Educalingua
International Conference
FPBS UPGRIS

Phase C Picture Storybook in the Perspective of Deep Learning and Local Wisdom in English Learning

Muhammad Reza Ainun Najib
English Education, Universitas Muhammadiyah Kendal Batang, Indonesia, reza4ji@gmail.com

Ismi Islamia R Iswari
English Education, Universitas Muhammadiyah Kendal Batang, Indonesia, rislamia1101@gmail.com

Muhammad Abdul Latif
Management, Universitas Muhammadiyah Kendal Batang, Indonesia, mabdullatifstudent@gmail.com

ABSTRACT

This study investigates the limited use of picture storybooks in English language teaching and the insufficient integration of *Deep Learning* and local wisdom in Phase C learning materials. It aims to examine teachers' use of picture storybooks and analyze the incorporation of *Deep Learning* and local wisdom in Phase C English learning materials. A qualitative approach using *qualitative content analysis* was employed. The participants were 10 English teachers from elementary and junior secondary schools in Kendal Regency. Data were collected through observation, semi-structured interviews, and document analysis, focusing on *meaningful, mindful,* and *joyful learning* and local wisdom indicators. The findings reveal that picture storybooks are still rarely used, with most teachers relying on conventional textbooks. The analyzed textbooks primarily emphasize vocabulary, grammar, literal comprehension, and written exercises, indicating limited implementation of *Deep Learning*. Local wisdom is also minimally represented and is not substantially integrated into narratives or learning activities. The study concludes that Phase C picture storybooks should systematically integrate *Deep Learning* and local wisdom to promote meaningful, contextual, and student-centered English learning.
Keywords: Deep Learning, English language learning, local wisdom, Phase C, picture storybooks

Introduction

The development of 21st century education places students as the center of learning (*student-centered learning*) which is no longer oriented to the mastery of knowledge alone, but also to the development of 21st-century competencies, character, creativity, critical thinking, communication, and collaboration. In line with the implementation of the Independent Curriculum, the learning process is directed to provide a meaningful, contextual, and relevant learning experience to students' lives through the use of innovative learning resources. In this context, teachers are required to choose learning media that are able to encourage active engagement, exploration, reflection, and continuous learning. One of the media that has these characteristics is a picture storybook, because it integrates narrative, illustration, and story context so that it can increase learning motivation, literacy skills, and students' understanding in a more concrete way. The use of contextual media is also in line with the implementation of the Independent Curriculum which emphasizes experiential learning and character strengthening (Annisha, 2024; Mulyangga et al., 2024; Najib, 2026).

In learning English, picture story books are an effective medium to develop listening, speaking, reading, and writing skills in an integrated manner. The combination of text and illustrations helps students understand vocabulary, language structure, and meaning through authentic context so that learning becomes more communicative and meaningful. In addition to improving language competence, story-based media also encourages students to connect material with real experiences, which has an impact on increased learning engagement and critical thinking skills (Brown, 2022). This potential is increasingly relevant to the direction of learning that integrates learning experiences, student characteristics, and environmental context as part of student-centered learning (Najib, 2026).

The transformation of education in Indonesia is also marked by the application of the Deep Learning approach as a learning paradigm that emphasizes *meaningful* learning, *mindful* learning, and *joyful* learning. From a pedagogical perspective, *Deep Learning* is understood as an approach that encourages students to build deep understanding through critical thinking, problem-solving, collaboration, communication, reflection, and the application of knowledge in real life. Therefore, learning media does not only function as a conveyor of information, but must also facilitate exploration and authentic learning experiences. With these characteristics, picture storybooks have the potential to be a medium that supports the implementation of Deep Learning principles in English learning. However, empirical studies on the extent to which Deep Learning content has been accommodated in Phase C picture storybooks are still relatively limited.

In addition to supporting deep learning, English teaching materials also need to integrate local wisdom so that learning becomes more contextual and relevant to students' lives. Local wisdom is a learning resource that is able to strengthen cultural identity, character, and concern for the social environment without reducing the goal of mastering foreign languages. Various studies show that the integration of local culture in learning can increase learning motivation, strengthen character, and support the implementation of the Independent Curriculum (Annisha, 2024; Yusuf, 2023). However, English teaching materials used in schools are still dominated by package books that focus on linguistic aspects, such as vocabulary, grammar, and written exercises, while the content of deep learning and the context of local culture is still limited.

