

# Cultural Perspectives on Developing YouTube-based English Instructional Materials Using the ADDIE Framework for Young Learners

Sumarni Ranga<sup>1\*</sup>

<sup>1</sup>Undergraduate Student of English Language Education Department,  
Universitas Sintuwu Maroso Poso, Indonesia

\*Correspondence: [sumarniranga@gmail.com](mailto:sumarniranga@gmail.com)

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## Abstract

This study discusses the integration of cultural perspectives in developing YouTube-based English instructional materials for young learners in under-resourced contexts using the ADDIE framework and the Cultural-Historical Activity Theory. This study addresses the gap in existing studies on culturally responsive pedagogy by investigating how cultural relevance can be systematically embedded into each phase of instructional design with the use of YouTube as the primary platform for content delivery. The study details the procedural steps in creating culturally sensitive educational materials for students at SD Negeri 1 Taripa, Tiu Village, Poso Regency, Central Sulawesi Province. The data were gathered through surveys, interviews, and focus group discussions with one teacher and the students and were analyzed qualitatively. Through needs assessment, content development, multimedia implementation, and formative evaluation, the study found that culturally contextualized materials significantly enhanced student motivation, engagement, and vocabulary acquisition in under-resourced contexts. This study is limited by its small sample, short duration, and partial execution of the Evaluation phase, which may limit the broader applicability of the cultural perspectives using the ADDIE framework. Future research is needed to explore its applicability across different age groups, educational settings, teacher trainings, and cultural backgrounds.

**Keywords:** *Research and Development, English instructional materials, Young learners, Vocabulary, ADDIE*

## 1. Introduction

Nowadays, the integration of technology into English language instruction has significantly transformed how young learners acquire the language. Yang and Wu (2012) emphasize that 21st-century learning is characterized by the rapid evolution of technology that creates dynamic educational environments that are rich in information, therefore increasing accessibility to learning resources and fostering essential sub-skills necessary for global citizenship. Research conducted in 2024 (Syafira et al., 2024) highlights that the education system's adaptation to 21st-century demands is closely linked to technological advancement, particularly in the development and utilization of instructional materials.

Among the platforms available, YouTube has emerged as a particularly influential tool, offering a vast array of resources that can be customized to address diverse educational needs. Its visual and interactive nature makes it especially suitable for engaging young learners in language acquisition (Audina et al., 2022; Kao et al., 2022). YouTube has also emerged as a powerful educational tool for enhancing English language learning among students in rural areas (Michael & Mohd. Shah, 2020; Muslem et al., 2022), since it provides exposure to authentic language use for students in rural areas, where direct access to English-speaking environments and quality teaching materials is limited. Recent studies show that YouTube can provide cultural insight and a sense of global connectedness for the learners, and the accessibility of this platform can foster students' learning autonomy learning since they can learn it by themselves outside school hours. Furthermore, YouTube enhances the instructional capacity of rural teachers by providing them with a diverse range of multimedia resources that can be tailored to various learning styles and proficiency levels. Even in settings with economic and technological limitations, YouTube proved to be a low-cost yet effective solution (Michael & Mohd. Shah, 2020; Muslem et al., 2022).

However, there is a gap that exists in explaining how cultural content can be integrated into the use of YouTube as instructional materials for young learners. This recent study fills the gap by exploring how cultural awareness is emphasized in each phase of the ADDIE framework by embedding local cultural elements in the materials development for young learners through a cultural lens by employing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) framework as a structured approach to instructional design. The ADDIE framework offers a systematic methodology to ensure that educational materials are pedagogically sound, engaging, and effective. Muhajir, Tjahjono, and Munawar (2022) support the application of this framework in the development of digital teaching materials, noting its potential to produce high-quality educational resources. In this study, the ADDIE model is utilized to create English language teaching materials that are culturally responsive, ensuring that the content resonates with the learners' backgrounds and experiences. By embedding cultural perspectives into the instructional design process, this research aims to enhance the relevance, accessibility, and impact of English language learning for young students. Therefore, this study was conducted to answer the following question: How can the ADDIE instructional design framework be used to integrate local cultural content into YouTube-based English instructional materials for young learners, especially for those who are in an under-resourced context?

