
Banjar Economic Platform (BEP) Model: Integrating Local Wisdom into Digital Economic Literacy in Economic Learning

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ABSTRACT

Economic literacy among high school students remains critically low, as evidenced by test scores falling far below national and regional expectations in South Kalimantan. This issue stems from abstract, non-contextual learning models and globalization, which gradually erodes traditional local economic wisdom. This study aims to develop and describe the design of the Banjar Economic Platform (BEP), an integrated digital platform that documents the Banjar economic lexicon and serves as a culturally responsive economics learning resource. Adopting a Research and Development (R&D) methodology guided by the ADDIE model, this study involved 35 purposively selected participants, including native Banjar speakers (N=3), media and subject matter experts (N=4), and high school economics teachers (N=28). Data were collected via semi-structured interviews and structured questionnaires, then analyzed using a sequential mixed-methods approach. The needs analysis revealed that incorporating the Banjar economic lexicon (e.g., *bajajak*, *basawah*, *maadati*, *baulah*, *basambat*, and *maulah*) is highly relevant for making abstract economic concepts meaningful. Expert media validation yielded an overall Aiken's V coefficient of 0.89, falling into the "Very High" validity category. Furthermore, functional evaluation through black-box testing demonstrated a 100% success rate across all critical system features and operational workflows. The BEP offers a practical, culturally responsive framework that bridges modern economic theory with traditional practices. It serves as a novel educational model that operationalizes ethnolinguistic preservation to foster sustainable economic literacy and safeguard cultural identity in the digital era.

Keywords: Economic Literacy, Banjar Economic Platform, Ethnolinguistics, Local Wisdom, Digital Learning, Economics Education.

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INTRODUCTION

Economic literacy for students serves as a fundamental foundation that not only plays a vital role in everyday life but also acts as crucial preparation for facing future global challenges to achieve sustainable well-being ([Mahmudin, 2023](#); [Gjini, 2024](#); [Soroko, 2023](#)). The ability to understand economic concepts, manage resources, and make rational decisions in economic activities is an essential competency that every individual must possess from school age. However, the current state of economic literacy among students, particularly at the senior high school level, remains at a concerning level. The results of the Academic Ability Test on economics subjects show achievements falling far below expectations, with the national average score sitting at a mere 31.68 and the South Kalimantan Provincial level at 32.04 ([Ministry of Education and Culture, 2025](#)). This condition indicates fundamental issues within the economics learning process, primarily the lack of a contextual, meaningful, and culturally relevant learning approach that can help students connect economic concepts with real-life situations.

On the other hand, economic education in Indonesia also faces the challenges of globalization, which slowly erodes the values of local wisdom, including traditional economic practices and knowledge that contain principles of sustainability and fairness ([Puspasari, 2025](#)). Globalization often drives modernization without paying adequate attention to local cultural heritage. In fact, Indonesian society possesses a wealth of traditional economic knowledge that has been tested across generations and proven capable of maintaining a balance between economic needs, environmental sustainability, and social harmony. Despite this, economics learning tends to be presented in an abstract and less contextual manner, with limited relevance to the socio-cultural reality of the students ([Lase, 2025](#)). Consequently, students frequently encounter difficulties in understanding economic concepts because the learning materials are dominated by modern theoretical concepts, while the local wisdom present in their daily lives is neglected.

Recognizing these various weaknesses, the deep learning approach has begun to be promoted as an effective strategy in economics learning. This is achieved by emphasizing contextual understanding, critical thinking skills, and meaningful learning experiences supported by technology and the integration of local wisdom ([Wilantari et al., 2025](#)). Deep learning allows students not only to memorize concepts but also to link them to real-world experiences and apply them in various life situations.

The integration of local wisdom into learning is a vital and relevant strategy to strengthen the quality of education while supporting the preservation of local culture. A number of studies demonstrate the effectiveness of this approach. Nawawi ([2025](#)) found that integrating local wisdom into the formal curriculum yields a more adaptive and contextual learning strategy, particularly in science and environmental learning. Furthermore, Fadhilah and Sumarni ([2025](#)) demonstrated that the utilization of technology in local wisdom-based learning can increase student engagement, deepen cultural understanding, and strengthen the local identity of the younger generation. From a learning management perspective, Satriani et al., ([2026](#)) revealed that community involvement through directed and culturally sensitive participatory management creates a more positive and measurable learning environment. These findings are reinforced by Yusuf ([2023](#)), who asserted that learning based on local wisdom, which is rich in noble values, etiquette, and customs thriving in society, contributes significantly to the character-building of students in alignment with the goals of National Education.

In the context of learning related to community economic activities, local wisdom serves as an inseparable foundation because economic activities always take place within a specific social and cultural environment. The local wisdom of the Banjar people in South Kalimantan becomes highly relevant as a learning resource. Banjar local economic terms hold great potential to be integrated into economics learning as a contextual learning resource. Terms such as *bajajak*, *basawah*, and *maadati* not only represent the economic activities of the community but also reflect the values of collectivity, distributive justice, and sustainability that have long developed in the life of the Banjar people ([Rofelawaty, 2018](#); [Shinta & Zakiyah, 2024](#)).