Although research on picture storybooks, local wisdom, and English learning has developed, most still focus on product development or media effectiveness testing. Studies that specifically analyze the content of picture storybooks from the perspective of Deep Learning and local wisdom, especially in Phase C picture storybooks, are still limited. In fact, content analysis is needed to assess the extent to which the teaching materials have contained meaningful, contextual, and learning experiences that are meaningful, contextual, and in accordance with the direction of the Independent Curriculum policy. Based on these gaps, this study aims to analyze the content of Deep Learning and local wisdom in Phase C picture storybooks for English language learning. The results of the research are expected to make a theoretical contribution to the development of teaching material analysis studies as well as become a practical reference for teachers, writers, and media developers in producing picture storybooks that are more contextual, meaningful, and in accordance with the needs of English learning.

Methods

This study uses a qualitative approach with a qualitative content analysis *method* to analyze the content of Deep Learning and local wisdom in Phase C picture storybooks in English learning. This approach was chosen because it allows researchers to identify, categorize, and interpret the content of documents systematically based on the categories that have been determined so that they are appropriate for evaluating the quality of teaching materials (Creswell, J. W., & Creswell, 2023; Mayring, 2023).

The research subject involved 10 elementary and junior high school teachers in Kendal Regency who were selected using purposive sampling techniques based on their experience in using or getting to know picture storybooks as a learning medium. The object of the research is a Phase C picture storybook that is used or recommended in learning English.

Data was collected through observation, semi-structured interviews, and document analysis. Observations were carried out to obtain an overview of the use of picture storybooks in learning, while interviews aimed to explore teachers' perceptions of the use of books. Document analysis was carried out on the content of the book using instruments compiled based on Deep Learning indicators, namely *meaningful learning*, *mindful learning*, and *joyful learning*, as well as indicators of local wisdom which include cultural values, traditions, folklore, regional potential, local environment, and character values.

Data analysis is carried out using thematic analysis through the stages of data organization, *coding*, category grouping, theme determination, interpretation, and drawing conclusions. The analysis process refers to the principle of qualitative content analysis, which is to systematically develop categories based on theoretical frameworks and empirical findings so as to produce an in-depth interpretation of the content of the document (Mayring, 2023). The results of the analysis are presented descriptively to illustrate the level of fulfillment of Deep Learning content and local wisdom in Phase C picture storybooks as English learning media.

Findings and Discussion

The Dominance of Package Books and the Limited Use of Picture Storybooks

The results showed that 7 out of 10 teachers (70%) still use conventional package books as the main medium of learning English, while 3 teachers (30%) have used or developed digital picture storybooks. These findings show that the use of picture storybooks at Phase C is still relatively low. Teachers tend to choose package books because they are available, easy to use, and have a material structure that is in harmony with the curriculum. This condition indicates that the diversification of contextual and innovative learning resources has not been fully implemented in English language learning. In fact, student-centered learning requires media that is able to connect the material with the experiences and characteristics of their learning environment (Rahmawati et al., 2025).