## 2. Literature Review

The importance of cultural sensitivity in education has been widely recognized as a critical factor in designing effective, inclusive teaching strategies. Understanding learners' cultural backgrounds is essential for creating instructional materials that not only foster engagement but also promote respect and inclusivity. The use of YouTube as a delivery platform further enhances the cultural relevance and accessibility of the materials. YouTube's familiar and interactive format

is particularly well-suited to young learners, offering diverse multimedia resources that can be tailored to support culturally responsive teaching practices. The theoretical foundation of this study is grounded in several approaches that inform the development of YouTube-based English instructional materials through the ADDIE framework, with a strong emphasis on cultural integration. The first theory is Constructivist theory, as articulated by Piaget and expanded by Vygotsky (1978), which posits that learners actively construct knowledge through interaction with their environments. In this study, a constructivist lens is applied by embedding cultural references into instructional content. Cultural references enable learners to connect new language concepts to their existing cultural knowledge, thus enhancing comprehension and retention. Vygotsky's Sociocultural Theory further reinforces this perspective, emphasizing that cognitive development is deeply influenced by social interaction and cultural context. This theoretical foundation is integral to this recent study since this supports the inclusion of culturally relevant themes, such as integrating Pamonanese, a local language in Tiu Village, Poso, Central Sulawesi, to bridge learners' experiences with new English language skills.

Cultural-Historical Activity Theory (CHAT) is built on Vygotsky's ideas, which stresses the significance of cultural, historical, and social contexts in shaping learning activities (Vygotsky, 1978). The *Analysis* phase of the ADDIE framework, focusing on an in-depth understanding of learners' backgrounds, directly aligns with CHAT's emphasis on contextual learning. This perspective advocates for a systematic integration of cultural elements throughout the instructional design process, ensuring that educational materials are not only academically robust but also culturally meaningful.

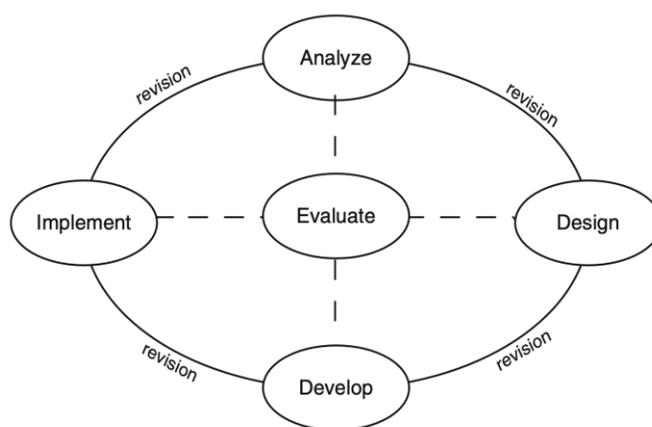


Figure 1. ADDIE model (Branch, 2010)

The principles of Cultural-Based Learning further inform the study. This pedagogical approach highlights the role of cultural identity in shaping learning experiences. This approach also suggests that students are more motivated and better able to internalize new concepts when

instructional materials affirm and reflect their cultural realities. Multimedia resources such as videos can strengthen students' multicultural competencies, enhancing their ability to navigate and communicate across diverse cultural contexts (Audina et al., 2022; Kao et al., 2022).

Acknowledging and affirming students' cultural identities can significantly boost self-esteem, motivation, and engagement. In the context of SD Negeri 1 Taripa in Tiu Village, Poso, Central Sulawesi, for example, incorporating culturally relevant content into English language instruction enables learners to see the value of the new language within their everyday lives and makes the learning process more meaningful and effective for them.

Finally, the *Implementation* and *Evaluation* phases of the ADDIE model serve as critical checkpoints where the effectiveness of the culturally integrated YouTube-based instructional materials is tested. Piloting the materials in real classroom settings and collecting feedback from both students and teachers ensure that the final products meet both educational standards and learners' cultural expectations.

