



Development of the *Mbojo* Culinary Application in Local Content Learning to Improve Students' Knowledge of Bima Traditional Cuisine

Laudiya Centiya Della^{1*}, Mariamah², Hardiansyah³

^{1,3}Information Technology Education Study Program, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Taman Siswa Bima, Indonesia

²Elementary School Teacher Education Study Program, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Taman Siswa Bima, Indonesia

Corresponding Author:

Author Name*: Laudiya Centiya Della

Email*: laudiyadella59@gmail.com

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ABSTRACT

This research was motivated by the low level of students' knowledge of Bima traditional cuisine due to the limited availability of interactive and engaging learning media. This research aims to develop the *Mbojo* Culinary Application in local content learning to improve students' knowledge of Bima traditional cuisine to produce a learning medium that is valid, effective, and practical in supporting the learning process of elementary school students. This research used the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and a mixed methods approach. Validation was conducted by subject matter experts and media experts, while limited trials involved students in Bima Regency. The trial design was carried out in two stages, namely a small-scale trial involving 2 students as an initial representation to test the functionality of the application, and a large-scale trial involving 8 students to assess the overall feasibility of the application. The results of this study indicate that the average percentage of application feasibility based on the assessments from both validators was 87.50%, which falls under the "highly feasible" category. The *Mbojo* Culinary Application was also effective in improving students' knowledge of Bima traditional cuisine, with an average N-Gain score of 0.6, categorized as moderate. These results indicate that the *Mbojo* Culinary application can become an alternative interactive learning medium that is feasible for use and capable of supporting the preservation of Bima local culture.

Keywords: development, *Mbojo* culinary, local content, knowledge

INTRODUCTION

Indonesia, as a country rich in traditional culinary heritage, such as the traditional cuisine of West Nusa Tenggara (NTB), requires serious efforts to preserve these traditional foods through the younger generation. However, traditional culinary culture is currently often marginalized due to the influence of globalization and the influx of modern foods, which are more readily accepted by the younger generation. In Bima Regency, the introduction and preservation of traditional local cuisine through interactive, technology-based learning media have not yet been optimized.

The use of information technology, such as Android-based applications, can be an effective solution to bridge this gap. Previous studies have shown that technology-based learning media can enhance students' interest and learning outcomes in studying local culture [1]. One study developed a pop-up book-based learning medium that integrates traditional food as a contextual element in teaching mathematics on the topic of plane figures. The results indicated that the use of this medium was effective in improving students' critical reasoning skills, with expert validation scores reaching 86% and evaluation scores of 84% [2]. This study

developed a mathematics flashcard learning medium based on ethnomathematics by using traditional food as the context. This medium was designed to help students understand mathematical concepts through familiar local culture. The results of the study showed that the use of this medium was effective in improving students' understanding of mathematical material and strengthening their connection to local culture [3]. Another study explored strategies to popularize traditional food through the P5 project in elementary schools. Activities such as food bazaars and cooking practices were used to introduce traditional food to students, engage them in experiential learning, and instill cultural values. The results indicated that this approach was effective in increasing students' awareness and appreciation of traditional food [4]. An Android-based e-recipe culinary introduction application featuring traditional dishes from Central Kalimantan has also been developed to facilitate users in learning traditional cooking recipes. The use of augmented reality (AR) technology in introducing traditional food has also been implemented to enhance students' understanding of traditional cuisine [5].

Information technology plays an important role in supporting education based on local content. The use of interactive learning media integrated with local culture can enhance students' cultural literacy [6]. In addition, the use of digital learning platforms such as Quizizz can increase students' interest and participation in the learning process [7]. The effectiveness of using Quizizz as a learning medium in improving elementary school students' learning interest has also been examined. The results of the study showed that the use of Quizizz significantly increased students' learning interest [8].

The preliminary study in this research was conducted to identify problems in the local content learning process at SD Negeri Inpres Palisondo, particularly in the material on the introduction of traditional cuisine from the Bima region. This study included direct classroom observations, interviews with local content teachers, and observations of students' responses during the delivery of local culinary material. The results of the preliminary study showed that the learning media used were still conventional, consisting of verbal explanations and textbooks without the support of visual or interactive media.