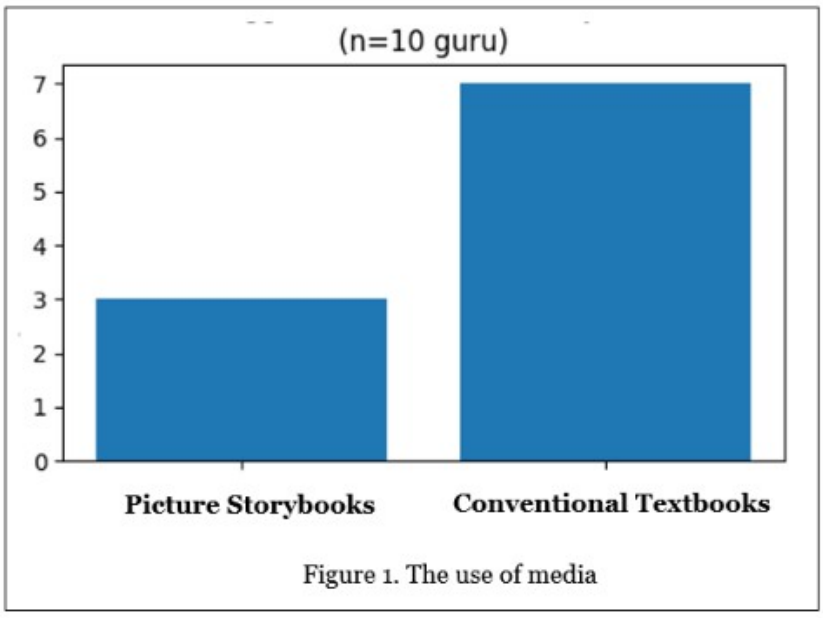


Figure 1. The use of media

Pedagogically, picture storybooks have the potential to provide a more concrete learning experience through a combination of text, illustration, and storylines. This combination can help students understand vocabulary and the meaning of language in context, while increasing engagement and literacy. The integration of local wisdom in picture storybooks can also strengthen students' understanding of the culture and values in their environment while supporting character development and literacy skills (Jannah, 2025; Lestari et al., 2025). Research by Tiarnita et al. (Tiarnita et al., 2026) shows that *picture book* media can support language learning through visual presentations that help students' understanding. Meanwhile, Rosnaningsih et al. (Rosnaningsih., 2025) emphasized the need for more contextual and interactive English learning media, especially those that integrate local wisdom. The findings of this study are also in line with Hidayat and Purbosari (Hidayat, F. N., & Purbosari, 2025) and (Yunita et al., 2024), who show that *storybooks* and *e-picture storybooks* based on local wisdom have the potential to improve literacy, vocabulary mastery, and student involvement. Thus, the low use of

picture storybooks shows more problems of media adoption and utilization than the limitations of its pedagogical potential.

These findings have implications for the need to develop English teaching materials that are more contextual and in accordance with the direction of Deep Learning. Picture storybooks can be designed not only as a visual medium to understand the text, but also as a means of building meaningful, reflective, and fun learning through stories that are close to the lives of learners. The integration of local wisdom also allows students to learn English while recognizing the culture, environment, and values of their community. Therefore, it is necessary to develop a Phase C picture storybook that systematically integrates the principles of Deep Learning and local wisdom. This kind of media is expected to be able to expand the learning experience, increase student involvement, and shift learning from the dominance of package books to English learning that is more contextual, meaningful, and student-centered.

Deep Learning Content in English Package Books Is Not Optimal

The results of the analysis show that the Phase C English package book has not accommodated the principles of Deep Learning optimally. The material is still dominated by vocabulary, grammar, and text-based exercises. For example, the text of *The Lion and the Mouse* is presented in the form of *cloze text* that instructs students to complete the missing words based on the reading. These activities emphasize mastery of linguistic elements and literal understanding rather than deep construction of meaning. Students have not been directed to connect the content of the story with their experiences, environment, or problems of daily life. These findings show that the function of books still tends to be a means of delivering material, not as a source of learning experiences that encourage exploration and application of knowledge. In a pedagogical perspective, *Deep Learning* places meaningful, conscious, and fun learning as an essential part of a holistic learning experience (Andayanie et al., 2025; Nafi'ah & Faruq, 2025).



Figure 2. Students Textbooks

Judging from the aspect of meaningful learning, the material analyzed has not provided adequate opportunities for students to relate knowledge to real-life contexts. The story *of The Lion and the Mouse*, for example, can actually be developed into a discussion about helping, empathy, and social relationships, but the book only directs students to completing language tasks. This pattern causes the potential of stories as contextual learning experiences to not be utilized optimally. This finding is similar to the results of Izzah et al. (Izzah et al., 2023) analysis of reading exercises in English textbooks, which shows the need to strengthen *Higher Order Thinking Skills activities* so that teaching materials do not stop at the ability to remember and understand. Thus, the books analyzed are still stronger on the achievement of linguistic competence than the process of building understanding, interpreting information, and transferring knowledge to authentic situations.

