

Integration of Offline Digital Technology and Local Wisdom in Early Childhood Speaking Skills Development



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ABSTRACT

This study aims to describe the integration of offline digital technology and local wisdom in developing the speaking skills of early childhood learners at TK ABA 2 Ova, Palu. The research focuses on how simple digital media combined with elements of local culture, such as folklore and traditional games, contribute to the improvement of children's verbal abilities. A qualitative descriptive approach was employed, with data collected through observation, interviews with teachers and parents, and documentation of children's learning activities. Data analysis was conducted through the stages of data reduction, display, and conclusion drawing, following the interactive model proposed by Miles and Huberman. The findings reveal that the application of offline digital media incorporating local stories and traditional games has a positive impact on children's language development. It enhances vocabulary mastery, sentence structure, fluency, confidence, and semantic accuracy in speech. Children exposed to culturally based digital media demonstrated higher levels of verbal participation and idea expression, while traditional games fostered natural spontaneity and interactive communication. The main supporting factors included teacher facilitation and collaboration between school and family, whereas the primary challenge was the limited availability of digital facilities. Overall, the integration of simple digital technology and local wisdom proved effective in enriching children's linguistic experiences while strengthening cultural values within the language learning process.

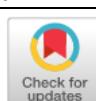
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INTRODUCTION

Early childhood education is the main foundation in shaping the quality of future generations. During this period, children are in the golden phase, where cognitive, social, emotional, and language development takes place very rapidly. One of the important aspects that determines the success of early childhood language development is the ability to speak. This ability not only functions as a tool of daily communication, but also serves as a basis for the formation of early literacy, critical thinking skills, and children's social interactions in various life contexts.

Vygotsky (1978) emphasized that language functions as a tool of thinking as well as a medium of social interaction, while Bruner (1966) highlighted the importance of scaffolding from the surrounding environment in supporting children's language acquisition. In line with that, Santrock (2018) explained that children's language development is highly dependent on the quality of social interaction experienced, such as storytelling, singing, and role-playing activities. Therefore, teachers have a strategic role in presenting concrete, contextual, and communicative learning media so that children's speaking skills develop optimally.

One of the effective strategies in developing early childhood speaking skills is through local wisdom-based media. Folklore, traditional games, and folk songs are forms of local wisdom that not only contain cultural values, but also provide a meaningful linguistic experience. According to Hartati (2021), the application of elements of local wisdom in language learning is able to enrich the context of children's communication and strengthen

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character through the moral values contained in it. Similar findings were put forward by Putri and Fitria (2020) which proved that children aged 4–5 years who learned to use folklore video media showed improved speaking skills better than children who only used storybooks.

However, in the current digital era, challenges arise when PAUD institutions in various regions, especially those with limited modern technology facilities, must still present digital-based learning innovations. This condition makes the use of simple digital technology (low-tech) the right alternative. Offline digital technology allows teachers to utilize cultural-based media such as folklore videos or traditional games without dependence on the internet network. This approach is relevant for early childhood education institutions in areas that do not have adequate digital infrastructure.

In this context, ABA 2 Ova Kindergarten in Tawaeli District, Palu City, is a real example. The school has 14 students with a modest socio-economic background; Most of the parents worked as shipwrights and were educated at the end of elementary school. This condition has an impact on the limited language stimulation of children at home, so that schools play a big role in growing children's speaking skills. With minimal technological facilities, the use of simple digital media combined with local wisdom becomes a relevant innovative solution.

This research is expected to contribute to the development of an early childhood language learning model based on local culture that is applicable and in accordance with school conditions in the region. In addition, this research has the potential to strengthen digital literacy as well as preserve regional culture through fun and meaningful speaking activities for children.

Considering various aspects, this research is focused on efforts to find a form of integration between offline digital technology and local wisdom values in the development of early childhood speaking skills. This study is directed to understand how simple technology can be used in the context of culture-based learning, as well as to explore the contribution of folklore and traditional games in stimulating children's language (speaking) skills. Through this approach, this research is expected to be able to present a learning model that is not only effective in improving speaking skills, but also fostering love for local cultural values in the midst of the challenges of the increasingly widespread digital era.