The presence of these terms within the learning process enables students to understand economic concepts through examples that are close to their social and cultural experiences. This

is important considering that many economic concepts are abstract and are often delivered through contexts that lack relevance to students' lives. By utilizing local wisdom as a learning resource, students not only gain a more concrete understanding of economic concepts but are also able to see how economic activities are executed within the framework of values, norms, and cultural practices thriving in the community. In addition to improving the relevance of learning, this approach also strengthens the function of education as a means of preserving local knowledge passed down through generations. The use of local Banjar economic terms in economics learning can be viewed as a strategic effort to bridge academic knowledge with the reality of community life while strengthening the cultural identity of students amidst the dynamics of globalization ([Rofelawaty, 2018](#); [Shinta & Zakiyah, 2024](#)).

Nevertheless, the increasingly rapid current of globalization and modernization has led to these traditional economic terms being used less frequently in daily communication, especially in formal school learning. Even more concerning, this valuable vocabulary has not been systematically documented and faces the threat of extinction ([Shinta & Zakiyah, 2024](#)). The younger generation today is more familiar with concepts such as inflation, capital markets, and stock investments rather than local terms rich in cultural value ([Fatonah et al., 2020](#); [Wijaya, 2010](#)). This situation poses two simultaneous problems: low economic literacy and the weakening of students' cultural identity, as they lose their understanding of both economic concepts and the local wisdom that forms part of their own identity.

Various previous studies indicate that the use of Banjar economic vocabulary in economics learning remains limited, spontaneous, and has not been structurally integrated into systematic lesson planning ([Rahmatullah et al., 2025](#)). Teachers may occasionally mention local terms, but without careful planning or adequate supporting teaching materials. At the same time, research on local wisdom in economics learning ([Rahmatullah et al., 2020](#); [Rahmatullah & Rizky, 2021](#); [Atmono & Rahmatullah, 2021](#); [Riduansyah et al., 2024](#)) focuses more on philosophical and sociological perspectives rather than systematic ethnolinguistic documentation of the economic lexicon. Meanwhile, research on digital learning platforms in economic education ([Rusmayadi et al., 2024](#); [Apriliyanti et al., 2023](#); [Wulandari et al., 2023](#)) largely emphasizes universal modern economic concepts without integrating local economic content. Similarly, the development of economic dictionaries ([Wulandari, 2022](#); [Rohman et al., 2023](#); [Gunawan, 2016](#); [Darnila, 2015](#)) has not specifically focused on Banjar economic terminology or linked it to a deep learning approach in economics learning.

Therefore, the primary research gap lies in the absence of an integrated digital learning platform that systematically documents the Banjar economic lexicon and utilizes it as a contextual learning resource to strengthen students' economic literacy through a deep learning approach. Existing studies have not combined ethnolinguistic documentation, digital platform development, and economics learning innovation into a single, cohesive educational model.

The novelty of this research lies in the development of the Banjar Economic Platform (BEP), a digital platform that systematically documents the Banjar economic lexicon and integrates it into digital-based economics learning resources. Unlike previous research that focused on philosophical studies of local wisdom, the development of digital learning media, or the compilation of economic dictionaries separately, this study combines ethnolinguistic approaches, the preservation of local wisdom, and learning technology into one integrated platform.

This research aims to develop and describe the design of the Banjar Economic Platform (BEP) as a digital platform for economics learning based on Banjar local wisdom. Specifically, this study focuses on the analysis of user and material needs, the development of a platform that integrates the Banjar economic lexicon as a learning resource, and the evaluation of the platform's functional performance through black-box testing. This research also contributes to the development of studies on the integration of local wisdom in learning by offering a digital model that connects formal economic knowledge with local culture-based economic practices. Furthermore, BEP provides an innovative framework that can be replicated to integrate local cultural heritage into economics learning in a more systematic, contextual, and sustainable manner.

To address these objectives, this study formulates the following research questions: RQ1: What are the user needs and the relevance of economic materials based on Banjar local wisdom as the foundation for developing the Banjar Economic Platform (BEP)? RQ2: How are the design and development of the Banjar Economic Platform (BEP) formulated to integrate the Banjar economic lexicon as a digital-based economics learning resource? and RQ3: How is the functional performance of the Banjar Economic Platform (BEP) evaluated based on black-box testing?

METHOD

Research Design

This study adopts a research and development (R&D) methodology guided by the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to develop the Banjar Economic Platform (BEP), a web-based digital learning platform that integrates Banjar local wisdom-based economic lexicons as contextual learning resources in economics education.

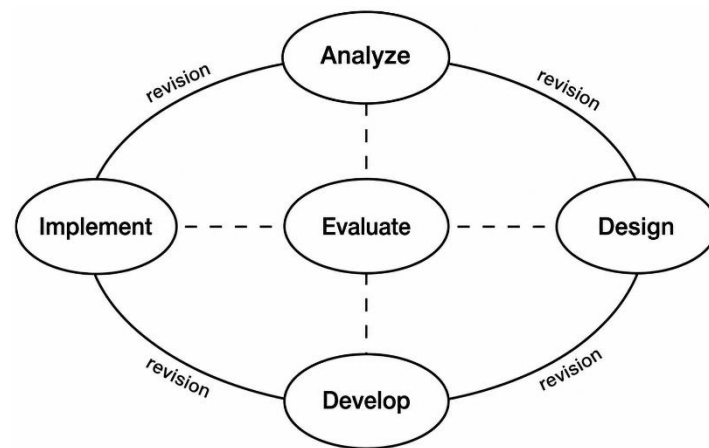


Figure 1 Stages of the ADDIE model

The study is structured around three core research questions. RQ1 examines user needs and the pedagogical relevance of Banjar local wisdom-based economic content as the foundational basis for developing the platform. RQ2 focuses on the systematic design and development of the Banjar Economic Platform (BEP), particularly the integration of Banjar economic lexicons into a structured, technology-enhanced learning environment. RQ3 evaluates the functional performance of the system through black-box testing, ensuring that all system features operate in accordance with user requirements and functional specifications.