A study by Zulkarnaini, Megawati, Astini, and Syahputra (2022) demonstrate that the ADDIE model can produce high-quality teaching materials that are aligned with students' learning needs. A study conducted in 2020 by Magdalena, Prabandani, Rini, Fitriani, and Putri (2020) underscores that the development of teaching materials must be systematically organized with engaging designs to achieve the expected competencies outlined by educational standards. However, more insights are needed to explain how cultural content can be integrated into the model. This recent study fills the gap by exploring how cultural awareness is emphasized during the *Analysis* phase of the ADDIE framework, where students' needs are assessed in relation to their cultural environments. During the *Design* and *Development* phases, the focus shifts to creating instructional content that is both engaging and culturally relevant. This involves the careful selection of themes, visuals, and examples that reflect the learners' cultural experiences, thereby fostering a deeper personal connection to the material. This study also completes the findings of previous studies by exploring how YouTube can be leveraged, alongside the ADDIE framework, to develop culturally responsive English instructional materials for young learners. By embedding local cultural elements, particularly those relevant to the Tiu Village community, into the learning experience, the study aims to create materials that are not only pedagogically effective but also deeply resonant, ultimately enhancing students' English vocabulary acquisition and overall learning engagement.

### 3. Method

This study was a part of a community outreach program which was conducted in SD Negeri 1 Taripa, located in Tiu Village, Poso, Central Sulawesi, in 2024. The school was selected as the partner for this program using the purposive sampling technique due to their needs for English instructional materials and the ethnic background of the students who are Pamonanese (Creswell, 2012). The method employed was the ADDIE instructional design framework (Branch, 2010;

Cahyadi, 2019) to systematically guide the development of YouTube-based English instructional materials tailored to the cultural context of the students as the target group. The research process followed four key phases of the ADDIE model: Analysis, Design, Development, and Implementation. Although the Evaluation phase is an essential component of the ADDIE model, it was not fully implemented in this study due to time constraints since the time frame available was only 3 months. As a result, the focus remained on the design, development, and initial classroom application of the instructional materials.

- a. Analysis Phase. The Analysis phase focused on gaining a comprehensive understanding of the learners and their cultural backgrounds. Specific activities included identifying the cultural backgrounds of students at SD Negeri 1 Taripa, located in Tiu Village, which was selected as the target group for this project. The researcher assessed their English language proficiency levels and evaluated their learning preferences and access to technology, particularly their familiarity with YouTube. The data were gathered through surveys, interviews, and focus group discussions with teachers and students. Instruments used in this phase were prepared by the researcher and validated by the course lecturer of Language Curriculum Development as the expert in ELT. This process helped identify the specific language learning needs and cultural considerations necessary for the instructional materials. An evaluation of existing English learning resources was also conducted to identify gaps that the new materials aimed to address.
- b. Design Phase. In the Design phase, detailed planning was undertaken to ensure that the instructional materials would be culturally relevant and engaging for the learners. The followings are key activities that the researcher implemented in this phase:
  - 1) Aligning learning objectives with the identified needs and cultural contexts of the students.
  - 2) Selecting culturally appropriate themes, visuals, and examples to enhance relevance and engagement.
  - 3) Developing a comprehensive storyboard for the YouTube-based videos, incorporating culturally resonant scripts, visuals, and interactive elements.
  - 4) Selecting teaching methods and activities that integrated cultural perspectives and supported active learning.
  - 5) Planning for the use of multimedia elements, including PowerPoint presentations, to foster greater interaction and interest during the learning sessions.
- c. Development Phase. During the Development phase, the researcher created the instructional materials based on the design specifications. The steps included:
  - 1) Producing a detailed content storyboard to guide the video creation process.
  - 2) Creating video content using PowerPoint Media, ensuring high-quality visuals and audio components.
  - 3) Integrating interactive features within the video materials to stimulate learner engagement and participation.
  - 4) Collaborating with teachers at SD Negeri 1 Taripa to review and validate the cultural appropriateness and educational suitability of the developed materials.

- d. Implementation Phase. The Implementation phase involved the practical application of the developed instructional materials in the classroom setting. Activities included:
- 1) Delivering the YouTube-based instructional materials to students at SD Negeri 1 Taripa using projectors and laptops to accommodate the technological infrastructure available.
  - 2) Introducing students to three thematic units: *Parts of the Body*, *Introducing Myself*, and *Telling the Time*.
  - 3) Collaborating with classroom teachers to incorporate the materials into regular instructional activities and providing ongoing support during the implementation.
  - 4) Observing student interactions with the materials to inform future improvements and adaptations.