METHOD

Types and Approaches to Research

This study uses a descriptive qualitative approach with the aim of providing a comprehensive and in-depth picture of the integration of offline digital technology and the values of local wisdom in developing early childhood speaking skills. This approach was chosen because it allows researchers to understand phenomena naturally through direct involvement in the field. Referring to the view of Moleong (2018), qualitative research focuses on efforts to understand the meaning behind human behavior and interaction in its social context. In line with that, Bogdan and Biklen (2007) affirm that qualitative research emphasizes in-depth descriptions of the processes and experiences of the subjects observed.

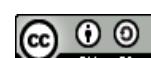
This research was conducted at ABA 2 Ova Kindergarten, Tawaeli District, Palu City, which is the location of the study because the socio-economic conditions of its students reflect limited access to modern technology facilities. The focus of the research is directed at teachers' efforts to utilize simple offline-based digital technology combined with elements of local wisdom, such as folklore and traditional games, in the process of learning to speak in early childhood.

Data Sources and Data Collection Techniques

The source of research data consists of primary data and secondary data.

Primary data were obtained directly from the research subjects through participatory observation, in-depth interviews, and documentation of audio and video recordings of children's speaking activities.

Secondary data is in the form of teacher notes, learning activity documents, and learning media used during the research.



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Observation of children's learning activities

Observations were carried out systematically inside and outside the classroom to observe children's verbal behavior when participating in learning activities using offline digital media, folklore, and traditional games. The focus of observation was directed at indicators of speaking ability, including mastery of vocabulary, sentence structure, fluency in speech, courage, and accuracy of the meaning of speech.

Documentation of audio and video recordings

Any activity involving the child's speaking ability is recorded for further analysis. This recording allows researchers to review children's verbal interactions more accurately and objectively, especially in assessing changes in speaking ability before and after the application of learning media.

In-depth interviews with teachers and parents

Interviews were conducted in a semi-structured manner with teachers and parents to gain in-depth insights into their strategies, experiences, and perceptions of the use of offline digital technology and local wisdom-based media in stimulating children's speaking skills.

Research Instruments

The main instrument in this study is the researcher himself as a data collector and analyzer, assisted by observation guidelines based on early childhood speech ability indicators. This instrument contains five aspects of assessment, namely:

- mastery of vocabulary,*
- sentence structure,*
- fluency in speech,*
- courage to speak, and*
- Accuracy of the Meaning of Speech.*

Observation guidelines are used to record children's behavior during learning activities, while interview results and documentation are recorded as supporting data to strengthen the analysis.

Data Analysis Techniques. Data analysis was carried out following the Miles & Huberman model in Saldana (2020) which includes three main stages, namely:

- Data reduction, which is the process of sorting and focusing attention on important data obtained from observation, interviews, and documentation.*
- Data display, which is the organization of data into the form of narratives, tables, or matrices to facilitate the interpretation of observation and interview results.*
- Drawing conclusions and verification, which is the process of interpreting findings by identifying patterns of relationships between variables and relating them to theories and previous research results.*

Through these three stages, a comprehensive understanding of how offline digital technology and local wisdom play a role in supporting early childhood speaking skills.

Data Validity

To ensure the validity of the data, this study applies the triangulation technique, both in terms of methods and data sources.

The triangulation method is carried out by combining observations, interviews, and recording documentation as a form of cross-proof of the data obtained. Meanwhile, source triangulation was carried out by comparing information from teachers, parents, and children as research subjects. Through the combination of these two forms of triangulation, valid, trustworthy data is obtained, and provides a complete picture of the phenomenon being studied.

FINDINGS AND DISCUSSION

Data Reduction. At this stage, the researcher conducts a data reduction process to select, focus, and organize data from observations of children's speaking ability, interviews with parents, and teacher interviews at ABA 2 Ova Kindergarten. The reduction process is

carried out by compiling an initial code (open coding) based on field findings that appear repeatedly and significantly in the three data sources.

The data reduction aims to simplify and select data that is relevant to the focus of the research, by re-reading all the results of observations on children, parent interviews and teacher interviews, then highlighting important parts that are directly related to "Development of Children's Speaking Skills Through Offline Digital Technology and Local Wisdom".