Overall, the research design emphasizes a systematic transformation of culturally embedded economic knowledge into a validated digital learning platform. This process ensures that the resulting product is not only technologically functional but also pedagogically relevant, contextually grounded, and aligned with principles of culturally responsive economics education.

Research Procedure

To provide a more systematic overview of the research phases, the following research procedure has been developed based on the ADDIE framework. Each stage is described in detail, encompassing the primary activities, their relationship to the specific research questions (RQs), and the corresponding outputs generated at each phase of the Banjar Economic Platform (BEP) development.

Table 1 Research Procedure

Stage	Description of Activities	Relationship with RQ	Output
Analysis	Conducting a needs analysis for a Banjar language dictionary in learning through interviews with teachers and	RQ1	Identification of user needs and the foundational basis

Stage	Description of Activities	Relationship with RQ	Output
	exploring vocabulary relevant to Banjar economic materials.		for developing the Banjar Economic Platform (BEP).
Design	Designing the structural blueprint of the BEP system, including the UI/UX, the Banjar economic lexicon database structure, and core features such as term searches, alphabetical navigation, lexicon categories, and local economic context integration.	RQ2	System design blueprint for the Banjar Economic Platform (BEP).
Development	Implementing the design into a functional BEP website prototype, including the development of the web architecture, the Banjar economic lexicon database, search functionalities, definition displays, and category navigation.	RQ2	Functional prototype of the Banjar Economic Platform (BEP).
Implementation	Conducting system evaluation via black-box testing to assess the primary functions of the Banjar Economic Platform (BEP) without inspecting the internal source code structure. Testing encompasses input-output validation, lexicon search functionality, data navigation, and information displays.	RQ2	Empirical data on initial system acceptance and functional reliability.
Evaluation	Analyzing and assessing the outcomes of the Black Box Testing phase to determine the success rate of system functions, feature stability, and output conformity with user requirements and technical specifications.	RQ3	Evaluation report on the functional performance of the BEP system.

Participants

This study involved 35 participants selected through a purposive sampling technique based on their relevant knowledge, expertise, and experience aligned with the research objectives, specifically the development of the Banjar Economic Platform (BEP) as a local wisdom-based economics learning platform. The participant cohort comprised three native speakers of the Banjar language ($N = 3$), four experts spanning both subject matter and learning media specialists ($N = 4$), and 28 senior high school economics teachers from the city of Banjarmasin ($N = 28$). The purposive sampling approach was employed to guarantee that each participant group possessed the capacity to serve as information-rich informants tailored to the specific needs of each product development stage, ranging from initial needs identification to content validation and platform implementation evaluation.

Native Banjar speakers were selected based on their active linguistic competence in the Banjar language and their profound understanding of traditional economic terms utilized within the socio-cultural life of the Banjar community. This group was instrumental in the identification, verification, and interpretation of the Banjar economic lexicon that forms the core content of the platform. Meanwhile, the experts were selected based on their professional and academic backgrounds in economics education and instructional media development to evaluate the platform's content validity, pedagogical quality, and technical feasibility. Senior high school economics teachers were included as potential end-users due to their direct, hands-on experience in implementing economics instruction within secondary schools. Their involvement allowed the researchers to gather invaluable insights regarding classroom learning needs, the alignment of

materials with the national curriculum, and the practical utility of the platform in fostering contextual and culturally responsive economics education.

Instruments and Data Collection Techniques

Data collection across the platform development phases utilized a combination of qualitative and quantitative research instruments. These comprised semi-structured interview guides for the initial needs analysis and structured questionnaires for expert validation and technical system testing. The evaluation criteria, samples, and corresponding methods are summarized in [Table 2](#).

Table 2 Research Instruments

Research Procedure	Sample Questions	Method
Needs Analysis	1) In your opinion, is local economic terminology (Banjar language) still relevant to introduce in current economics learning? 2) How often do you use Banjar economic terms in the classroom economics learning process? 3) In your opinion, what do teachers require to make it easier to utilize Banjar economic terms in class? 4) To what extent are you aware of the existence of economic terms in the Banjar language? 5) What constraints do you face when using Banjar economic terms in economics learning?	Interview
Black Box Testing (via Equivalence Partitioning)	1) Accuracy of translation selection options (Banjar–Indonesian / Indonesian–Banjar) 2) Success rate of the word search function 3) System handling of valid and invalid inputs (empty fields, numerals, symbols) 4) Accuracy of the output generated relative to the database records 5) Correct operation of the A–Z alphabetical navigation function 6) Proper execution of the 'Search' and 'Randomise' buttons according to user commands 7) Consistency of system responsiveness to user inputs	Questionnaire (Likert Scale 1 – 4)
BEP Validation	Validation Media Aspect 1) Visual appearance (layout, colour palette, typography, consistency) 2) Multimedia component quality (images/illustrations/videos) 3) Navigation and user friendliness 4) Clarity of visual communication and aesthetic appeal Validation Material Aspect 1) Conceptual accuracy (economic concepts and terminology) 2) Relevance to the school curriculum and student learning needs 4) Integration of local wisdom (Banjar economic terminology) 5) Appropriateness and clarity of expression (readability, communicative clarity)	Questionnaire (Likert Scale 1 – 4)