Based on further observations conducted prior to the use of the *Mbojo* Culinary Application, it was found that most students had limited knowledge regarding the types of traditional Bima cuisine. During the local content learning process, students appeared unenthusiastic, passive, and rarely responded when the teacher explained the material on regional cuisine. When asked questions about traditional foods such as *sepi tumis*, *uta londe puru*, and *mangge mada*, only a small number of students were able to answer correctly. Conversely, many students were more familiar with fast food or cuisine from outside the region, which they frequently encountered on social media and television. These findings indicate that students' exposure to local culinary culture remains low and highlight the urgent need to introduce more engaging, contextual, and student-centered learning media that align with the learning styles of today's learners.

The product developed in this study is an interactive Android-based learning application called *Mbojo* Culinary, which is designed to improve elementary school students' knowledge of traditional Bima cuisine in the local content subject. This application includes several key features, such as a recipe gallery of Bima traditional dishes. The development of this application utilized the MIT App Inventor platform and adopted a user-centered design approach, ensuring a simple interface, easy-to-understand navigation, and alignment with the characteristics of elementary school students. The novelty of this product lies in its specific focus on introducing traditional Bima cuisine in a digital format that has not been previously developed, as well as in combining elements of local culture with an interactive multimedia approach. This product is not only valid in terms of content and media based on expert validation results, but also proven effective in improving students'

knowledge based on pre-test and post-test assessments, and considered practical by students based on the results of the response questionnaire. Thus, the *Mbojo* Culinary application is expected to be an innovative solution capable of supporting the preservation of local culture through an enjoyable and meaningful learning process.

Local content learning is a strategic effort within the educational curriculum to introduce and preserve culture and local wisdom among the younger generation. Research has shown that the integration of local wisdom values in education can enhance students' awareness of their cultural identity [9]. In addition, local content learning is a curricular activity designed to equip students with the attitudes, knowledge, and skills necessary to recognize and appreciate the natural, social, cultural, and spiritual environments of their region [10].

This study was conducted on sixth-grade students at SD Negeri Inpres Palisondo, involving 8 students selected through purposive sampling. In the trial phase, a small-scale trial was carried out involving 2 students to assess the feasibility of the *Mbojo* Culinary application in improving the knowledge of traditional cuisine within the local content learning of students in Bima. The research site was strategically selected because the school had already implemented local content in its curriculum, allowing the *Mbojo* Culinary application to be easily integrated into the learning process. At SD Negeri Inpres Palisondo, the implementation of local content has been an integral part of the curriculum. However, the learning media used have remained limited to conventional methods, such as books, texts, and teacher lectures. This has resulted in low student interest and participation in understanding Bima traditional cuisine as part of the cultural heritage that needs to be preserved.

Based on the explained facts and background, this study aimed to develop the *Mbojo* Culinary application as an Android-based interactive learning medium that is feasible, effective, and practical for use in local content learning to improve students' knowledge of Bima traditional cuisine at SD Negeri Inpres Palisondo.

RESEARCH METHOD

This research was a Research and Development (R&D) study aimed at producing and testing the feasibility of an Android-based interactive learning media product for local content learning. The development model employed was the ADDIE model Analysis, Design, Development, Implementation, and Evaluation [11], which was focused on the *Mbojo* Culinary application to improve students' knowledge of Bima traditional cuisine.

1. Data Sources

The data sources in this study consisted of validation questionnaires addressed to expert validators to determine the quality and feasibility of the developed product, response questionnaires for teachers and students aimed at assessing the practicality of the teachers' and students' responses

to the developed product, and test instruments used to measure the effectiveness of the developed product.

2. Data Analysis Techniques

a. Feasibility Analysis Technique

The feasibility test was conducted to determine the extent to which the *Mbojo*

Culinary learning media met quality criteria in terms of content (material) and appearance (media). The instrument used was a validation sheet completed by two subject matter experts and two media experts. Each statement in the instrument employed a 4-point Likert scale, as shown in **Table 1**:

Table 1. Likert Scale for Assessment

| Response Option | Score Weight |
|-----------------|--------------|
| Highly Feasible | 4 |
| Feasible | 3 |
| Less Feasible | 2 |
| Not Feasible | 1 |

The feasibility test of the developed product was analyzed using the feasibility percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Description:

P : Percentage score

F : Score obtained

N : Maximum score

The results of the feasibility analysis were then interpreted based on the categories shown in **Table 2** below:

Table 2. Interpretation of the Assessment Scale [12]

| Percentage Range (%) | Category |
|----------------------|-----------------|
| 0-25 | Not Feasible |
| 26-50 | Less Feasible |
| 51-75 | Feasible |
| 76-100 | Highly Feasible |

b. Practicality Analysis Technique

The practicality test aimed to determine how effectively and easily the media could be used by students during the learning process. Data were obtained through a student response questionnaire regarding the use of the application, using a 4-point Likert scale as shown in **Table 1**. The practicality test of the developed product was analyzed using the practicality percentage formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Keterangan:

P : Percentage of practicality

$\sum x$: Total score obtained

$\sum xi$: Maximum total score

The results of the calculation were then interpreted using the categories shown in **Table 3** below:

Table 3. Interpretation of Practicality Criteria [13]

| Presentation (%) | Practicality Criteria |
|------------------|-----------------------|
| 0-20 | Not practical |
| 21-40 | Not practical |
| 41-60 | Quite practical |
| 61-80 | Practical |

c. Effectiveness Analysis Technique

The effectiveness test was conducted to determine whether the use of the *Mbojo* Culinary application could improve students' knowledge of traditional regional cuisine. The design used was the One-Group Pretest-Posttest Design, in which students were given a pre-test before and a post-test after using the

application. The improvement in students' learning outcomes was calculated using the following N-Gain formula:

$$N - Gain = \frac{Posttest Score - Pretest Score}{Maximum Score - Pretest Score}$$

The N-Gain value was then categorized based on the criteria shown in **Table 4** below:

Table 4. Normalized N-Gain Criteria

| N-Gain Score | Criteria |
|-----------------------|----------------------|
| $G < 0.3$ | Low improvement |
| $0.3 \leq G \leq 0.7$ | Moderate improvement |
| $G > 0.7$ | High improvement |

RESULTS AND DISCUSSION

1. Analysis Stage

In the analysis stage, the researcher conducted observations and interviews at SD Negeri Inpres Palisondo to identify the learning needs related to

local content on Bima traditional cuisine. It was found that the learning methods used were still conventional, such as lectures and the use of textbooks, which were less engaging for students and resulted in low participation and understanding

of the material. This condition indicated the need for more interactive and digitally based learning media to enhance student engagement in the learning process.

These findings are in line with the study by [14], which emphasized the importance of developing digital learning media based on local wisdom to enhance students' understanding of regional culture. They developed a local wisdom-based module that was proven effective in improving students' comprehension of local culture.

The analysis of the local content curriculum showed that the material on Bima traditional cuisine had not been presented contextually and engagingly for students. The lack of integration between the subject matter and local culture made it difficult for students to understand and appreciate the richness of their regional cultural heritage. This is consistent with the findings of [15], which emphasized that the integration of local wisdom into the curriculum has a significant positive impact on students' understanding of local cultural literacy, enhances learning motivation, and strengthens students' cultural identity.

The observation results showed that more than 80% of students were more enthusiastic and engaged when using digital learning media that were visual and interactive in nature. They

preferred appealing interfaces and easily understandable information. This condition indicates the need to develop technology-based learning media as an innovative solution to enhance students' participation and understanding of local content material.

2. Design Stage

In the design stage, the researcher began designing the visual and functional structure of the *Mbojo* Culinary application. The application design was carried out using the MIT App Inventor platform, which allows visual development of Android applications. The first step in this stage was to create a sketch of the user interface (UI), consisting of several main components: splash screen, main menu, navigation buttons, and visual content in the form of traditional food images. The main menu design was created by considering visually appealing and child-friendly aspects, such as the use of food icons, bright background colors, and a neat horizontal and vertical layout to make navigation more accessible to students.

The researcher also arranged the components on each screen, such as buttons, images, and horizontal arrangements, to create an interactive menu display. Each button was linked to a specific screen that presented one type of traditional Bima cuisine, such as *sepi tumis*, *uta londe puru*, *palumara londe*, *mangge mada*, *bingka dolu*, and others.