Open coding is carried out to identify patterns, behaviors, and themes of meaning that arise naturally from empirical data. Each piece of data that has a similar meaning is then categorized into a single code. Next, make an opening code on the raw data, such as a description with the KT1 code which explains "parental assistance", the KT2 code which explains "Digital media exposure", KT3 explains "local folklore", the KT4 code explains "courage to speak", KT5 explains "vocabulary", KT6 explains "teacher support", KT7 code explains "obstacles", and KT8 explains "synergy". The results of this initial coding are presented in Table 1, the code is compiled based on field findings from the three data sources, which are described as follows:

Table 1. Initial Code (Open Coding)

Code	Code Description	Data Source	Example of Field Evidence
KT1	Parental assistance to children when using digital media or role-playing	Teacher and Parent Interviews	Most parents do not accompany their children using digital media, only a few are active. Children often watch folklore through offline videos (YouTube) and imitate the vocabulary of the spectacle
KT2	Exposure to digital media (offline) in children's learning and play	Teacher and Parent Interviews	Children show high enthusiasm when invited to play local games such as kalempa and listen to folklore.
KT3	Local folklore and traditional games as speech stimulation	Child Observation and Teacher Interviews	Children who are exposed to culture-based digital media seem to be more confident in speaking in class.
KT4	Courage to speak up for children in front of teachers or friends	Observation and Teachers	Children imitate words from digital media, uttering new vocabulary from local stories and games.
KT5	Enrichment of children's vocabulary through digital experiences and local activities	Observations, parents	Teachers play an important role in combining digital shows with local games and storytelling activities.
KT6	Teacher support in the integration of digital media and local culture	Teacher	The limitations of digital devices are the main challenge in the implementation of digital media-based learning.
KT7	Barriers to digital facilities and infrastructure in schools		It is still necessary to strengthen coordination between home and school to support the sustainability of children's speaking practice.
KT8	School and family synergy in stimulating children's speech	Teachers and Parents	

From the results of observations on children, it can be described that children's speaking skills in ABA 2 Ova Kindergarten show quite clear variations between the age group of 4 years to 6 years older. In general, there is a tendency that the higher the age of the child, the better the speaking ability shown, both in terms of vocabulary, sentence structure, and courage in expressing themselves.

Child A1 (6 years and older) showed the highest speaking performance among all participants. A1 is able to express his feelings and answer questions in complete sentences, and is able to retell the story in a logical order without the guidance of the teacher. She is active in simple conversations and uses new vocabulary gained from digital learning media and folklore delivered in class.

Child A2 (6 years old) shows quite good and developed speaking skills. He began to speak spontaneously after being given a stimulus in the form of questions or play activities. Children have been able to use some new words from learning activities and show a clearer sentence structure. Even so, the storytelling flow still needs to be guided to be more coherent.

Child A3 (6 years old) shows stable speech skills, although still accompanied by shyness. He was able to convey ideas and answer teachers' questions, as well as show vocabulary development derived from playing and storytelling. In general, Yura is at the stage of good speaking skills but still needs to be strengthened in the courage to speak in front of a large group.

Child A4 (5 years old) shows speech skills that are beginning to develop. He began to dare to speak when directed by the teacher and was able to answer simple questions even though he was still hesitant. Children also begin to recognize new vocabulary from learning activities, but the storytelling flow is still not completely complete. He is a potential child if he gets more intense verbal stimulation.

A5 (5 years old) still seems to need the guidance of teachers in developing speech skills. It requires visual stimulus to bring out verbal expressions and tends to use short words. Vocabulary mastery is still limited and the ability to tell simple stories has not been consistently seen.

Child A6 (6 years old) shows very limited speech skills. Based on the observations, A6 has not been able to respond to the teacher's questions or actively participate in conversations in the classroom. He still needs intensive guidance and stimulus in the form of visual or audio media to be motivated to speak.

Child A7 (4 years older) has not shown any meaningful verbal responses during the learning process. He reacts more through gestures or nonverbal expressions. This child needs a more interactive and language-stimulated learning strategy in order to stimulate speaking skills gradually.

Children A8 (4 years and older) show a similar response, with speech skills that are still not developed (dare to perform) optimally. He is not able to answer the teacher's questions or tell stories (embarrassed), and communicates more using body movements. The results of the observation show that A8 still requires a communicative approach that is personal.

A9 children (4 years older) have also not shown adequate speaking skills. He does not show an effort to answer or tell a story, so an individual approach is needed so that children have a sense of security and comfort in verbal expression. This shows that the factors of guiding personal approaches and collaborating (introducing) folklore and traditional games can affect the improvement of early childhood speaking skills, through existing stimulation.