Data analysis technique

The data collected in this study were analyzed using a sequential mixed-methods approach, combining qualitative and quantitative techniques tailored to each phase of the ADDIE model. Qualitative data obtained from semi-structured interviews during the needs analysis phase and open-ended feedback from expert validations were processed using thematic analysis. This process involved data reduction, data display, and conclusion drawing to identify core user

requirements, contextual relevance, and specific structural recommendations for platform refinement.

Quantitative data derived from the expert validation questionnaires and black-box testing instruments were analyzed using descriptive statistics. For the media and material validation sheets, the scores were calculated into percentages to determine the feasibility and pedagogical appropriateness of the platform based on established eligibility criteria. For the functional evaluation via black-box testing, data from the equivalence partitioning method were analyzed by calculating the percentage success rate of all functional test cases to verify system reliability and operational consistency.

RESULT AND DISCUSSION

Results

Analysis of User Needs and the Relevance of the Banjar Economic Platform

The needs analysis revealed that economics teachers perceived Banjar economic lexicons as highly relevant and necessary for contemporary economics education. Participants emphasized that local economic terminology can contextualize abstract economic concepts by connecting classroom learning with students' daily experiences. The use of local terms was considered beneficial for making economics lessons more meaningful, engaging, and easier to understand because students are already familiar with many of the socio-economic practices represented by these expressions. As stated by MH:

"Banjar economic terms make learning more contextual because students can directly relate economic concepts to everyday practices. Discussions about *baulah* (buying and selling), *basambat* (deliberation), or *maulah* (trading activities) make economics lessons more meaningful and engaging for students."

Another important finding concerns the role of local economic terminology in preserving cultural heritage. Participants believed that integrating Banjar economic lexicons into economics learning can introduce students to local cultural values while simultaneously maintaining the sustainability of the Banjar language. This finding indicates that economics education can serve not only as a medium for knowledge transfer but also as a vehicle for cultural preservation. As explained by IRI:

"The use of Banjar economic terminology is relevant because it introduces and familiarizes students with Banjar culture, particularly its economic traditions and values."

The interviews also highlighted the importance of preserving local language as part of strengthening students' cultural awareness and identity. Participants noted that Banjar economic terms contain local wisdom, traditional economic practices, and community experiences that should continue to be recognized by younger generations. Integrating these terms into economics education can enrich students' vocabulary while increasing their appreciation of regional knowledge. According to HID:

"Students need to know their own language and participate in preserving it. Banjar economic terms reflect local wisdom, traditional economic practices, and regional life skills. Their integration into learning enriches students' vocabulary and supports the preservation of local cultural heritage."

Furthermore, participants emphasized that local economic terminology can enhance students' conceptual understanding and critical thinking skills. By comparing local economic practices with formal economic theories, students are encouraged to analyze economic phenomena from both theoretical and contextual perspectives. Such an approach may strengthen analytical abilities while improving learning outcomes. As noted by UMR:

"The integration of Banjar economic terminology can improve students' understanding of economic concepts, strengthen their ability to analyze economic phenomena, and develop critical thinking skills."

Overall, the findings indicate a strong need for a digital platform that systematically documents and disseminates Banjar economic lexicons. The results provide empirical support for the development of the Banjar Economic Platform (BEP) as a culturally responsive learning resource

that promotes contextual learning, cultural preservation, local identity, and critical thinking in economics education.

Documentation and Identification of Banjar Economic Lexicons

To complement the teacher needs analysis, field studies and structured interviews were conducted with three Banjar native-speaker informants to systematically document the endangered local economic vocabulary. This linguistic and cultural tracking was aimed at gathering authentic empirical data to populate the digital platform database. Rather than presenting the entire raw vocabulary corpus, a selected sample of these documented lexicons—specifically focusing on those representing wetland ecosystem adaptations, traditional market mechanisms, and socio-economic philosophies mentioned in the pedagogy evaluation—is systematically organized below.

Table 3 Sample of Documented Banjar Economic Lexicons with Indonesian and English Equivalents