In terms of mindful learning, students' engagement in activities such as analysis, argumentation, reflection, and evaluation remains limited. Activities such as reading, answering questions, and completing written exercises have not consistently provided opportunities for students to question information, articulate reasons, evaluate the story's message, or reflect on its relevance to their lives. This situation indicates that textbooks do not yet fully support the characteristics of deep learning, which require students' cognitive and reflective engagement. A study by Fatihah et al. (Fatihah et al., 2025) emphasizes that integrating the aspects of meaningful, mindful, and joyful learning is necessary to create a more holistic learning experience, while Andayanie et al. (Andayanie et al., 2025) identify reflection, personalization, and active engagement as crucial components in the implementation of Deep Learning. Therefore, the research findings indicate that the textbooks analyzed still require strengthening in contextual, analytical, reflective, and applied activities to better align with the principles of Deep Learning.

The Content of Local Wisdom in Picture Storybooks is Still Limited

The results of the analysis show that the content of phase C picture storybooks is still dominated by general themes, such as daily activities, school life, family, friendship, and hobbies. Although the theme is in accordance with the students' experiences, elements of local wisdom have not been adequately seen in narratives, illustrations, and learning activities. Folklore, traditions, arts, traditional games, regional potential, and cultural values of the local community have not been used as a context for learning English. As a result, the learning experiences students gain tend to be general and do not fully connect language learning to their socio-cultural environment. This condition is important to note because teaching materials based on local wisdom can provide a context that is closer to the student's experience while strengthening the relevance of learning. Putri's research (Putri, 2023) for example, shows that English reading teaching materials based on local wisdom can support literacy development through a more relevant cultural context.

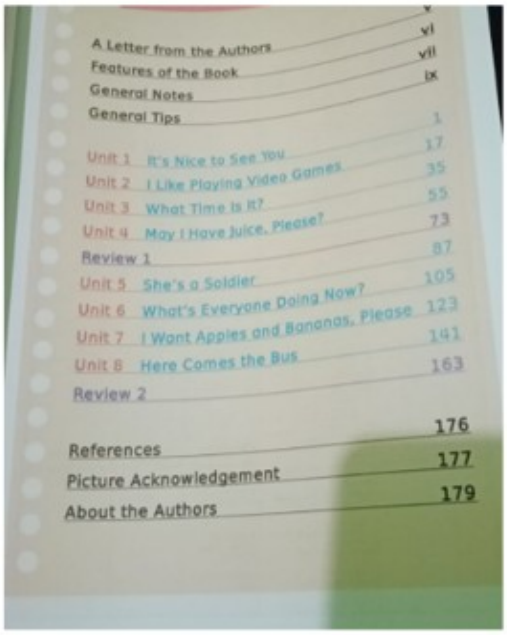

A Letter from the Authors vi
Features of the Book vii
General Notes ix
General Tips 1
Unit 1 It's Nice to See You 17
Unit 2 I Like Playing Video Games 35
Unit 3 What Time Is It? 55
Unit 4 May I Have Juice, Please? 73
Review 1 87
Unit 5 She's a Soldier 105
Unit 6 What's Everyone Doing Now? 123
Unit 7 I Want Apples and Bananas, Please 141
Unit 8 Here Comes the Bus 163
Review 2 176
References 177
Picture Acknowledgement 179
About the Authors

Figure 3. Textbook Content

The integration of local wisdom in picture storybooks should not only be in the form of inserting place names or cultural images, but needs to be a substantive part of the storyline, characters, setting, values, and learning activities. With this approach, students can learn vocabulary and language skills while understanding the cultural values contained in their environment. A systematic study by Lestari et al. (Lestari et al., 2025) of 24 articles shows that the integration of folklore, traditional values, and regional narratives in *picture storybooks* has the potential to support culturally responsive reading and learning understanding. These findings are strengthened by Jannah (Jannah, 2025), who shows that the development of *picture storybooks* based on local wisdom can be used to strengthen character education through the introduction of the value of cooperation in local culture. The findings are also in line with Reformana et al. (Reformana et al., 2024) who show that English teaching materials based on local wisdom can improve students'

speaking competence and cross-cultural competence through a learning context that is close to their social and cultural environment.