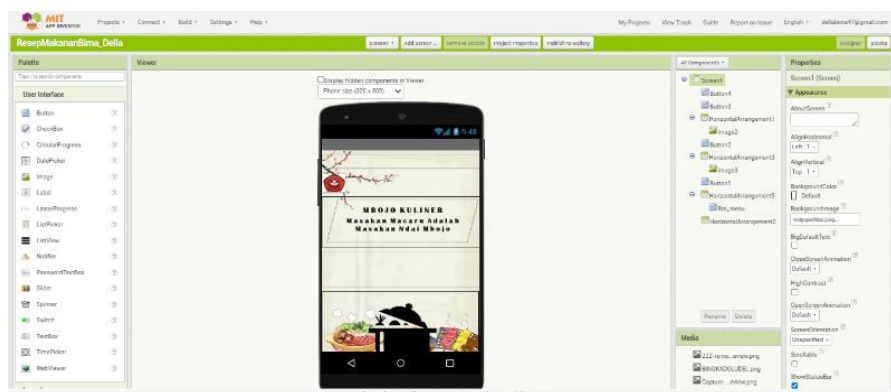


Figure 1. MIT App Inventor Design Interface

Figure 1 shows the user interface of MIT App Inventor during the development of the application titled *Mbojo* Culinary. This application features the theme of Bima traditional cuisine and utilizes various visual components such as images, buttons, and horizontal layouts to form the initial display of the application. In the center, the application design preview is visible, while on the left side are the available components, and on the right is a list of

elements along with their settings. This project aims to create a recipe application using a visual approach that is easy to use.

In the second figure (Blocks Editor), it is shown how logic programming blocks were created to manage screen navigation when buttons are clicked, such as when *Btn_sepi.Click* do open another screen *Screen3*.

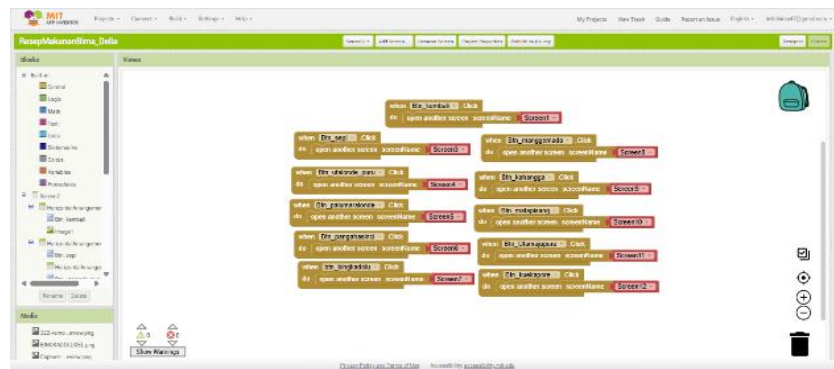


Figure 2. Blocks Display in MIT App Inventor

Figure 2 shows the blocks programming editor display on the MIT App Inventor platform for the application project titled *Mbojo Culinary*. In this section, the user is arranging the logic for user interaction using a visual block-based programming system. In addition to designing the interface and navigation, the researcher also collected various relevant images of traditional Bima cuisine and integrated them into the application so that each visual content could enhance students' understanding of the names and appearances of local foods. This visual content was combined with simple descriptive text to enable students to associate the images with the information provided.

The design results show that the application was systematically developed based on the principles of user-centered design, in which usability, accessibility, and visual appeal were the main priorities to align with the characteristics of elementary school students. The strong visual integration and the interactivity provided are expected to increase students' learning interest and their understanding of their regional culinary heritage.

3. Development Stage

After completing the design stage, the next step was the development stage. In this stage, the researcher designed the splash screen of the application, which displays the primary identity of the application. The key elements developed included: the institution's logo to indicate the origin of the application developer, the application name "*Mbojo Culinary*," an educational slogan: "*Masakan Macaru Adalah Masakan Ndai Mbojo*" as a reinforcement of local wisdom values, and a main navigation button labeled "Menu" designed to direct users to the main features. This display was developed with consideration for visual aesthetics and ease of access for elementary school-level users. This is aligned with the study by [16], which showed that interface designs based on local culture can enhance student engagement and comfort when using Android-based learning applications, particularly when combined with appealing visuals and navigation that is easily accessible for elementary school-aged children.



Figure 3. Initial Application Display

Figure 3 shows the initial display of the *Mbojo Culinary* application, featuring an attractive and informative user interface design. At the top, there is the logo of the institution or school as the developer's identity, followed by the slogan "*Masakan Macaru Adalah Masakan Ndai Mbojo*," which reinforces the message that the application contains recipes for traditional dishes from the Bima region. Below the slogan is an illustration of a cooking pot with flames underneath, emphasizing the culinary theme. The "Menu" button is located at the bottom of the screen as the main navigation to proceed to the next page. Overall, this display clearly conveys the application's identity and provides a strong impression of professionalism and local cultural character.