Local Lexicon (Banjar)	Indonesian Equivalent	English Equivalent & Contextual Meaning	Formal Economic Concept	Underlying Cultural Value
<i>Baulah</i>	Memproduksi / Membuat barang	Production: the process of creating or manufacturing local goods using traditional resources.	Production / Supply Chain	Resource efficiency and local raw material utilization.
<i>Basambat</i>	Berunding / Tawar-menawar kolektif	Communal bargaining: a community-based negotiation process in transactions to reach mutual consent.	Market Equilibrium / Price Negotiation	Collectivity and social harmony over individual maximization.
<i>Maulah</i>	Berdagang / Menjalankan usaha	Micro-trading; active engagement in trading, distributing, or marketing activities (e.g., in floating markets).	Distribution / Micro-trading	Socio-economic resilience and local entrepreneurship.
<i>Bajajak</i>	Menginjak tanah rawa (persiapan lahan)	Soil compacting: traditional manual land preparation using feet in wetland agriculture before planting.	Factors of Production (Labor-intensive)	Ecological adaptation and manual agricultural skills.
<i>Basawah</i>	Bertani di lahan basah / bersawah	Wetland farming: rice cultivation activities tailored to the seasonal tidal movements of the river ecosystem.	Agrarian Economy / Primary Sector	Ecological sustainability and seasonal economic planning.
<i>Maadati</i>	Bagi hasil secara adat / adil	Customary profit-sharing; distribution practices that strictly adhere to traditional ethics and fairness.	Income Distribution / Welfare Economics	Distributive justice and community welfare.

The field data compiled from the three native informants demonstrates that Banjar economic lexicons are deeply intertwined with the region's unique wetland geography and traditional trading systems. These terms are not mere linguistic historical remnants; rather, they serve as active socio-economic operational frameworks for community survival. For instance, the informants revealed that terms like *basambat* and *maadati* regulate localized marketplace transactions through a shared moral code that prevents monopolistic exploitation and fosters social stability.

Furthermore, the data analysis highlights a direct structural correspondence between these indigenous terms and universal academic theories. The communal bargaining mechanism of *basambat* mirrors the textbook mechanics of price elasticity and market equilibrium determination but adds a layer of cultural collectivity. Similarly, the concept of *maadati* can be bridged with formal principles of welfare economics and distributive justice.

By mapping and structuring these sample lexicons, the research provides the necessary empirical foundation for the Banjar Economic Platform (BEP). This concrete dataset transforms abstract curriculum standards into culturally responsive learning objects, directly addressing the core instructional needs identified by the participating economics teachers.

Design and Development Analysis of the Banjar Economic Platform

The design and development phase aimed to transform the needs identified during the analysis stage into a functional digital learning platform. Findings from the needs analysis indicated that teachers required an accessible resource capable of introducing Banjar economic terminology while supporting contextual economics learning. In response to these requirements, the Banjar Economic Platform (BEP) was designed as a web-based dictionary and learning platform that integrates Banjar economic lexicons into a structured digital environment. The platform was developed to provide translation services, lexical search functions, alphabetical navigation, and access to economic terms rooted in Banjar local wisdom.

The system design was structured into four main components: frontend/user interface, database, search system (backend), and dictionary features, as illustrated in Figure 2. The frontend/user interface was designed to provide an intuitive user experience through a homepage, search box, search and random-word buttons, and alphabetical navigation from A to Z. The database component functions as the central repository for storing lexical entries, word meanings, categories, and dictionary management data. The Search System (Backend) was developed to process user queries, retrieve relevant data from the database, display search results, and generate random vocabulary entries. Finally, the Dictionary Features component integrates the core functionalities of the platform, including Banjar–Indonesian and Indonesian–Banjar translation, word search, lexical definitions, and alphabetical browsing.

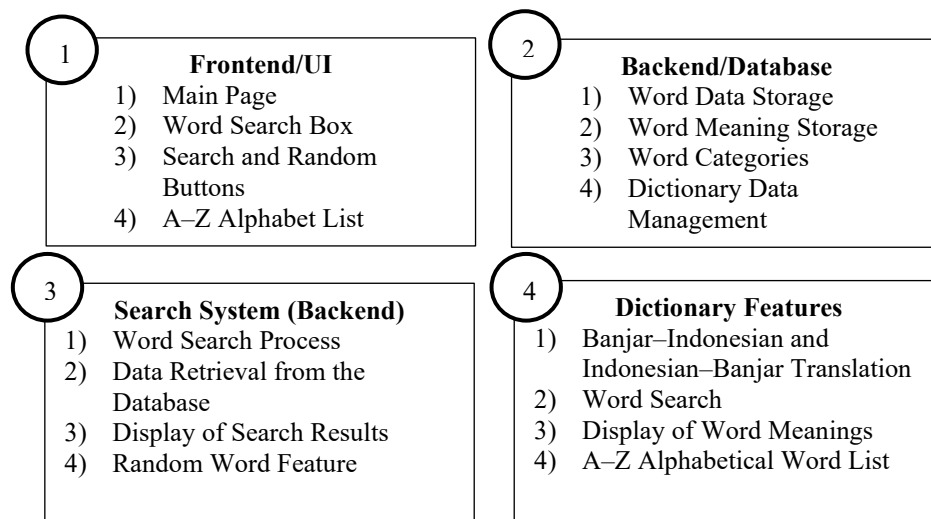


Figure 2 System Architecture of the Banjar Economic Platform (BEP)

The operational workflow of the platform is presented in Figure 3. The process begins when users access the homepage and select the desired translation direction, either Banjar–Indonesian or Indonesian–Banjar. Users then enter a keyword into the search field and activate the search function. The system subsequently validates the query and searches the database for matching lexical entries. If the term is found, the corresponding meaning is displayed to the user.

Conversely, if no matching entry exists, the system generates a notification indicating that the requested term is unavailable. This workflow was intentionally designed to simplify user interaction and minimize the number of steps required to access lexical information.