The findings of this study show that the picture storybooks analyzed have not fully utilized the potential of local wisdom as a learning resource. This condition is important because picture storybooks have the power to connect text, visuals, and narratives so that they are relatively easy to develop into learning media based on cultural contexts. Therefore, the development of Phase C picture storybooks needs to be directed at the integration of authentic local wisdom through folklore, tradition, environment, art, games, food, and social values of the local community. The integration not only enriches the English learning context, but can also support students' literacy, character, and cultural awareness. Thus, picture storybooks can double function as a medium for linguistic competence development as well as a means of strengthening cultural identity. These findings also reinforce the need to present English teaching materials that not only adapt to the global context, but are able to bring together language learning with cultural realities that are close to the lives of students.

Conclusion

Based on the results of the study, the use of picture storybooks in Phase C English learning is still relatively limited. Most teachers still rely on conventional package books as the main source of learning, while the use of picture storybooks, especially in digital form, has not yet become a dominant practice. This condition shows that the use of more contextual, visual, and student-centered learning media has not fully developed in English learning practices.

The results of the analysis of the package book show that the content of Deep Learning principles has not been optimally accommodated. Learning materials and activities are more oriented towards mastering vocabulary, grammar, literal comprehension, and completing written exercises. The aspect *of meaningful learning* is not yet strong because students have not been directed to connect the material with real life experiences and experiences. Similarly, *the aspect of mindful learning* is still limited because the activities of analysis, argumentation, reflection, evaluation, and application of knowledge have not received adequate space. Thus, the books analyzed have not fully supported an in-depth, contextual, and reflective learning experience.

In the aspect of local wisdom, the results of the analysis show that the content of local culture in picture storybooks is still limited. The content uses more general themes that are close to the lives of students, but has not substantively integrated folklore, traditions, arts, traditional games, regional potential, the environment, and local socio-cultural values. The integration of local wisdom has not yet become an inherent part of the narrative, characters, setting, or learning activities. This condition shows that the picture storybooks analyzed have not fully utilized the local context as a source of learning English.

Overall, this study shows that there is a gap between the potential of picture storybooks as a learning medium and the pedagogical and cultural content contained in the teaching materials analyzed. Phase C picture storybooks have the opportunity to support more meaningful and contextual English language learning, but their development needs to be systematically directed to integrate the principles of *meaningful, mindful,* and *joyful learning* as well as local wisdom. Therefore, the results of

this study confirm the importance of developing English teaching materials that are not only oriented towards linguistic competence, but also able to provide an in-depth learning experience while strengthening students' connection with their social and cultural environment.

References

Andayanie, L. M., Adhantoro, M. S., Purnomo, E., & Kurniaji, G. T. (2025). Implementation of Deep Learning in Education: Towards Mindful, Meaningful, and Joyful Learning Experiences. *Journal of Deep Learning*, *1*(1), 47–56. https://doi.org/10.23917/jdl.v1i1.11157

Annisha, D. (2024). Integrasi Penggunaan Kearifan Lokal (Local Wisdom) dalam Proses Pembelajaran pada Konsep Kurikulum Merdeka Belajar. *Jurnal Basicedu*, *8*(3), 2108–2115. https://doi.org/10.31004/basicedu.v8i3.7706

Brown, J. (2022). Expeditionary Learning in English Language Teaching: Enhancing Contextual Understanding Through Real-World Exploration. *Journal of Experiential Education*, *45*(3), 267–285. https://doi.org/https://doi.org/10.1177/10538259221089045

Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.)* (6th ed.). SAGE Publications.

Fatihah, H., Izzah, I., Nugraha, D. M., & Melinda, C. (2025). Pendekatan Pembelajaran Deep Learning: Sebuah Kajian Literatur Pembelajaran Meaningful, Joyful dan Mindful. *Sosio Religi: Jurnal Kajian Pendidikan Umum*, *23*(2), 17–24. https://doi.org/10.17509/sosioreligi.v23i2.92139

Hidayat, F. N., & Purbosari, P. M. (2025). Pengembangan media storybook cerita wayang bergambar berbasis kearifan lokal untuk meningkatkan literasi membaca siswa kelas V sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*. https://doi.org/https://doi.org/10.23969/jp.v11i01.41613