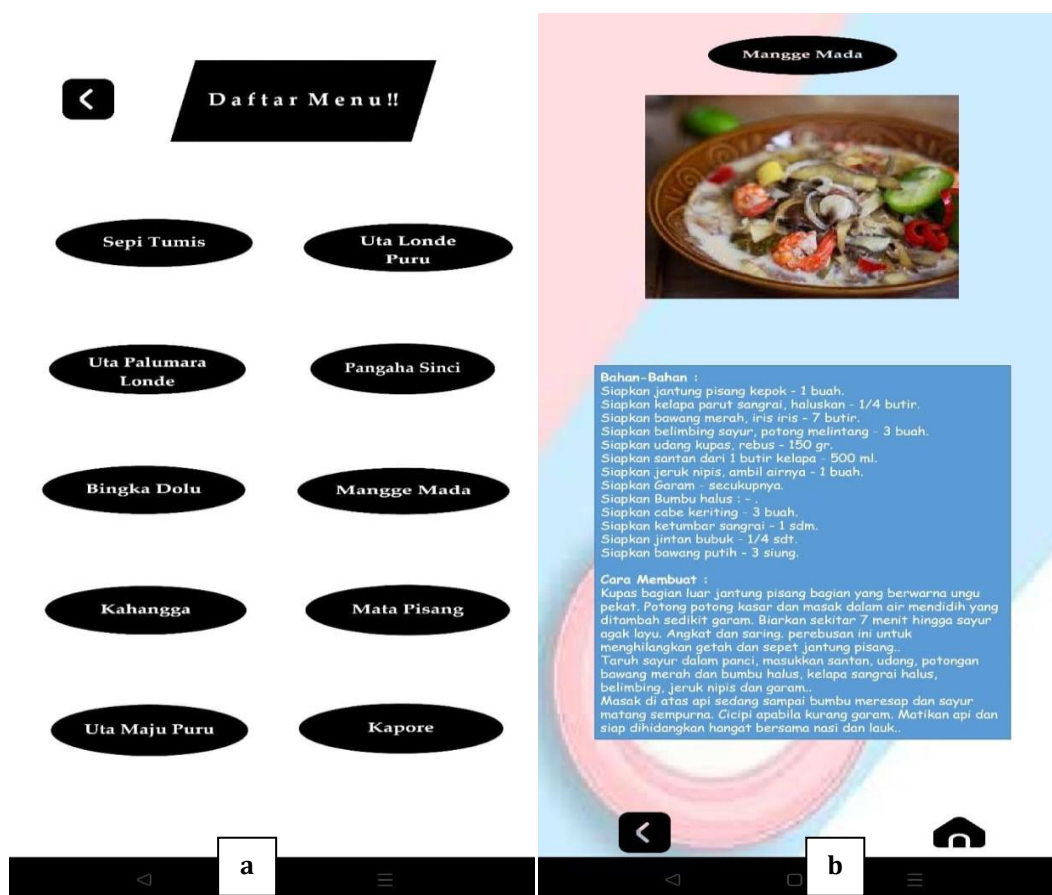


Figure 4. (a) Application Menu List Display

In **Figure 4 (a)**, the researcher arranged a list of traditional dishes based on observation results and references to Bima culture. Then, ten menu buttons representing Bima traditional cuisine were designed, including *sepi tumis*, *uta londe puru*, *uta palumara londe*, *pangaha sinci*, *bingka dolu*, *mangge mada*, *kahangga*, *mata pisang*, *uta maju puru*, and *kapore*. The button navigation was arranged neatly to facilitate students in selecting the dishes they wanted to learn about. The design was adapted to the principles of user-centered design to ensure it is child-friendly and easy for elementary school students to use.

In **Figure 4 (b)**, the researcher input images of the dishes, recipe texts containing ingredients and cooking steps, page navigation, and created an appealing visual design.

The validation of the interactive multimedia for the *Mbojo* Culinary application to improve

(b) Application Menu Display

knowledge of traditional cuisine in local content learning was conducted and assessed by 2 subject matter experts and 2 media experts. The validation results consisted of comments, suggestions, and feedback, which were used as the basis for revising the developed product. The validation instrument employed a Likert scale. The validation results are presented in **Tables 4 and 5**.