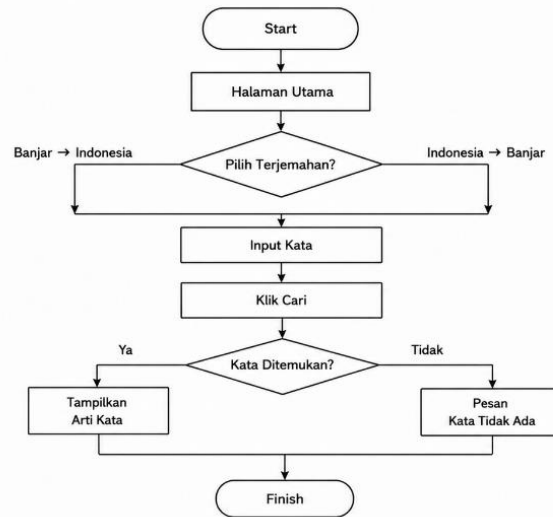


Figure 3 Operational Workflow of the Banjar Economic Platform (BEP)

Following the completion of the design stage, the system was implemented as a functional web-based prototype, as shown in Figure 4. The developed interface includes a translation selector, a keyword search field, search and random-word buttons, an alphabetical navigation menu, and a feature for displaying all available lexical entries. The interface was designed according to usability principles, emphasizing simplicity, readability, and ease of navigation. Through these features, users can quickly access Banjar economic terms and their corresponding meanings, thereby supporting independent learning and exploration of local economic knowledge. The inclusion of a random-word feature further encourages users to discover unfamiliar terminology and expand their understanding of Banjar economic lexicons.

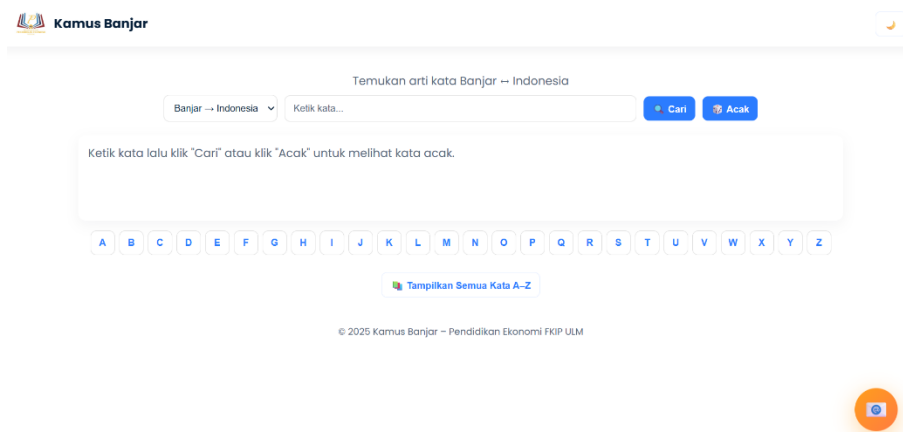


Figure 4 User Interface of the Banjar Economic Platform (BEP)

Overall, the design and development phase successfully translated user needs into a functional digital platform that combines local wisdom with educational technology. The resulting Banjar Economic Platform (BEP) provides an organized repository of Banjar economic terminology while offering an accessible learning environment for students and teachers. These findings

address RQ2 by demonstrating how Banjar economic lexicons can be systematically integrated into a technology-enhanced learning platform that supports contextual and culturally responsive economics education.

Analysis of Testing and Implementation of the Banjar Economic Platform

The evaluation phase was designed to rigorously assess the quality, pedagogical feasibility, and functional performance of the Banjar Economic Platform (BEP). Addressing Research Question 3 (RQ3), this phase examined whether the system successfully aligned with predefined functional specifications and user requirements. The evaluation process was conducted in two sequential stages: (1) Expert validation, involving a panel of four specialists in educational media and economics education, and (2) Black Box Testing, utilizing the Equivalence Partitioning method with 28 high school economics teachers in Banjarmasin acting as prospective users.

Prior to wider functional testing, expert validation was conducted to evaluate the technical and instructional quality of the platform. The panel assessed the BEP across two core dimensions: media quality and content quality. The collected ratings were analyzed using Aiken's V coefficient to quantify the degree of consensus among the experts regarding the platform's validity.

The media validation focused on 1) visual appearance (layout, color palette, typography, consistency); 2) Multimedia component quality (images/illustrations/videos); 3) navigation and user friendliness; and 4) clarity of visual communication and aesthetic appeal. As detailed in [Table 1](#), the results yielded an overall Aiken's V coefficient of 0.89, placing it firmly within the "Very High" validity category. Navigation and ease of use obtained the highest ratings, demonstrating that the interface design effectively facilitates user interaction and information retrieval. While experts provided highly favorable evaluations of the platform's visual consistency, layout, and typography, they also suggested minor aesthetic refinements to further optimize user engagement.

Table 4. Media Expert Validation Results

Instrument Items	Expert 1	Expert 2	Expert 3	Expert 4	S1	S2	S3	S4	ΣS	n(c-1)	Aiken's V	Category
Items 1–20	71	71	74	78	51	51	54	58	214	240	0.892	High

Based on the Aiken's V analysis, the instrument achieved a coefficient of 0.892, which falls into the high validity category for media expert validation. This result indicates strong agreement among the experts regarding the relevance and adequacy of the instrument items. Hence, the instrument demonstrates satisfactory content validity and is appropriate for data collection purposes.

