



DEVELOPMENT OF A SOCIOCULTURAL-BASED *UNGGAH-UNGGUH BASA* TEXTBOOK ASSISTED BY INSTAGRAM REELS FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study was conducted in response to the need for innovative, contextually relevant learning materials for teaching *Unggah-ungguh Basa* that align with the development of digital technology and students' media literacy culture. This research employed a Research and Development (R&D) approach using Branch's ADDIE model. Data were collected through observations, interviews, questionnaires, tests, and were analyzed using qualitative, descriptive, and quantitative techniques. The results revealed that the developed textbook integrated QR codes linking students to Instagram Reels videos demonstrating the use of *Unggah-ungguh Basa* in authentic social contexts. Material expert validation achieved a score of 93%, while media expert validation reached 92.8. Furthermore, the effectiveness test showed a significant improvement in students' learning outcomes, with the average pretest score increasing from 67.78 to 90.69 in the posttest. The N-Gain score of 71% indicated a high level of effectiveness. These findings suggest the socioculturally-based *Unggah-ungguh Basa* textbook, supported by Instagram Reels, is feasible and effective for senior high school learning. The integration of sociocultural content and social media-based learning resources can enhance students' understanding of *Unggah-ungguh Basa*, promote meaningful language learning, and support the preservation of Javanese cultural values in the digital era.

Keywords: textbook, unggah-ungguh basa, sociocultural perspective, Instagram reels

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INTRODUCTION

Javanese is one of the largest regional languages in Indonesia and plays a crucial role in preserving cultural identity and social values. An important component of Javanese language learning is *Unggah-ungguh Basa*, a system of speech levels that reflects politeness, respect, and social relationships within Javanese culture (Setiawan & Insani, 2025). Politeness is regarded as a behavioral value that encourages individuals to respect and appreciate others in accordance with social norms and contextual situations (Putrihapsari, 2021). In Javanese culture, politeness constitutes a

fundamental aspect of *tata krama* (etiquette), which should be introduced to students through formal education to foster respectful social behavior. As noted by Anggun (2024), the acquisition of *tata krama* requires a continuous learning process and cannot be achieved instantaneously, as it is closely associated with the understanding and application of *Unggah-ungguh Basa*.

Moreover, *Unggah-ungguh Basa* is a compulsory subject matter in Javanese language education. Its mastery is expected to enhance not only students' linguistic competence but also their understanding of etiquette, moral values, and

sociocultural principles embedded in daily communication (Biantara & Thohir, 2022). Nevertheless, learning *Unggah-ungguh Basa* remains a significant challenge for many senior high school students (Pratiwi & Insani, 2025). Previous studies have shown that students often experience difficulties in mastering Javanese speech levels due to limited vocabulary, inadequate understanding of language etiquette, and challenges in applying appropriate language forms in different social contexts (Arfianingrum, 2020). Similarly, Fatmawati (2023) reported that 99% of students encountered difficulties in communicating using *Unggah-ungguh Basa*, primarily because of limited vocabulary mastery and difficulties in constructing sentences in the *krama* variety of Javanese. These findings indicate that Javanese language instruction has tended to focus on linguistic aspects while providing limited opportunities for authentic and contextualized communication practices.

Field observations further reveal that learning Javanese, particularly the *krama* variety, is still perceived as difficult by many students. Several factors contribute to this condition, including the complexity of *Unggah-ungguh Basa* materials, students' limited understanding of relevant vocabulary and sentence structures, the limited availability of comprehensive teaching materials, and the continued use of conventional teaching methods and media that are often less engaging. As a result, students frequently demonstrate low motivation and interest in learning Javanese *krama*.

To address these challenges, innovative teaching materials are needed to facilitate students' understanding of *Unggah-ungguh Basa* and enhance their learning engagement. Although conventional textbooks remain widely used in schools and

continue to provide valuable content aligned with the sociocultural values of Javanese society, they often lack interactive and contextual learning experiences that support students in applying language appropriately in real-life situations. Therefore, the development of socioculturally based teaching materials is considered essential to promote meaningful learning experiences while strengthening students' linguistic competence, cultural awareness, and understanding of Javanese etiquette.