Figure 1 . Offline Video Listening Activity 1



Figure 2. Offline Video Listening Activity 2



Figure 3. Traditional Games

The results of observations show that children's speaking skills in ABA 2 Ova Kindergarten develop differently according to the age range of 4 to 6 years. In general, the older the child, the better the verbal skills displayed, especially in vocabulary mastery, sentence composition, and the courage to express opinions.

Children aged 6 years and older (A1, A2, A3) show more pronounced speech development than younger children. They are able to use complete sentences, imitate and apply new vocabulary from offline digital media and folklore, and begin to be able to retell stories in sequence. Play and storytelling activities based on local wisdom have been proven to help strengthen their ability to express ideas and actively participate in class conversations.

The 5-year-old group (A4 and A5) showed noticeable improvements, although they still needed teacher direction. Children have begun to dare to answer simple questions and recognize new vocabulary, but the flow of storytelling and fluency in speech are still developing. This indicates that stimulation through folklore and traditional games is effective, but more intense assistance is needed for optimal results.

Meanwhile, 4-year-olds (A7, A8, and A9) have not shown significant speech development. They respond more using gestures and nonverbal expressions. Children in this age group need an individualized approach and more sustained stimulation before there is a clear change in their verbal abilities.

Overall, the application of folklore and traditional games has succeeded in having a positive influence on improving early childhood speaking skills, especially in groups of children who have more mature linguistic and social readiness. In younger children, this intervention has not shown optimal results, but it still provides an important early stimulus for their language development, and it has been proven that learning using offline media by collaborating with traditional games can create an active communication situation both between teachers and students, as evidenced by children's enthusiasm in asking questions about what they have just seen and heard. Sources were obtained through observation of children's (students) activities, teacher interviews and also parent interviews,

The results of interviews with parents, in general, the results of the interviews show that parents assess that the development of children's speaking skills is increasing, especially in terms of fluency, vocabulary mastery, and courage to speak. However, the level of development still varies, depending on the intensity of mentoring and exposure to local culture-based activities.

Development of Speaking Skills at Home.

The majority of parents (OT1, OT2, OT4, OT7, OT8, OT9) stated that their children were able to speak fluently and understand the context of everyday conversation. Children begin to be able to express desires, answer questions in simple sentences, and imitate the sentence structure used by adults.

Some respondents (OT5, OT6) revealed that children's language development is still limited to certain vocabulary, so it requires additional stimulation at home. These findings show that parental assistance has a direct influence on the progress of children's speaking skills.

Activities Involving Speaking Skills.

Almost all parents mentioned that children often participate in verbal activities such as storytelling, singing, and role-playing. This activity is considered effective in improving memory and training children to use language in a meaningful social context. Some children

(such as children from OT7 and OT9) like to play the role of doctors with friends or family, which indirectly stimulates the child's courage and ability to compose simple sentences.

Exposure to Offline Digital Media.

Most parents (OT1, OT2, OT4, OT5, OT7, OT8, OT9) admit that their children use offline digital media such as YouTube as a means of entertainment as well as learning. Frequently watched shows include folklore, children's songs, and simple educational videos. Through this media, children imitate many vocabulary, speaking styles, and even expressions displayed by the characters in the video. Meanwhile, a small number of respondents (OT3 and OT6) mentioned that children rarely use digital media, but still receive language stimulation from the surrounding environment. This emphasizes that digital media is one of the sources of children's language acquisition, although it needs to be directed so that the content is appropriate.

Parental Assistance Pattern.

The pattern of child assistance in using digital media seems diverse. Some parents (OT1, OT2, OT9) have not routinely accompanied their children due to time constraints, while others (OT4, OT5, OT7, OT8) actively choose educational shows and guide children while watching. Children who received assistance tended to use more polite and communicative language, while those who watched unsupervised sometimes mimicked the vocabulary of the slang they heard. Thus, the role of parental assistance is a determining factor in the quality of children's language development.

Exposure to Folklore and Traditional Games.

Most of the respondents (OT1, OT2, OT4, OT8, OT9) admitted that children did not know much about local folklore before the research activities took place. Only a few parents (OT5 and OT7) said their children had watched or heard local stories like Malin Kundang.

However, when reintroduced through offline digital impressions during research activities, almost all children showed high enthusiasm and active engagement. They are able to listen, answer questions, and even imitate the content of the story in their own language. This confirms that local folklore is effective as a medium to foster children's interest and courage in speaking.