The feasibility test of the local content material was completed by 2 subject matter experts who are teachers at SD Negeri Inpres Palisondo. The purpose of the subject matter expert feasibility test was to determine the level of product feasibility in terms of the content presented. Data from the subject matter experts was obtained through a questionnaire filled out by the experts. The questionnaire consisted of 11 assessment items evaluated using a Likert scale.

Table 4. Subject Matter Expert Validation Results

| Subject Matter Expert | Total Score | Percentage (%) |
|-----------------------|-------------|----------------|
| Expert I | 36 | 81.82 |
| Expert II | 39 | 88.64 |

Based on **Table 4**, the average feasibility of the media as assessed by each subject matter expert shows that Expert I obtained a total score of 36 with a percentage score of 81.82%, and Expert II obtained a total score of 39 with a percentage score of 88.64%. Therefore, the validation results from the subject matter experts for the *Mbojo* Culinary application as a learning media to improve

knowledge of traditional cuisine in local content learning among students in Bima fall into the "highly feasible" category.

The feasibility test of this interactive multimedia was conducted by 2 media expert lecturers to determine the level of product feasibility in terms of the media presented. Data from the media experts was obtained through a

questionnaire completed by the experts. The questionnaire consisted of 11 assessment items

evaluated using a Likert scale.

Table 5. Media Expert Validation Results

| Media Expert | Total Score | Percentage (%) |
|--------------|-------------|----------------|
| Expert I | 38 | 86.36 |
| Expert II | 41 | 93.18 |

Based on **Table 5**, the media feasibility assessment of the interactive multimedia conducted by two media experts showed that the average percentage obtained from all aspects by each media expert was as follows: Media Expert I obtained a total score of 38 with a percentage of 86.36%, and Media Expert II obtained a total score of 41 with a percentage of 93.18%. From the results of the feasibility test, it can be seen that the assessments from both experts regarding the application in terms of media indicate that it is categorized as highly feasible by both media experts.

4. Implementation Stage

After the product underwent validation by subject matter experts and media experts and had been revised accordingly, the researcher conducted two implementation schemes. First, a small-scale trial involving 2 students was carried out to observe the initial practicality of the application and identify technical issues. Second, a large-scale trial was conducted involving 8 students as the primary

representatives of the application's end users. The implementation results showed that the *Mbojo* Culinary application was effective in increasing students' interest and understanding of local culinary culture. This approach is consistent with the study by [17], in which the implementation stage was conducted through small- and large-scale trials to evaluate the effectiveness of the learning media. The results indicated that the developed application was feasible for use and could enhance students' understanding of the material.

In the small-scale trial, a student response questionnaire was used to assess the readability of the application. The developed application was tested on a limited basis involving 2 randomly selected sixth-grade students from SD Negeri Inpres Palisondo. Student response data were obtained from questionnaires completed by the students. The questionnaire consisted of 11 assessment items evaluated using a Likert scale. The results of the student responses are presented in **Table 6**.

Table 6. Student Response Results

| No | Percentage (%) | Criteria |
|---------|----------------|----------------|
| 1 | 92,5 | very practical |
| 2 | 87,5 | very practical |
| Average | 90.0 | very practical |

The student responses referred to here are the responses of two sixth-grade students from SD Negeri Inpres Palisondo to the Android-based application that was developed. This media was tested in a small-scale trial. As shown in **Table 6**, the students gave positive responses to the Android-based application tested, with an average percentage above 90%. This indicates that the developed product is acceptable to sixth-grade students. Therefore, the interactive multimedia

application did not require further revision and was ready to be used in the large-scale trial.

The learning media that had been revised and validated for use were first tested in a small-scale trial. Subsequently, the learning media were tested in a large-scale trial conducted at SD Negeri Inpres Palisondo with a sample of one sixth-grade class consisting of 8 students.

Table 7. Analysis Results of Students' Pre-test and Post-test

| Respondents | Average Score | | | Criteria |
|-------------|----------------|-----------------|---------------------------|----------|
| | Pre-test Score | Post-test Score | Understanding Improvement | |
| 8 | 46 | 81 | 0.6 | Moderate |

Based on **Table 7**, the data obtained show the analysis results of the pre-test, post-test, and the improvement in students' understanding before and after using the *Mbojo* Culinary application. The calculation was carried out using the N-Gain formula to measure the extent of improvement for each student. The N-Gain results were then analyzed and interpreted based on the predetermined N-Gain scale categories.