Table 5. Material Expert Validation Results

Instrument Items	Expert 1	Expert 2	Expert 3	Expert 4	S1	S2	S3	S4	ΣS	n(c-1)	Aiken's V	Category
Items 1–20	71	71	74	69	51	51	54	49	205	240	0,854	High

The material validation results showed an Aiken's V coefficient of 0.854, indicating a high level of content validity. This result reflects a strong level of agreement among the experts regarding the relevance, accuracy, completeness, and appropriateness of the material presented in the instrument. Therefore, the material is considered valid and suitable for implementation with only minor revisions if necessary.

Following the confirmation of its pedagogical validity, the platform underwent black-box testing to evaluate its functional stability and operational reliability. This testing employed the Equivalence Partitioning approach to verify whether each feature produced the expected outputs under various input conditions, without examining the internal source code. The testing involved

28 economics teachers who interacted with the platform as prospective users. The evaluation targeted seven critical functional aspects: translation direction, search operations, input validation, output accuracy, alphabetical navigation, button functionality, and overall response consistency.

Table 6. Results of Black Box Testing of the Banjar Economic Platform

No	Testing Aspect	Expected Result	Result (N=28)
1	Translation direction selection (Banjar–Indonesia / Indonesia–Banjar)	The system displays translation according to selected direction	Successful
2	Word search functionality	The system retrieves matching lexical entries	Successful
3	Valid and invalid input handling	The system accepts valid input and rejects invalid input appropriately	Successful
4	Output accuracy	Definitions correspond to database records	Successful
5	Alphabetical navigation (A–Z)	Users can browse words according to alphabet categories	Successful
6	Search and Random buttons	Buttons execute commands correctly	Successful
7	System response consistency	The system produces stable and consistent outputs	Successful

As shown in [Table 6](#), all tested functionalities executed successfully and generated outputs completely consistent with the predefined system specifications. Furthermore, the participating teachers reported that the platform was highly intuitive, enabling seamless access to Banjar economic terminology. No critical functional errors were identified during this phase. Consequently, the BEP demonstrates a high level of operational reliability and is deemed fully ready for implementation in educational settings to support contextual learning and cultural preservation.

Discussion

The empirical findings of this study demonstrate that the Banjar Economic Platform (BEP) effectively operationalizes culturally responsive pedagogy to mitigate low student economic literacy. The baseline needs analysis (RQ1) reinforces the consensus that economic literacy encompasses not merely the cognitive mastery of universal theories but, crucially, the ability to apply them within environments aligned with students' socio-cultural backgrounds ([Mahmudin, 2023](#); [Gjini, 2024](#); [Soroko, 2023](#)). Conventional economic instruction has hitherto failed to cultivate adequate conceptual understanding due to its heavy reliance on homogenized, Western-centric narratives. While these findings support previous literature emphasizing the importance of contextual and culturally relevant learning ([Minsih et al., 2024](#); [Hartono et al., 2024](#)), this study extends the academic discourse by delivering a concrete digital framework that transforms local wisdom into an applicable classroom resource.

The primary empirical contribution of this research lies in the systematic documentation of six specific Banjar economic lexicons gathered from three native-speaker informants (Table 3), addressing concerns regarding how globalization erodes traditional economic knowledge ([Puspasari, 2025](#)). Field tracking confirms that this lexicon is dynamically shaped by the community's socio-ecological interaction with wetland ecosystems ([Rofelawaty, 2018](#)), evidenced by terms such as *bajajak* (labour-intensive wetland soil compacting) and *basawah* (tidal-dependent cultivation). Moving beyond mere linguistic preservation, this database immortalizes a philosophy of life that exists in harmony with nature and society ([Shinta & Zakiyah, 2024](#)). Reintroducing terms like *basambat* (communal bargaining) and *maadati* (customary profit-sharing) via a digital medium prompts students to reflect on foundational tenets

of collectivity and distributive justice, validating the assertion that local wisdom is a potent resource for fostering socially responsible economic behavior ([Rahmatullah et al., 2021](#)).

Pedagogically, integrating this ethnolinguistic corpus into the BEP directly supports the operationalization of deep learning, shifting away from passive information transfer toward active knowledge construction ([Wilantari et al., 2025](#)). Rather than making broad claims of pedagogical benefit, the platform's utility is tied directly to its validated interactive features: a two-way search function, alphabetical navigation, and bilingual contextual examples. For instance, during a project-based learning activity at the traditional floating market (*Pasar Terapung*), students utilize the platform to identify operational practices like *baulah* (production), *basambat* (negotiation), or *maulah* (trading), subsequently mapping these field observations onto abstract academic principles of market equilibrium and production costs. This empirical mechanism successfully bridges the historical gap between economic theory and classroom reality ([Lase, 2025](#)).

From an instructional design (RQ2) and system evaluation (RQ3) perspective, the platform's technical and pedagogical quality is robustly supported by data-driven interpretations. Quantified via Aiken's V framework, the validation instruments yielded consensus coefficients of 0.892 (Very High) for media quality and 0.854 (High) for material/content suitability, proving that the system's interface satisfies modern digital education demands ([Dečman, 2022](#); [Georgescu, 2022](#)). This structural stability was verified by functional black-box testing using the equivalence partitioning method with 28 high school economics teachers. The data confirms a 100% success rate across all seven critical operational parameters, including output translation accuracy and alphabetical categorization, executing flawlessly without system errors. Furthermore, deploying lightweight web architecture (HTML, CSS, and JavaScript) ensures optimal retrieval speed and digital inclusivity for rural schools constrained by limited hardware or unstable connectivity.