The Effectiveness of Digital Media Integration and Local Wisdom.

All parents stated that the use of digital media based on local culture helps children speak up more boldly. Video shows with the context of local culture provide strong visual and emotional stimulation, making it easier for children to understand the content of the story and imitate new vocabulary.

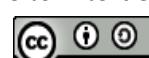
Some parents (OT1, OT2, OT7, OT9) said that after watching a folklore video, their children were able to retell the content of the story in sequence and in their own language. This shows the internalization of language and the improvement of narrative skills.

Parents' Expectations for Children's Language Development.

The majority of parents hope that their children's speaking skills will continue to improve as they get older and guidance from the environment. They want children to be able to speak fluently, confidently, and use good and polite language. Some parents (OT1, OT5, OT9) are also committed to doing more storytelling and play activities at home as a form of support for their children's language development. This shows that parents' awareness of the importance of language stimulation is increasing.

From the results of the interviews, it can be illustrated that offline digital media and local culture-based activities have a positive impact on the development of early childhood speaking skills. The most influential factors are active mentoring from parents and teachers, as well as exposure to content that has educational value and is rooted in local culture. The findings also show that there is a gap in exposure to local culture in the family environment, where most children are new to folklore through this research activity. Therefore, collaboration between families and schools is important to ensure the continuity of children's language stimulation.

Results of teacher interviews. Interviews with ABA 2 Ova kindergarten class teachers showed that children's speaking skills developed quite well. Most children are able to interact



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through question and answer activities and begin to dare to express their opinions. Teachers assess the development of speech through direct observation of classroom activities, especially aspects of vocabulary, sentence structure, and children's spontaneous responses.

In learning, teachers apply question and answer, singing, storytelling, and role-playing methods as the main strategies to stimulate speaking skills. Communicative approaches and contextual activities are considered effective because they involve children directly in real-life situations that are in accordance with their experiences.

The use of offline digital media in schools is still limited due to the lack of facilities. However, when folklore videos are used, children show high enthusiasm, find it easier to understand the content of the story, and acquire new vocabulary. Teachers consider that simple digital media that contains local content can help increase children's courage to speak.

In addition to digital media, teachers also integrate local wisdom in learning through traditional games and folklore. Activities such as kalempa games or sarong-guessing help enrich children's language while creating a fun and meaningful learning atmosphere.

The teacher emphasized that digital media based on local culture significantly increases children's confidence when speaking. The visuals and narrative of folklore make it easier for children to understand the meaning of language and imitate conversations with confidence.

The role of parents is considered very important. Children who receive assistance at home show faster language development, especially in fluent speech and vocabulary mastery. Therefore, teachers consider that collaboration between schools and families needs to be strengthened so that language stimulation is consistent.

The main obstacle to the development of speaking skills is the limitations of digital means, such as the lack of projectors and speakers. Teachers hope that there will be support for facilities and training in the use of local culture-based media so that learning can take place more optimally.

Overall, the interviews showed that children's speaking skills developed both through question-and-answer strategies, traditional games, and offline digital media based on local culture, although their use still needs to be supported by adequate facilities.

Data recapitulation. Based on the existing results, a number of findings were found that showed the relationship between digital media users, parental assistance, local cultural integration, and teacher support for the development of early childhood speaking skills. These findings are grouped into several main theme categories as outlined as follows:

Vocabulary Enrichment Through Digital Media (KT2, KT5)

Children show increased vocabulary skills after being exposed to digital media based on local stories.

Child 1 (A1) showed the ability to retell school activities in the correct order after watching a local story video. This shows that digital media not only helps children understand the content of stories, but also expands vocabulary and narrative composing.

Children 4 (A4) also showed an improvement in vocabulary through role-playing activities in the classroom. He often uses new words obtained from the digital videos he watches, suggesting that exposure to digital media helps enrich children's verbal expression.

Children 5 (A5) are more active in speaking when playing traditional musical instruments such as small drums while singing. This activity shows that elements of local culture integrated into learning can strengthen children's spontaneity and speaking rhythm. From these three cases, it can be seen that digital media and culture-based activities complement each other in enriching children's language skills, especially in expanding vocabulary and forming a more complete speech structure.

Integration of Local Culture and Courage to Speak (KT3, KT4, KT5)

The integration of local culture through folklore and traditional games has been shown to increase children's courage to speak in front of friends and teachers.

