, three titles derived from Javanese culture are to be considered: (1) Wayang di Dalam Mimpi Arga; (2) Nduk and Pitutur Eyang; and (3) Tembang Dolanan. Following the compilation of these scripts into a cohesive narrative, the subsequent stage entailed the refinement of these scripts into a format that was compatible with the accompanying visual narrative. This refinement was facilitated by the utilization of the Canva software platform. The objective of this ethnolinguistic-based storybook product is to introduce local culture, linguistic diversity, and character values integrated into ethnolinguistic-based learning.

### *Develop*

This stage involves the development of the book based on the planned design and the creation of an ethnolinguistic storybook. The title of the storybook is "Ethnolinguistic Storybook: A Collection of Children's Stories with a Cultural Approach." This storybook contains material that integrates cultural values and linguistic diversity from the Sundanese



and Javanese tribes. The development of this storybook product was driven by the objective of cultivating students' appreciation for culture and fostering their comprehension of tolerance. The subsequent section presents an overview of the development of the ethnolinguistic-based storybook.

(Source: Documentation Research, 2025)

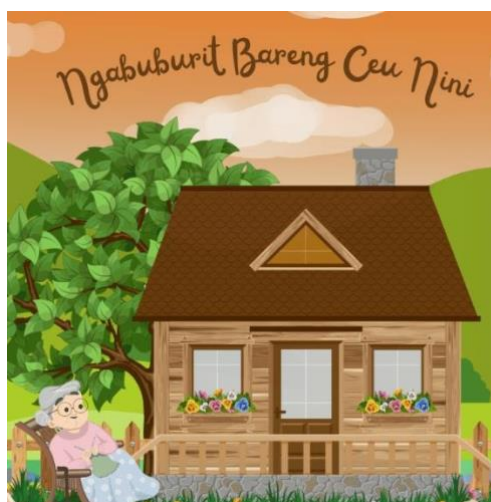
Figure 1. Cover Story Book Based Ethnolinguistic



(Source: Documentation Research, 2025)

Figure 2. Ethnolinguistic Based Story Title Series

As illustrated in figure 2, the page in question offers a framework for educators to guide students in selecting a series of literary works for reading. The page containing the titles of the story series has been designed to facilitate the utilization of the storybook by students and teachers, with the page content aligning with the specific learning objectives to be achieved. Moreover, the presence of two distinct cultures enables students to not only acquire knowledge about Sundanese culture but also gain insight into Javanese culture, including the opportunity to learn new vocabulary.



(Source: Documentation Research, 2025)

Figure 3. Example of Front Cover of Ethnolinguistic Based Story Book from Sundanese Culture Series

The figure above illustrates the front cover of a story series drawn from Sundanese culture. The cover of the book was developed based on the title of the story, which was designed to attract students to read and stimulate their imagination.



(Source: Documentation Research, 2025)

Figure 4. Example of Introduction to Sundanese Language Variety

The figure above illustrates that this storybook was developed with two objectives in mind: to incorporate illustrations and to introduce a variety of regional languages. Each series introduces new vocabulary words along with their definitions. This pedagogical approach enables students to acquire regional vocabulary words that are readily comprehensible. Following the product development phase, a validation process was initiated by a team of experts, including six individuals: two subject matter experts, two children's literature experts, and two learning experts. The primary objective of this validation process was to assess the feasibility of the ethnolinguistic-based storybook that had been developed. The experts in attendance Lecturer from the STKIP Bina Mutiara and IKIP Siliwangi Bandung institutions, where they serve as authorities in the fields of language and children's literature. In addition, the event welcomed learning experts, including elementary school teachers from Bandung and Sukabumi. The following section presents a synopsis of the outcomes from the expert validation assessment.