A sociocultural perspective offers a relevant framework for addressing these challenges. According to sociocultural theory, learning occurs through social interaction, cultural practices, and meaningful experiences within a community (Vygotsky, 1978). Language learning becomes more effective when learners engage in authentic social contexts, enabling them not only to understand linguistic forms but also to comprehend the social norms governing their use. Moreover, sociocultural approaches have been shown to support language acquisition, communication skill development, and intercultural understanding (Lantolf et al., 2015).

The integration of digital technology into language learning has also attracted increasing scholarly attention in recent years (Insani et al., 2024a). Social media platforms provide opportunities to create interactive, accessible, and contextualized learning experiences that can enhance students' engagement and participation. Through multimedia content and authentic communication practices, social media can facilitate meaningful language learning while connecting classroom instruction with learners' everyday experiences. Therefore, the integration of sociocultural principles and social media-based learning resources represents a promising

approach to improving students' understanding and application of *Unggah-ungguh Basa* in contemporary educational settings.

Calude (2024) argued that social media can serve as an effective language-learning tool because it provides authentic, interactive, and meaningful communication contexts that are closely connected to learners' daily lives. The visual and audiovisual content available on social media platforms can make language learning more contextualized and engaging. Therefore, Instagram Reels was selected as a supporting medium in the development of the *Unggah-ungguh Basa* textbook.

This perspective is consistent with the findings of Thomas et al. (2022), who suggested that the use of social media in language education can support the development of students' communicative competence. This is largely attributed to the characteristics of short, engaging, and contextualized audiovisual content, which can enhance learners' understanding and interest in the learning process. Short-form videos, such as Instagram Reels, can function as complementary learning resources by providing authentic examples of language use in real-life situations and socially relevant contexts. Consequently, students are able to develop a clearer and more practical understanding of how language should be used appropriately in different communicative settings.

The integration of teaching materials with social media through Instagram Reels is expected to create a more interactive, engaging, and learner-centered educational experience that aligns with the characteristics of the digital generation. In addition to facilitating students' understanding of *Unggah-ungguh Basa*, the use of this medium may enhance learning motivation and support students' ability to apply appropriate language forms in

accordance with relevant social and cultural norms.

The Instagram Reels feature enables educators to deliver short instructional videos that are engaging, easily accessible, and aligned with the learning preferences of contemporary learners. The video content integrated into the teaching materials is designed to illustrate the application of sociocultural values and the appropriate use of *Unggah-ungguh Basa* in authentic social situations. Previous research has demonstrated that short-form video content can enhance students' attention, motivation, and comprehension of learning materials (Nikodemus, 2023).

To further facilitate the learning process, the textbook is equipped with QR codes that provide direct access to instructional videos hosted on Instagram Reels. In the current digital era, educational institutions increasingly incorporate digital technologies to support teaching and learning activities. This practice is supported by the findings of Nikodemus (2023), who reported that social media can serve as an effective platform for delivering educational content by increasing the availability of learning resources, broadening students' understanding of subject matter, providing easily accessible information, and enhancing students' interest and engagement in the learning process.

The integration of digital technology through QR code-linked instructional videos is expected to provide students with a more interactive, engaging, and meaningful learning experience that aligns with the demands of twenty-first-century education. Furthermore, the use of digital media is anticipated to improve students' understanding of *Unggah-ungguh Basa* while fostering higher levels of learning motivation and participation.

The novelty of this study lies in three main aspects. First, the developed textbook integrates the sociocultural values of the Kudus Javanese community into the learning of *Unggah-ungguh Basa*, thereby providing students with culturally relevant learning experiences. Second, the textbook is equipped with QR codes that provide direct access to Instagram Reels content, enabling students to observe authentic examples of language use in real social contexts. Third, this study combines a sociocultural learning approach with social media-supported instructional materials, resulting in an innovative model for regional language education that has received limited attention in previous studies.