## 4. Results and Discussion

### *Results*

This study was conducted following the four phases of the ADDIE instructional design framework: Analysis, Design, Development, and Implementation. Each phase yielded critical insights into the effectiveness of using YouTube-based culturally sensitive instructional materials to enhance motivation and engagement among elementary school students learning English in Tiu Village. The process emphasized the integration of cultural elements to ensure that learning experiences were relatable and meaningful to young learners.

During the Analysis phase, a thorough needs assessment was conducted to identify the English language learning requirements of the target group—students at SD Negeri 1 Taripa. The researcher collaborated with the school's English teacher, conducting interviews to gain a deeper understanding of the English curriculum for fifth-grade students. Findings revealed that the Pamonanese has been more used as a language of instruction in teaching English instead of English itself at SD Negeri 1 Taripa, prompting the researcher to focus on developing basic English vocabulary materials relevant to students' everyday experiences and cultural contexts.



Figure 2. Collaboration with the teacher in the Design phase

In the Design phase, instructional goals were outlined, and a content structure was created for delivery via a YouTube-based platform. Guided by the needs identified in the Analysis phase, the research focused on three key vocabulary themes: *Parts of the Body*, *Introducing Myself*, and *Telling the Time*. Emphasis was placed on selecting culturally resonant topics and designing engaging visual media elements to enhance learners' understanding and interest.

The Development phase involved the creation of a prototype using educational technology tools, adapted to the limited technological exposure of the students (see Figure 3). Recognizing that students had minimal prior experience with technology in classroom settings, the researcher utilized simple projection media to introduce the YouTube-based materials. The prototype integrated culturally familiar visuals and examples to bridge students' everyday experiences with new English vocabulary acquisition.



Figure 3. Prototype development

The Implementation phase involved the direct use of the prototype with students at SD Negeri 1 Taripa. Students were introduced to the vocabulary content through the three topics, with YouTube-based instructional videos being projected in the classroom. The young learners showed high levels of excitement and engagement, responding positively to the new learning medium. Despite their habitual use of the Pamona language, students quickly grasped English vocabulary and actively practiced with their peers, demonstrating the potential effectiveness of integrating culturally sensitive multimedia resources into language learning.



Figure 4. Prototype implementation

The prototype was then evaluated by collecting feedback from both students and the English teacher to assess the effectiveness and cultural relevance of the instructional materials. The feedback was used to improve the prototype quality. The teacher provided highly positive feedback, noting that the culturally adapted content significantly enhanced students' motivation and comprehension. The findings affirmed that the YouTube-based English instructional materials, developed through the ADDIE framework and grounded in cultural sensitivity, effectively supported language acquisition among young learners in Tiu Village. However, due to the time limitation, the revised version of the prototype was not being tested for its effectiveness.

## Discussion

This study reinforces the significant potential of integrating cultural perspectives into English language instructional materials using a YouTube-based platform, guided by the ADDIE framework. Consistent with prior research (Cahyadi, 2019; Magdalena et al., 2020; Zulkarnaini et al., 2022), the findings affirm that the ADDIE model is effective in producing high-quality, systematically developed teaching materials that align with learners' needs. However, this research uniquely contributes by addressing a previously underexplored aspect: the integration of cultural awareness throughout the instructional design process, particularly for young learners in under-resourced settings like Tiu Village.

During the Analysis phase, this study emphasized the importance of understanding learners' cultural contexts, aligning with Cultural-Historical Activity Theory (CHAT) and Vygotsky's notion that learning is deeply embedded in socio-cultural backgrounds. The needs assessment revealed that

English instruction was no longer formally offered at SD Negeri 1 Taripa, creating an urgent need for basic vocabulary instruction rooted in students' lived experiences. The cultural framing ensured that instructional materials were relevant and accessible, even in communities with limited educational infrastructure.

In the Design and Development phases, the instructional content incorporated themes that were not only pedagogically sound but also culturally resonant, such as "Parts of the Body," "Introducing Myself," and "Telling the Time." These topics reflected learners' daily lives and were enriched with visuals, examples, and narratives relevant to the Tiu Village context. This design approach draws from Constructivist theory, particularly Piaget's and Vygotsky's emphasis on knowledge construction through meaningful interaction with the environment. By embedding culturally familiar content, the instructional materials deepened learners' engagement and fostered a personal connection to English language learning.