The distinct novelty of this study lies in its simultaneous synthesis of systematic ethnolinguistic documentation, robust digital architecture, and deep learning principles within a unified, functional instructional model. Prior regional investigations remained largely confined to abstract philosophical parameters without delivering practical learning applications ([Rahmatullah et al., 2020](#); [Atmono & Rahmatullah, 2021](#); [Riduansyah et al., 2024](#)). Conversely, contemporary educational digitalization research routinely deploys universalized modern content that neglects indigenous heritage ([Mustofa et al., 2022](#); [Rusmayadi et al., 2024](#)), while prior digital dictionaries lacked both localized terminology and integration with structured deep learning models ([Darnila, 2015](#); [Wulandari, 2022](#); [Rohman et al., 2023](#)).

On a broader scale, the case of the BEP holds profound significance for international readers outside South Kalimantan, serving as a transferable empirical model for several critical global educational discourses. In the context of culturally responsive digital learning, the BEP provides a concrete blueprint for educators worldwide on how to design digital environments that do not merely transmit data but actively respect and utilize students' lived cultural realities as pedagogical assets. Furthermore, in terms of heritage language revitalization, it demonstrates that rather than acting as a homogenizing agent that erodes tradition, digital technology can be intentionally repositioned at the forefront of safeguarding endangered communal lexicons and preventing linguistic extinction in the digital age.

This project also contributes significantly to the integration of indigenous and local knowledge in economics education by challenging the monopoly of Western-centric economic narratives. It proves that traditional, localized socio-economic frameworks contain sophisticated conceptual models that are highly compatible with contemporary academic theories. Ultimately, for global economic literacy education, the BEP demonstrates that anchoring universal economic tenets in indigenous practices allows modern concepts—such as market mechanisms and supply chains—to be more deeply comprehended. When these concepts are filtered through local values like collectivity, distributive justice, and ecological sustainability, they directly align with the contemporary global sustainable development agenda.

Despite these positive data-driven outcomes, certain limitations remain. First, the current research phase focused heavily on prototype development, expert validation, and teacher-centric functional testing rather than directly measuring longitudinal student learning outcomes. Second,

digitizing complex traditions into brief digital definitions carries an inherent risk of cultural oversimplification. Third, standardizing lexicons across extensive regional dialectal variations (e.g., *Banjar Kuala* and *Banjar Pahuluan*) presents an ongoing challenge. Therefore, future quasi-experimental field trials across diverse school settings are recommended to longitudinally evaluate the platform's direct efficacy in improving student learning outcomes and critical economic literacy while mitigating regional infrastructural and dialectal disparities.

On a broader scale, the significance of developing the BEP extends far beyond the local landscape of South Kalimantan, offering a pivotal contribution to global educational discourse. This case serves as a robust empirical model demonstrating how culturally responsive digital learning can be concretely operationalized to bridge the chasm between abstract academic theories and students' lived cultural realities. Within the contemporary landscape of economic literacy education, which is frequently criticized for being overly centered on Western-centric or homogenized universal narratives, the integration of indigenous and local knowledge in economics education through this platform proves that traditional value systems such as collectivity, distributive justice, and ecological sustainability can enrich conceptual understanding while offering a critical lens on modern economic practices. Furthermore, this project functions as an adaptive instrument in the context of heritage language revitalization, demonstrating that rather than eroding tradition, digital technology can be positioned at the forefront of safeguarding endangered communal lexicons and traditional wisdom from the homogenizing pressures of globalization. Consequently, the methodology and approach applied in the BEP provide a valuable blueprint for educators, researchers, and policymakers worldwide seeking to design economic learning ecosystems that are not only technologically inclusive but also deeply anchored in the preservation of cultural heritage.

CONCLUSION

This study successfully developed and evaluated the Banjar Economic Platform (BEP) using the ADDIE framework to address the dual challenges of low student economic literacy and the erosion of local cultural heritage. The integration of traditional Banjar economic lexicons into a web-based digital platform directly responds to the urgent pedagogical need for a contextual, meaningful, and culturally responsive learning approach in secondary education. The development process encompassing user needs analysis, structured system design, and prototype construction demonstrates that local wisdom can be systematically embedded into formal economic curricula. Furthermore, the evaluation phase, which included expert validations and functional black-box testing, confirmed that the platform is technically reliable, pedagogically sound, and highly relevant to contemporary classroom needs.

The primary contribution of this research lies in its novel synthesis of ethnolinguistic documentation, deep learning principles, and instructional technology within a unified educational model. By bridging traditional socio-economic practices (such as *bajajak*, *basawah*, and *maadati*) with modern theoretical frameworks, BEP renders abstract economic concepts more concrete for students while simultaneously safeguarding endangered indigenous vocabulary against the pressures of globalization. Ultimately, this platform provides a scalable and replicable framework for educators and researchers seeking to foster sustainable economic literacy while strengthening students' cultural identity in the digital era.

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