Based on the aforementioned background, this study aims to describe the development process of a socioculturally oriented *Unggah-ungguh Basa* textbook assisted by Instagram Reels, evaluate the quality of the developed product through expert validation and field testing, and examine its effectiveness in improving senior high school students' understanding of *Unggah-ungguh Basa*. This study is expected to contribute theoretically to the development of Javanese language teaching materials that integrate sociocultural perspectives and digital technology. Furthermore, it is expected to provide practical contributions by offering an innovative learning resource that supports the teaching and learning of *Unggah-ungguh Basa* at the senior high school level.

METHODS

This study used a Research and Development (R&D) approach with the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages (Branch, 2009). The research was conducted at SMA Negeri

1 Bae Kudus with 36 Grade X students from one homogeneous class. The product developed in this study was a sociocultural-based *Unggah-ungguh Basa* textbook assisted by Instagram Reels, and its effectiveness was examined through a one-group pretest-posttest design.

The ADDIE procedure was implemented in five connected stages. The analysis stage identified learning problems, learner characteristics, and the need for contextual teaching materials through observation, interviews, and questionnaires. The design stage produced the textbook blueprint, learning objectives, sociocultural content map, assessment instruments, and Instagram Reels video plan. The development stage produced the textbook draft, QR-code-linked video resources, and expert validation instruments. The implementation stage involved classroom use of the textbook and Instagram Reels videos, while the evaluation stage examined expert validation, teacher and student responses, and student learning outcomes. Qualitative data were analyzed through data reduction, data display, and conclusion drawing (Miles & Huberman, 1992). Quantitative data were analyzed using descriptive percentages for validation and response data, while learning outcome data were examined through the Shapiro-Wilk normality test, paired-samples *t*-test, and normalized gain (*g*) analysis. The normalized gain interpretation followed Hake (1998), and SPSS version 31.0 was used to assist the statistical calculations.

RESULTS

The development of the sociocultural-based *Unggah-ungguh Basa* textbook assisted by Instagram Reels was carried out using the ADDIE model, which consists of five stages: Analyze,

Design, Development, Implementation, and Evaluation. This model was selected because it provides a systematic framework for designing educational products that meet learners' needs and instructional objectives.

Analyze Stage

The analysis stage was conducted to identify students' learning needs, characteristics, and challenges encountered in learning Unggah-ungguh Basa. Data were collected through classroom observations, interviews with Javanese language teachers, and questionnaires administered to students at SMA Negeri 1 Bae Kudus.

The needs analysis showed that students experienced difficulty understanding and applying appropriate Javanese speech levels in different social situations. Their limited mastery of *krama* vocabulary made it difficult to select speech forms according to age differences, social status, and communicative context. This finding is consistent with Biantara & Thohir (2022); Fatmawati (2023), who reported that limited vocabulary and contextual exposure influence learners' ability to use *Unggah-ungguh Basa* appropriately.

The learning materials commonly used in class were predominantly text-based and focused on theoretical explanation. Although these materials introduced the concept of *Unggah-ungguh Basa*, they provided limited opportunities for students to observe authentic language use in daily contexts. As a result, students perceived the material as abstract and distant from their everyday communication. This condition supports Arfianingrum's (2020) argument that contextual learning experiences and practical communication

activities are essential in mastering Javanese speech levels.

The analysis of student characteristics indicated that most learners were familiar with digital technology and social media platforms, particularly Instagram. Students frequently accessed short-form video content and preferred visual learning resources to conventional text-only materials. This finding aligns with studies showing that social media can support language learning by providing multimodal exposure, authentic interaction, and learner engagement (Barrot, 2022; Istifci & Ucar, 2021; Martoredjo, 2023).

The analysis identified the need for instructional materials that present *Unggah-ungguh Basa* within authentic sociocultural contexts, provide practical examples of language use in everyday communication, and incorporate accessible digital learning media compatible with students' technological habits. The main findings of the needs analysis and their instructional responses are summarized in Table 1.