The Implementation phase demonstrated the transformative impact of YouTube as a medium for delivering culturally responsive content. Despite limited prior exposure to digital technologies, students actively engaged with the video-based materials, showing increased motivation and enthusiasm. These results echo Lin and Wang's (2018) findings that multimedia tools can enhance multicultural competencies and communication skills among young learners. The use of a widely accessible platform like YouTube enabled the delivery of engaging content, overcoming some of the common barriers posed by limited infrastructure in rural areas.

The Evaluation phase provided further evidence of the effectiveness of culturally grounded materials. Initial formative feedback from both students and their teacher indicated a rise in learner motivation, confidence, and participation. This aligns with the core principles of Cultural-Based Learning, which assert that the recognition of learners' cultural identities in educational content promotes deeper learning. However, due to time constraints, a comprehensive summative evaluation could not be conducted, limiting the ability to assess long-term language retention and learning outcomes.

Despite its promising findings, this study is not without limitations. It was conducted in a single school with a relatively small sample size, restricting the generalizability of the results. Additionally, challenges related to digital literacy and technological infrastructure—issues common in rural communities—may limit the broader applicability of this approach. These factors, alongside the short duration of implementation and partial execution of the Evaluation phase, suggest the need for further research to validate and refine this instructional model.

Nevertheless, this research offers valuable insights into the intersection of technology, culture, and instructional design. It demonstrates that the ADDIE model, when applied with cultural sensitivity, provides a flexible and effective framework for developing multimedia-based educational resources. Importantly, it underscores that instructional designers must not only meet academic standards but also honor the cultural and contextual realities of learners. Embedding cultural content in instructional materials is not merely an enhancement—it is a foundational element that fosters meaningful learning, especially for young learners in marginalized or under-resourced settings.

This study makes a novel contribution by demonstrating how instructional design models—specifically the ADDIE framework—can be adapted to align with the cultural, linguistic, and technological contexts of learners in under-resourced settings. Unlike prior research that applies instructional models in a generalized way, this work emphasizes the importance of cultural responsiveness in digital content development. It provides practical evidence that flexible and context-sensitive use of ADDIE leads to more meaningful and effective multimedia learning experiences. These findings offer actionable insights for instructional designers aiming to create educational materials that are not only pedagogically sound but also culturally and contextually appropriate.

## 5. Conclusion

This study offers a novel contribution to the field of the integration of culturally responsive YouTube-based English instructional materials which are developed through the systematic application of the ADDIE framework and can significantly enhance the learning effectiveness and engagement of young learners in under-resourced contexts. Unlike previous studies that focus on the structural quality of instructional design, the focus on students at SD Negeri 1 Taripa, Tiu Village, highlights how this recent study embedding cultural elements—such as local language references and familiar contexts—into each step of instructional design is critical for making language learning more relatable and impactful for young learners in under-resourced contexts. The widespread accessibility of digital devices among students further amplifies the potential benefits of using YouTube as an instructional platform. Even in a context with limited prior exposure to educational technology, the students showed high levels of enthusiasm, engagement, and vocabulary acquisition when introduced to culturally sensitive, multimedia-enhanced learning materials. The success of this project can be attributed to the structured use of the ADDIE model, which provided a clear, iterative process. Adjusting the instructional design to align with the local culture, learning habits, and educational environment proved to be a decisive factor in creating materials that were both pedagogically sound and culturally meaningful. Therefore, this study bridges the gaps between instructional design theory, cultural relevance, and technological accessibility, setting a new direction for inclusive and context-sensitive language education.

While this study has provided valuable insights, several areas need further exploration. Future research could explore how YouTube-based culturally responsive instructional materials perform across different age groups, rural versus urban settings, and among diverse cultural communities. It is recommended to conduct longitudinal research to evaluate the long-term effects of culturally integrated multimedia instruction on language acquisition and retention. Another topic to study is also the impact of professional development programs for teachers in integrating YouTube and similar technologies into culturally sensitive instructional design, which could further enhance the effectiveness of such initiatives. In addition to that, comparative research between classrooms using

culturally responsive digital materials and those using traditional materials could yield deeper insights into the benefits and challenges of multimedia-based cultural learning approaches.

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