The improvement in students' understanding of the *Mbojo* Culinary application in this study refers to students' ability to comprehend local content material after using the *Mbojo* Culinary application. Based on the data in **Table 7**, it was found that the average score of students'

understanding improvement reached 0.6, which falls into the **moderate** category according to the N-Gain scale interpretation. This result indicates that the use of the interactive multimedia-based application was able to provide a positive impact on students' understanding in gaining deeper knowledge about traditional cuisine as part of the cultural heritage of the Bima region.

5. Evaluation Stage

The evaluation stage is the final phase in the research process, aimed at assessing the effectiveness of the developed application. Based on the data on students' understanding improvement presented in **Table 7**, the evaluation results show an average increase of 0.6, which falls into the

moderate category. This reflects that the development of the *Mbojo* Culinary application in local content learning to improve students' knowledge of Bima traditional cuisine was able to provide a positive impact on the learning process.

By using multimedia-based learning media through the MIT App Inventor platform, this application was considered feasible for use in the local content learning process in elementary schools, particularly at SD Negeri Inpres Palisondo. This platform is designed to facilitate the application development process, eliminate technical barriers, and provide opportunities for anyone to develop their own applications[18]. This application has been proven to assist students in understanding the material more engagingly and interactively, thereby increasing their involvement during the learning process. This is in line with[19], which showed that Android-based learning media developed with App Inventor underwent validation by media and content experts and showed a high level of effectiveness, with a Total Content Validity (TCV) in the "excellent" category. The study indicated that Android-based learning media developed using MIT App Inventor received expert evaluations of 93% from subject matter experts and 91% from media experts, both categorized as "Highly Feasible." Student responses also indicated a practicality score of 80%[20]. Furthermore, this research found that the learning media developed using App Inventor achieved a validation score of 3.59 (in the highly feasible category) and improved students' scientific literacy skills with an N-Gain of 0.38 (moderate category)[21].

Several factors that influenced the success of this application include a child-friendly interface design and contextual content. This study also has strengths in integrating local cultural values into a modern learning system and has been systematically validated through a mixed-methods approach. However, limitations arose in the small number of trial participants, and the application has not yet been equipped with a narrative audio feature, which may be useful for students with reading difficulties. The results of this study are consistent with the findings of[22], which developed a local Bima culinary flashcard medium and found that it was highly effective in learning. These findings are also supported by the study of[23], which emphasized the importance of media based on local wisdom in enhancing students' understanding and learning interest. Thus, the *Mbojo* Culinary application not only contributes to improving students' knowledge of local cuisine but also serves as an effort to preserve regional culture through enjoyable and contextual digital education.

The research results show that the *Mbojo* Culinary application, developed as an Android-based interactive learning medium for local content, showed high feasibility. Based on the validation results from subject matter and media experts, the

application obtained an average feasibility percentage of 87.50%, which is categorized as highly feasible according to the assessment scale interpretation. In addition, the effectiveness of the application in improving students' knowledge was measured using an N-Gain score of 0.6, which falls into the moderate category. These findings indicate that students experienced an improvement in their understanding of the Bima traditional cuisine material after using the application. The main argument underlying this result is the presentation of local content in an interactive visual format, consisting of images and descriptions that engaged students more actively in the learning process, in line with the technology-based learning approach[24].

CONCLUSION

This study successfully developed the *Mbojo* Culinary application as an Android-based interactive learning medium that is feasible, effective, and practical for use in local content learning at SD Negeri Inpres Palisondo. The feasibility level of the application was obtained from validation results by two subject matter experts and two media experts, with an average percentage of 87.50%, which falls into the highly feasible category. The application was also proven effective in improving students' knowledge of Bima traditional cuisine, as indicated by an average N-Gain score of 0.6, which falls into the moderate category. In addition, the application was considered practical and easy to use by students, based on the results of small-scale and large-scale trials that showed positive responses and a high level of acceptance. Thus, the *Mbojo* Culinary application can be used as an alternative learning medium that is relevant, interactive, and contributes to the preservation of local culture through the integration of educational technology.

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