Table 1. Results of Needs Analysis

Identified Problem	Evidence from Analysis	Instructional Response
Limited mastery of krama vocabulary	Classroom observation, interviews, and student questionnaire responses	Contextual vocabulary enrichment based on daily sociocultural situations
Difficulty applying <i>Unggah-ungguh Basa</i>	Students' difficulty selecting speech levels according to age, status, and communication context	Sociocultural learning tasks that model appropriate speech-level selection

Low learning engagement	Observation of classroom participation and students' preference for visual digital media	Instagram Reels videos accessed through QR codes
Lack of contextual teaching materials	Teacher interview and review of existing learning resources	Development of a sociocultural-based textbook integrated with digital media

Design Stage

The design stage was conducted based on the results of the needs analysis, which indicated the necessity of developing instructional materials that integrate sociocultural values and digital learning media to support the learning of Unggah-ungguh Basa. At this stage, the conceptual framework, content structure, learning activities, assessment instruments, and Instagram Reels integration were systematically designed to align with the learning objectives and students' characteristics.

The textbook was designed according to sociocultural learning principles, which emphasize social interaction, cultural mediation, and meaningful participation in learning (Vygotsky, 1978; Lantolf et al., 2015). Authentic examples were drawn from family interaction, school communication, community activities, and local cultural practices in Kudus so that students could learn speech levels as socially situated language practices rather than isolated vocabulary items.

The structure of the textbook consisted of several components, including learning objectives, conceptual explanations, contextual examples,

learning activities, practice exercises, reflection sections, and evaluation tasks. Each chapter was organized progressively, beginning with the introduction of concepts and followed by opportunities for students to apply their knowledge in practical communication contexts. This design was intended to support meaningful learning and encourage students to connect linguistic knowledge with real-life experiences.

Instagram Reels was integrated into the textbook through QR codes placed in relevant learning sections. The videos presented realistic communication scenarios and enabled students to observe language choice, politeness expressions, and speech-level selection in relation to social relationships. This design follows multimedia learning principles because verbal explanation, visual context, and audiovisual examples are combined to support deeper understanding (Mayer & Fiorella, 2022).

Table 2. Design Specifications of the Developed Textbook

Component	Description
Learning Approach	Sociocultural-based learning
Target Users	Grade X Senior High School Students
Main Material	<i>Unggah-ungguh Basa</i>
Learning Resources	Textbook and Instagram Reels
Digital Feature	QR Code linked to Instagram Reels
Learning Activities	Observation, discussion, practice, reflection
Assessment	Pretest, posttest, exercises, evaluation tasks
Cultural Content	Sociocultural values of Kudus society

In addition, assessment instruments were designed to evaluate students' cognitive understanding and learning achievement. The instruments included pretest and posttest questions, practice exercises, and evaluation tasks aligned with the learning objectives. Validation instruments for material experts, media experts, teachers, and students were also prepared to assess the quality, feasibility, and effectiveness of the developed product.

The design stage resulted in a textbook blueprint that guided the development of the instructional product. The main design specifications are presented in Table 2.

Development Stage

The development stage involved transforming the textbook blueprint produced during the design stage into a complete instructional product. At this stage, the Sociocultural-Based Unggah-ungguh Basa Textbook Assisted by Instagram Reels was developed by integrating instructional content, sociocultural values, visual design elements, QR-code technology, and assessment components into a unified learning resource.

The textbook content was developed based on the learning objectives of Unggah-ungguh Basa for senior high school students. The materials covered the concepts of speech levels, the functions of Unggah-ungguh Basa in social interaction, vocabulary enrichment, contextual dialogues, and practical communication activities. To strengthen students' cultural understanding, examples and learning activities were adapted from sociocultural practices found in Javanese society, particularly within the Kudus community. These contextual examples enabled students to learn language forms while simultaneously

understanding the cultural values underlying their use.

In addition to textual materials, digital learning resources were incorporated through QR codes embedded throughout the textbook. Each QR code was linked directly to Instagram Reels videos specifically created for this study. The videos demonstrated authentic communication practices involving the use of Unggah-ungguh Basa in various social situations, including interactions between students and teachers, conversations within families, community activities, and formal social encounters. Through this feature, students could observe real examples of language use and reinforce their understanding beyond written explanations.

The textbook components were organized progressively to help students move from conceptual understanding to contextual practice and reflection. This structure was intended to facilitate comprehension and promote active participation in the learning process.