Child 2 (A2) shows the ability to imitate the words of characters in local folklore games. He seems to be more courageous in speaking in front of the group, which indicates that culture-based games can stimulate children's confidence.

Child 3 (A3) is still shy at first, but begins to dare to name objects in traditional game drawings. This activity is a means of training children's verbal courage in a fun play atmosphere.

Child 6 (A6) shows high enthusiasm when repeating folklore in his own style and expression. Children seem to enjoy the storytelling process, which shows that local folklore can build confidence and narrative expression.

In general, local culture-based activities provide strong social and emotional stimulation, help children to speak more confidently, and make the learning process more meaningful because it is rooted in their own cultural environment.

The Role of Family in Speech Assistance and Stimulation (KT1, KT2, KT5)

The family plays an important role in strengthening children's speaking skills, especially through mentoring and providing communication stimuli at home.

Children 7 (A7) often watch offline digital videos and retell stories at home without direct assistance from parents. Although digital exposure helps activate speech skills, the lack of mentoring makes it difficult for children to understand the meaning of speech in its entirety.

Children 8 (A8) actually show better development because they receive active support from their parents. Children often use new vocabulary from role-playing activities and tell their home experiences orally.

Based on the results of the interviews, most parents (OT) stated that their children became more communicative after being introduced to digital media and local games. Parents consider these activities to be effective in increasing children's interest in speaking and expanding their daily vocabulary.

These findings confirm the importance of synergy between schools and families in developing children's speaking skills. The home environment serves as an extension of the learning process, reinforcing the results obtained from activities at school.

The Role of Teachers in Digital Integration and Local Culture (KT3, KT6)

Teachers play the role of main facilitators in connecting digital media with local cultural values to make the learning process more interesting and contextual.

Teacher (G) at Kindergarten ABA 2 Ova integrates offline digital media with traditional games such as kalempa and local folklore. This method not only fosters children's enthusiasm, but also improves speaking skills through fun and meaningful activities.

The teacher also assessed that the use of folklore videos encouraged children to be more confident in speaking, as seen in Sarif (A9) who experienced a significant increase after the activity.

Despite facing the limitations of digital means, teachers are able to utilize simple media and the surrounding cultural context to create relevant learning. This shows that the role of teachers is very strategic in shaping a learning environment that supports children's speaking development.

Provisional Findings and Interpretations

From the overall data, it can be concluded that the development of early childhood speaking skills in ABA 2 Ova Kindergarten is influenced by four main aspects:

First, offline digital media that expands vocabulary and strengthens children's narrative abilities. Second, the integration of local cultures that increase boldness, expression, and spontaneity of speaking. Third, family assistance that strengthens learning outcomes and maintains the continuity of children's speaking practice at home. And fourth, the role of teachers as a link between technology, culture, and children's learning needs.

The synergy between digital media, local culture, family, and school creates a context-rich learning environment, encouraging children to speak more actively, confidently, and meaningfully according to their developmental stage

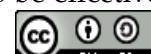
CONCLUSIONS

Based on observations, interviews with parents and teachers, and data analysis using the Miles & Huberman model, it can be concluded that the integration of offline digital media with local wisdom – through folklore and traditional games – has been proven to be effective



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in improving children's speaking skills, especially in vocabulary mastery, fluency in speaking, and the ability to compose simple stories; the most significant verbal development is seen in children aged 6 years, while children aged 4–5 years show a gradual improvement and still require intensive stimulation, especially in the courage to speak; The use of folklore videos plays a role in enriching vocabulary and helping children understand the storyline so that they are able to repeat the narrative in a more orderly manner, while local cultural activities create a communicative atmosphere that encourages children's confidence to interact; This success is also greatly influenced by the role of teachers through question-and-answer strategies, role-playing, and scaffolding, as well as family environment support, where parental assistance contributes to more stable and rapid verbal development, although there are still obstacles in the form of limited digital facilities and lack of parental assistance; Therefore, teachers are advised to continue to integrate offline digital media and local wisdom consistently, schools need to provide simple digital devices, parents are expected to increase mentoring and verbal interaction with children, teacher training related to simple digital technology and the development of local culture-based media needs to be expanded, and further research can develop language learning modules based on local wisdom that are applicable to PAUD institutions with limited access to technology.

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