Table 4. Assesment Result by Language Expert, Literature Expert, dan Learning Expert

No	Indicator	Language Expert	Category	Literature Expert	Category	Learning Expert	Category
1.	Familiarity of book content	88,9	Very Feasible	77,8	Feasible	86,1	Very Feasible
2.	The language level of the boo	77,3	Feasible	75,8	Feasible	85,6	Very Feasible
3.	Level of textual support	80,6	Feasible	86,1	Very Feasible	83,3	Very Feasible
4.	The level of cultural appropriateness	83,3	Feasible	100	Very Feasible	83,3	Very Feasible
	<b>Average</b>	<b>86,7</b>		<b>84,9</b>		<b>84,5</b>	
	<b>Category</b>	<b>Very Feasible</b>		<b>Very Feasible</b>		<b>Very Feasible</b>	

Based on the data in the table above from linguists obtained an average score of 86.7 which was included in the very feasible category, from children's literature experts obtained an average score of 84.9 which was included in the very feasible category, then from learning

obtained an average score of 84.5 which was included in the very feasible category. This is indicated by several aspects that show that this ethnolinguistics-based storybook falls into the appropriate category. Some of these aspects are content in storybooks that are relevant to ethnolinguistics and contain unique stories. From in terms of language is appropriate, this is corroborated by the validator's statement "*storybooks are rich in vocabulary in accordance with the stage of child development. The language used is simple and easily understood by children, conversations also use language with children*". It is also supported by text that is thorough in each indicator, illustrations that bring up various expressions that are easily understood by students, and a balanced text layout as conveyed by the validator that "*the storybook is very interesting, able to illustrate the story so that readers easily imagine the plot of the story. Illustrations and flow support children's understanding of the moral and cultural messages to be conveyed*". In the learning aspect of learning objectives that are adjusted to ethnolinguistic indicators, it contains information on stories that refer to cultural contexts and regional language varieties and are easily understood by students.

From the results of the assessment that has been carried out, of course there are some improvements as conveyed by the assessor, namely from the use of fonts that must be larger in the conversation section as stated by the validator that "*the picture is very interesting, only in the conversation text section, the font is not large enough for children's storybooks*" and if this is intended for students in high grades it is highly recommended to expand more cultural values, this is confirmed by the validator's statement that "*the whole story has poured some cultural elements that children need to know. However, if this book is specialized for children in high grades, it is possible for the author to expand more cultural values*". In addition, in terms of grammar, there is a need for proportional words in sentences because there are still sentences that exceed 15 words, the use of punctuation marks and the consistency of subject writing. Therefore, the book that has been developed is revised according to the direction of improvement from the validator both from the aspects of content, language, textual and culture.

## Discussion

The results of the study indicate that the feasibility test results, as assessed by three experts in the relevant fields of language, children's literature, and learning, demonstrate the suitability of ethnolinguistic-based storybooks for use in the learning process. The development of this ethnolinguistic storybook can be approached through a systematic process that incorporates the ADDIE model. In an era characterized by the necessity of innovative learning resources, particularly in the context of introducing cultural and linguistic diversity, ethnolinguistic storybooks emerge as a viable option for facilitating meaningful learning processes. This finding aligns with the observations of (Ratminingsih et al., 2020) who noted that storybooks can capture students' interest and facilitate comprehension of the text. Furthermore, storybooks have been demonstrated to stimulate students' interest in the learning process. The presence of storybooks facilitates the nurturing of children's imagination, thereby enabling students to extract the values presented in the storybooks (Fenika Vindaswari & Ulfah, 2018)

In accordance with the results of this study, Megawati et al. (2022) posit that the utilization of storybooks in the learning process, which is congruent with the learning objectives to be achieved by students, facilitates students' comprehension and assimilation of the material presented. As indicated by Patria et al. (2021), storybooks play a crucial role in improving students' learning outcomes. They also help students internalize character values and introduce linguistic diversity to students. Storybooks function not only as instruments of entertainment and language acquisition but also as efficacious media and resources in the

learning process, particularly in the context of introducing local wisdom in Indonesia (Pratiwi & Suwandi, 2021).