Following product development, expert validation was conducted to evaluate the quality and feasibility of the textbook. Material expert validation focused on content accuracy, relevance to learning objectives, language appropriateness, and the integration of sociocultural values. The material expert evaluation resulted in a score of 93%, indicating that the textbook met the criteria of a very good instructional product. Suggestions provided by the material expert primarily concerned the refinement of several examples of language use and the addition of contextual explanations in selected sections.

Media expert validation was subsequently conducted to assess visual appearance, layout organization, readability, accessibility, and the integration of Instagram Reels through QR codes.

The evaluation yielded a score of 92.8%, which also falls within the very good category. Recommendations from the media expert included improving visual consistency, adjusting typography, and optimizing the placement of QR codes to enhance accessibility.

Based on the feedback obtained from both experts, revisions were made to improve the quality of the product. These revisions included refining learning materials, improving visual design elements, enhancing layout consistency, and revising several Instagram Reels contents to better align with instructional objectives. The revision process ensured that the final product met academic, pedagogical, and technological quality standards before implementation in classroom learning.

The development stage produced a validated textbook that integrates printed learning materials, QR codes, and Instagram Reels videos. The product includes a cover, learning material pages, QR-code access points, and short video examples of *Unggah-ungguh Basa* use. Figures 1-4 show the main components of the developed product, including the textbook cover, a sample learning material page, the QR-code feature, and Instagram Reels learning content.



Figure 1. Cover of the Developed Textbook



Figure 2. Example of Learning Material Page



Figure 3. QR Code Integrated with Instagram Reels



Figure 4. Screenshot of Instagram Reels Learning Content

Implementation Stage

The implementation stage was conducted through a field trial involving senior high school students. The trial was carried out in Class X E-1 at SMA 1 Bae Kudus, consisting of 36 students. During this stage, students used the developed textbook in classroom learning activities and accessed Instagram Reels videos through the QR codes provided in the textbook. Data regarding students' learning outcomes and users' responses to the developed product were collected and analyzed.

The implementation results indicated that students became more active, enthusiastic, and capable of understanding the Unggah-ungguh Basa material more easily. The integration of the textbook and Instagram Reels created an interactive learning environment that was relevant to students' daily experiences.

Evaluation Stage

Evaluation was conducted to assess the validity, practicality, and effectiveness of the developed product. The textbook received highly positive evaluations from experts, teachers, and students, indicating that it was feasible for classroom use. The effectiveness evaluation was conducted by comparing students' pretest and posttest scores after the classroom implementation. The analysis included the normality test, paired-samples *t*-test, and normalized gain (*g*) calculation to determine both the significance and the magnitude of students' learning improvement.

Product Quality Evaluation

Material Expert Validation

Material expert validation was conducted to assess content accuracy, material relevance, language appropriateness, and the alignment of the material

with the learning objectives. The validation results showed that the developed textbook obtained a score of 93%, which falls into the “very good” category. This finding indicates that the instructional content is highly appropriate for use in Javanese language learning.

Media Expert Validation

Media expert validation was conducted to evaluate visual design, layout, readability, accessibility, and the integration of Instagram Reels as a supporting learning medium. The media expert assessment yielded a score of 92.8%, which is also categorized as “very good.” This result indicates that the textbook possesses excellent visual and technological quality, effectively supporting the learning process.

Comparison of Expert Validation Results

Both expert evaluations achieved scores above 90%, indicating a very high level of product feasibility. The relatively small difference between the material expert score and the media expert score demonstrates consistency between the quality of the instructional content and the quality of the media design developed.

In addition, the evaluation conducted by the Javanese language teacher resulted in a score of 92.3%. The student assessment results are summarized in Table 3.

Table 3. Assessment of Textbook Aspects

Assessment Aspect	Percentage
Usefulness of the textbook	94%
Support for student learning independence	92.5%
Textbook presentation	94%
Instagram Reels video presentation	91%

As shown in Table 3, all assessed aspects received highly positive responses. These findings indicate that the product was well received as a learning resource for *Unggah-ungguh Basa*.

Effectiveness of the Developed Textbook

Normality Test

A normality test was conducted as one of the primary prerequisites before performing parametric statistical analysis in this study, particularly prior to conducting the paired sample *t*-test. The purpose of the normality test was to determine whether the pretest and posttest scores of students' *Unggah-ungguh Basa* learning outcomes were normally distributed.