Izzah, N. N., Adiarti, D., & Kariadi, M. T. (2023). Higher Order Thinking Skills in Reading Exercises. *Jurnal Edulanguage: Jurnal Pendidikan Bahasa*, *9*(1), 61–74. https://doi.org/10.32938/edulanguage.9.1.2023.61-74

Jannah, R. (2025). Strengthening Character Education through the Development of Picture Story Book Based on Local Wisdom. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, *15*(1), 55–67. https://doi.org/10.18592/aladzkapgmi.v15i1.14681

Lestari, E. Y., Suryanti, S., & Suprapto, N. (2025). Local Wisdom Integration in Picture Storybooks for Elementary School Reading Comprehension: A Systematic Literature Review. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *8*(3), 717–729. https://doi.org/10.54069/attadrib.v8i3.1070

Mayring, P. (2023). *Qualitative Content Analysis. International Encyclopedia of Education (4th ed.)* (4th ed.). Elsevier.

Mulyangga, D., Jagad, M. A. B., Cahyani, V. R., & Ayundasari, L. (2024). Kearifan Lokal sebagai Sumber Daya untuk Membangun Kebhinekaan Peserta Didik. *Journal of Innovation and Teacher Professionalism*, *3*(1), 226–232. https://doi.org/10.17977/um084v3i12025p226-232

Nafi'ah, J., & Faruq, D. J. (2025). Conceptualizing Deep Learning Approach in Primary Education: Integrating Mindful, Meaningful, and Joyful. *Journal of Educational Research and Practice*, *3*(2), 225. https://doi.org/10.70376/jerp.v3i2.384

Najib, M. R. A. (2026). The Implementation of Expeditionary Learning Integrated with Multiple Intelligences and Local Wisdom. *FRASA English Education and Literature Journal*, *7*(1), 49. https://doi.org/10.47701/frasa.v7i1.5595

Putri, M. E. (2023). The Effectiveness of Local Wisdom-Based English Reading Teaching Materials in Improving Reading Literacy of Deaf Students. *Journal of Languages and Language Teaching*, *11*(4), 762. https://doi.org/10.33394/jollt.v11i4.9028

Rahmawati, Y., Mu'ti, A., Suyanto, S., & Herianingtyas, N. L. R. (2025). Pembelajaran Mendalam: Transformasi Pembelajaran Menuju Pendidikan Bermutu. *Jurnal Penelitian Kebijakan Pendidikan*, *18*(1), 1–16. https://doi.org/10.24832/jpkp.v18i1.1281

Reformana, G. B. A. Y., Haerazi, H., & Irawan, L. A. (2024). Sasaq Local Wisdom-Based ELT Materials in Improving Intercultural Competences and Speaking Skills as Pancasila Learners' Profiles. *Journal of English Education and Teaching*, *8*(4), 764–782. https://doi.org/10.33369/jeet.8.4.764-782

Rosnaningsih, A., Muhyidin, A., Hidayat, S., & Juniardi, Y. (2025). Mobile augmented reality storybook embedded with local wisdom: A needs analysis of primary students in learning English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *13*(2), 5160–5181. https://doi.org/https://doi.org/10.24256/ideas.v13i2.7964

Tiarnita Maria Sarjani Siregar, Dhea Ananda Br Barus, Mutiah Mutadayyinah Marbun, & Sasri Agustina Putri. (2026). Visual Literacy in Elementary English Learning: Using Picture Book to Foster Language Development. *International Journal of Educational Evaluation and Policy Analysis*, *3*(2), 10–19. https://doi.org/10.62951/ijeepa.v3i2.491

Yunita, D. A. I., Purwati, P. D., & Sismulyasih SB, N. (2024). Development of E-Picture Story Book media based on the Steinberg method with local wisdom to improve vocabulary skills of low-grade students. *KEMBARA Journal of Scientific Language Literature and Teaching*, *10*(2), 647–664. https://doi.org/10.22219/kembara.v10i2.30829

Yusuf, F. A. (2023). Meta-Analysis: The Influence of Local Wisdom-Based Learning Media on the Character of Students in Indonesia. *International Journal of Educational Methodology*, *9*(1), 237–248. https://doi.org/10.12973/ijem.9.1.237