Preliminary findings from expert validation suggest that the developed storybook has met the following criteria: linguistic, children's literature, and learning material aspects. From the perspectives of linguistics and children's literature, the narrative is regarded as being replete with a rich vocabulary that is commensurate with the developmental level of children. The language employed is straightforward and accessible to children. The illustrations presented in the text serve to enhance its visual appeal for students. Conflicts, solutions and reactions are in line with the logic of elementary school children and the storyline contains everyday elements that can be visualized well. This perspective aligns with Kim et al. (2024) assertion that narratives intended for children must prioritize language acquisition and foster children's linguistic development. In terms of pedagogical resources, the narrative presented is regarded as being aligned with the objectives of the educational program, incorporating cultural information and demonstrating ethnolinguistic integration. This perspective aligns with the findings of Bunari et al. (2024) who contend that in the context of employing diverse learning resources, it is imperative to ensure that these resources are congruent with the established learning outcomes. However, the developed storybook requires enhancements in two key areas: first, the font should be adapted to suit the reading level of elementary school students; and second, the cultural context should be expanded to encompass a broader range of elements. This assertion is corroborated by developmental theory, which posits that font size constitutes a pivotal element in the readability of text, exerting a direct influence on students' level of comfort while reading (Ren et al., 2024).

Based on the research findings, when viewed from a broader context by comparing to the international context. For example, in Malaysia, the development of bilingual storybooks containing Malay, Chinese and Indian cultural elements has been shown to strengthen mixed identities and inter-cultural tolerance, although challenges have arisen regarding the proportional representation of all ethnicities (Rawian et al., 2022). Meanwhile, in India, the use of regional languages such as Hindi, Bengali and Tamil in storybooks is able to maintain the mother tongue, but in the development process it experiences several obstacles and limitations because some Indian people use English in communicating (Soni, 2021). Canada also employs a linguistic approach that blends English, French and indigenous languages that support learning (Secora & Maples, 2024). The comparison shows that the ethnolinguistic approach has great potential but its success is greatly influenced by its implementation strategy and intercultural tolerance.

Nonetheless, ethnolinguistic-based storybooks merit utilization due to their capacity to address linguistic, children's literature, and educational imperatives. From an educational perspective, ethnolinguistic-based storybooks demonstrate considerable potential in enhancing students' literacy, particularly in terms of linguistic proficiency. The incorporation of local vocabulary into the narrative, accompanied by a rudimentary glossary, fosters vocabulary mastery and tolerance for regional languages (Yunita et al., 2024).

## CONCLUSION

Based on the results of research and discussion, it is found that the lack of innovative learning resources in introducing character values, culture and language varieties underlies the development of ethnolinguistics-based storybooks that can be used in elementary schools.

In line with global trends in multicultural education, the integration of local culture and language varieties in storybooks contributes to strengthening cultural literacy while maintaining linguistic diversity. Ethnolinguistics-based storybooks consist of 7 series from Sundanese culture and 3 series from Javanese culture. From the results showed that the storybooks received an average score of 86.7 from the language expert categorized as “very feasible”, 84,9 from literature experts, categorized as “very feasible,” and 84.5 from the learning experts, categorized as “feasible”. However, from these results there are improvements, namely in terms of the font used and the culture introduced must be broader. Thus ethnolinguistics-based storybooks for elementary schools can be used as learning resources and integrated with learning content that is able to introduce local culture, language varieties in various other regions in Indonesia and instill character values to students. This study demonstrates the novelty of integrating ethnolinguistics systematically into storybook development using the ADDIE model, which has been rarely applied in the Indonesian elementary school context. Not only that, it is hoped that this research can contribute to the study of science that can develop cultural literacy. In addition, future research is expected to focus on the implementation and evaluating learning outcomes, literacy improvement, and character development through experimental or classroom-based studies.

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