Because the field trial involved 36 students, the Shapiro-Wilk test was used to examine the normality of the pretest and posttest scores before the paired-samples *t*-test was conducted. The results are presented in Table 4.

Table 4. Summary of Shapiro-Wilk Normality Test

Data	<i>p</i>	Skew.	Kurt.
Pretest	0.268	-0.064	-0.562
Posttest	0.119	0.241	-0.374

As shown in Table 4, both pretest and posttest scores met the normality assumption because their *p*-values exceeded 0.05. The skewness and kurtosis values also indicated acceptable distributional patterns, allowing the analysis to proceed to the paired-samples *t*-test.

Paired-Samples *t*-Test

The paired-samples *t*-test was used to examine whether the difference between students' pretest and posttest scores was statistically significant. The results are presented in Table 5.

As shown in Table 5, students' posttest performance was higher than their pretest

performance, and the difference was statistically significant. This result indicates that students' learning outcomes improved after using the sociocultural-based *Unggah-ungguh Basa* textbook assisted by Instagram Reels.

Table 5. Paired-Samples *t*-Test

Statistic	Value
<i>N</i>	36
<i>M</i> pretest	67.78
<i>M</i> posttest	90.69
<i>M</i> difference	-22.92
<i>t</i> (df)	-17.647 (35)
<i>p</i>	< 0.001
Result	Significant

Normalized Gain (*g*) Analysis

The normalized gain (*g*) analysis was used to measure the magnitude of students' learning improvement after the intervention. The results are presented in Table 6.

As shown in Table 6, the average normalized gain belongs to the high category. Individual gain scores ranged from $g = 0.40$ to $g = 0.87$, showing that students experienced moderate to high levels of improvement after using the developed textbook.

Table 6. Normalized Gain (*g*) Analysis

Statistic	Value
<i>N</i>	36
<i>M</i> pretest	67.78
<i>M</i> posttest	90.69
<i>g</i>	0.71
Percentage	71%
Category	High

These results are consistent with Maruti et al. (2025), who found that contextual learning strengthens Javanese language awareness, and with Zein & Kurniati (2022), who showed that

digital media can improve engagement in Javanese language learning. The present study differs from those studies by focusing specifically on *Unggah-ungguh Basa* and by integrating sociocultural contexts with Instagram Reels as an audiovisual learning resource.

Taken together, the paired-samples *t*-test and normalized gain (*g*) analysis indicate that the developed textbook contributed to a significant and substantial improvement in students' learning outcomes.

DISCUSSION

The findings demonstrate that integrating sociocultural perspectives into *Unggah-ungguh Basa* instruction improves students' linguistic competence and cultural understanding. This result supports Vygotsky's sociocultural theory and Lantolf et al.'s (2015) explanation that language learning is strengthened through social interaction and culturally meaningful activity. In this study, the textbook positioned *Unggah-ungguh Basa* not merely as a set of vocabulary forms but as a communicative practice shaped by politeness, social relationships, and cultural context.

These findings respond to the problems identified by Biantara & Thohir (2022); Fatmawati (2023), who reported students' difficulties in applying Javanese speech levels appropriately. The present study addresses this issue through a textbook supported by digital video examples, enabling students to observe how language forms are used in concrete social situations rather than learning speech levels only through explanation.

The findings also extend studies on technology-supported regional language learning. Zein & Kurniati (2022) used an Android-based application to support Javanese script learning,

while Meilawati et al. (2025) developed motion graphic animation for *Unggah-ungguh* learning at the elementary level. This study contributes a different model by combining a printed textbook, QR-code access, and Instagram Reels videos for senior high school students, thereby linking regional language learning with students' everyday digital media practices.

The use of Instagram Reels is supported by Barrot (2022); Istifci & Ucar (2021), who reported that social media can function as a language learning environment because it provides interaction, exposure, and multimodal input. In the present study, Reels helped students connect linguistic forms with real-life communicative situations. This role is similar to Diari's (2024) finding that digital multimodal platforms can serve as learning media and learning resources in regional language education.

The effectiveness of Instagram Reels can also be explained through multimedia learning theory. Mayer & Fiorella (2022) emphasize that learners understand material more deeply when verbal and visual information are designed to support one another. The Reels videos in this study presented speech-level use through dialogue, expression, and situational context, allowing students to integrate language forms with social meaning.

In addition, the integration of QR codes into the textbook contributed to the effectiveness of the learning process by enabling flexible access to instructional materials. This feature supports the principles of self-directed learning and digital literacy, both of which are considered essential competencies in twenty-first-century education (Insani et al., 2024b). Students could independently access and review instructional videos at their own pace and according to their individual learning

needs (Ouhaichi et al., 2023; Wang et al., 2023). Such accessibility encourages learner autonomy and promotes continuous learning beyond the classroom environment.

Another significant finding concerns the role of sociocultural content in preserving local wisdom and cultural identity. The contextual examples presented in the textbook, which were derived from the social and cultural practices of Javanese society, enabled students to gain a deeper understanding of cultural values such as politeness, respect, and social harmony. As a result, *Unggah-ungguh Basa* instruction serves not only as language education but also as a medium for cultural preservation. This finding reinforces the view (Gulyamova & Rasulmuamedova, 2025; Simanjuntak et al., 2024) that regional language education should integrate linguistic competence with cultural awareness to ensure the sustainability of local cultural heritage in the digital era.

Taken together, the validation and effectiveness results presented in Tables 3-6 indicate that the developed textbook is both feasible and effective. The product quality indicators support its pedagogical appropriateness, while the learning outcome analysis shows meaningful improvement after implementation. These results suggest that the combination of sociocultural content and digital learning resources can create a more engaging, contextual, and meaningful learning experience.

Thus, the discussion shows that the textbook's effectiveness cannot be separated from the combination of sociocultural content, systematic instructional design, and multimodal digital support. The product bridges local cultural values and contemporary student media habits, while the statistical results confirm its positive effect on learning outcomes. This finding strengthens previous research on Javanese learning

media and expands it by showing how social media can be integrated into culturally responsive textbook development.

The final product was a sociocultural-based *Unggah-ungguh Basa* textbook assisted by Instagram Reels. In the analysis stage, student needs and classroom problems were identified. In the design stage, the textbook structure, sociocultural content, learning activities, and video concepts were planned. In the development stage, the textbook pages, QR codes, and Instagram Reels videos were produced and validated. In the implementation stage, students used the textbook and accessed the videos during learning. In the evaluation stage, product feasibility and effectiveness were examined through expert validation, user responses, and learning outcome tests.

The final product combines printed textbook materials and digital learning support. The printed component contains learning objectives, concept explanations, sociocultural examples, dialogues, practice tasks, reflection activities, and evaluation tasks. The digital component consists of QR codes linked to Instagram Reels videos that demonstrate the appropriate use of *Unggah-ungguh Basa* in family, school, and community contexts.

The media expert validation score of 92.8% indicates that the product has strong visual, technological, and accessibility quality. The placement of QR codes enables students to access the video materials independently, while the printed textbook maintains structured classroom guidance. This combination supports flexible learning without separating students from the sociocultural substance of the material.

The product also integrates the sociocultural values of Javanese society,

particularly politeness, respect, social harmony, and context-sensitive communication in the Kudus community. Therefore, the textbook supports not only linguistic competence but also character education through the practice of polite and respectful communication.

The field trial showed that the textbook can serve as an alternative instructional resource for senior high school Javanese language learning. Its strength lies in presenting cultural content through structured classroom materials while also connecting students to digital media practices that are familiar in their daily lives.

CONCLUSION

This study concludes that the sociocultural-based Unggah-ungguh Basa textbook assisted by Instagram Reels is feasible and effective for senior high school Javanese language learning. Developed through the ADDIE model, the textbook addresses students' need for contextual, culturally grounded, and digitally accessible learning materials. Its main contribution is the integration of local sociocultural values with QR-code-linked short videos, enabling students to learn speech levels through authentic communicative situations. This model can be used as an alternative reference for developing regional language teaching materials that combine cultural preservation, language competence, and contemporary digital media.

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