

Research Article

Videos and E-Books Featuring Central Kalimantan Folklore as Resources for Interactive Narrative Text Learning

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Abstract.

This research addresses the lack of references for Central Kalimantan folktales available in three languages: Indonesian, English, and Dayak Ngaju. These materials aim to enrich the narrative text learning content for elementary and junior high schools, particularly those developed with digital technology. This is very important for supporting learning, which leverages digital technology while integrating local wisdom, such as folklore, into narrative text instruction. Furthermore, this approach aligns with the profile of Pancasila students, who embody global characteristics through the internalization of cultural values, fostering the holistic development of cognitive and affective domains. The goal of this study is to create videos and e-books featuring Central Kalimantan folklore as interactive learning resources, based on local wisdom, for students in the city of Palangka Raya. Using the technology-enhanced language learning (TELL) approach and ethno-pedagogy within the R&D framework of the ADDIE model, the research resulted in video and e-book products derived from field studies which designed for classroom use. The study was conducted over an eight-month period in 2024, using instruments such as observation guideline sheets, interview guideline sheets, and expert validation. The research has developed 24 videos and e-books validated by experts in content and TELL media. Product trials will be conducted with students from two exemplary schools in the city—one elementary and one junior high school—covering the subjects of Indonesian, Dayak Ngaju, and English language learning. Comprehensive production and validation from the product trials will be resumed in the implementation stage.

Keywords: video, e-books, folklore, narrative text, 21st-century learning, local wisdom

1. INTRODUCTION

The rapid advancements of information and communication technology, especially during the industrial revolution era, are reshaping many sectors, including Indonesia's education system. Increased connectivity, interaction, and the growth of digital, artificial, and virtual intelligence demand that human resources adapt to compete on a global scale. Education, covering primary, secondary, and tertiary levels, plays a vital role in

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helping individuals keep pace with digital developments in the shift from the industrial revolution 4.0 to society 5.0 (1,2).

Merdeka Belajar policy or the “Freedom to Learn”, introduced by the Ministry of Education and Culture of the Republic of Indonesia, aims to foster independent thinking, driving advancements in education and enhancing its quality (3). This approach emphasizes critical thinking, problem-solving, creativity, innovation, communication, collaboration, and confidence—known as the 5C skills—which are essential for developing superior human resources in the 21st-century learning landscape (4–6). Beyond these skills, well-rounded individuals are also expected to embody unique cultural characteristics that set them apart from other nations (7).

Interactive learning resources, which combine sound, motion, images, and text/graphics, connect students with educational content in a dynamic way (5,8). In the context of 21st-century digital learning, these resources typically include advanced, accessible technologies like learning videos and e-books that students can use anytime and anywhere (6,8–13). These interactive resources significantly contribute to successful learning experiences in the digital age.

Effective language and literature education not only broadens students’ understanding but also gives them access to their cultural heritage. Integrating local culture into the curriculum, through materials based on local wisdom, helps students develop a deeper understanding of beliefs, norms, customs, and cultural heritage (14). However, a notable gap exists: there is currently no folklore material from Central Kalimantan available in Indonesian, English, and Dayak Ngaju languages. Such materials could enrich narrative text learning for elementary and junior high school students, particularly in supporting Dayak Ngaju language learning at the elementary school level. Central Kalimantan folklore, presented in these three languages, would be well-suited to enhance narrative learning materials developed with digital technology.

Recent studies from the past five years provide a foundation for developing videos and e-books on Indonesian folklore. These resources would serve as interactive, culturally grounded learning tools for narrative texts, specifically for elementary and junior high school students. Research conducted by (15–22) highlights the relevance of integrating local wisdom in education. In response to this gap, this research aims to develop a video and e-book on Central Kalimantan folklore as an interactive narrative learning resource based on local wisdom, targeting elementary and junior high schools in Palangkaraya, Indonesia. This study is valuable as it addresses an unmet need for digital

learning resources that support the independent learning movement while preserving the nation's cultural identity.

2. METHODOLOGY

To achieve the research objectives, the Technology-Enhanced Learning [TEL] approach is employed theoretically (16), while an ethno-pedagogical approach is applied practically (23) and R&D model (24). This dual approach is suitable as the research aims to develop video and e-book products on Central Kalimantan folklore, sourced from field studies and applied within educational contexts. The research follows the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—as outlined by Branch (24).

The research spanned eight months in 2024, encompassing stages preparation and data collection to product validation. Data were gathered using instruments such as observation guideline, interview guideline, and validation review sheets. This research involved ethnographic activities to gather data on Central Kalimantan folklore collected from six regions in Indonesia: Sampit, Pangkalanbun, Kotawaringin Lama, Kapuas, Banjarmasin, and Palangkaraya. Initial designs of the videos and e-books have been evaluated and validated by an expert, with revisions made based on feedback received using a validation sheet. The research team carefully reviewed and included inputs, critiques, and suggestions provided by the validator. The ADDIE model presented in this paper is currently at the product development stage and has not yet progressed to the implementation stage. Following the refinement of the video and e-book developed, product trials will commence on a limited scale at two partner schools in Indonesia: SD Muhammadiyah Pahandut Palangkaraya and SMP Negeri 2 Palangkaraya. Results from these trials will be evaluated and discussed with the assigned expert to facilitate further improvements and validation. In the implementation stage, comprehensive production and validation of the research findings will be conducted, ensuring that new data and insights are incorporated. This concluding phase will include a Focus Group Discussion (FGD) with partners and stakeholders to validate the outcomes and ensure alignment with educational goals.

3. RESULTS AND DISCUSSIONS

This research focuses on evolving video and e-book based on Central Kalimantan folklore to support interactive learning of narrative texts, specifically for language and literature education at the elementary school (SD) and junior high school (SMP) levels in Palangkaraya. The content integrates local wisdom from Central Kalimantan folklore in three languages: Indonesian, English, and Dayak Ngaju. The concept evolved aligns with the age-appropriate learning needs of students in each educational level, SD and SMP.

Each story in the e-book includes a link to a corresponding folklore video. Before reading, students can watch a video synopsis of the story, sparking their interest and motivation. This approach, previously unexplored, introduces a novel concept in integrating multimedia with text. This research aims to produce video and e-book resources that not only enhance language and literary skills but also foster cultural awareness, preserve local wisdom, and meet global learning standards suitable for the digital age. Nine Central Kalimantan folktales were selected as interactive resources for narrative learning, with each story contributing unique cultural insights. Previously, these stories had not been effectively disseminated as Central Kalimantan folklore.

The selected stories are [1] A Kingdom Called Batang Danum Kupang Bulan: The Origin of Sampit City; [2] The Origin of Pangkalanbun; [3] Demung Silam and Belida Fish; [4] Prince Antakusuma, The Sultan of Kutaringin; [5] The Origin of Pahandut Village; [6] Kampong Sei Pasah: The Origin of Kapuas City; [7] The Origin of Telo Island; [8] The Bathing Pond of Seven Princes; [9] The Story of Pak Labih and the Catfish. These nine folktales have been developed into videos and e-books, serving as interactive resources for teaching narrative text with local cultural relevance in the digital era. The materials support Indonesian and English instruction in the junior high school, and Indonesian and Dayak Ngaju language instruction in the elementary school. The following sections provide further details on each resource.

The video and e-book products, designed as interactive learning resources for narrative texts, have been validated by an expert, a professor of language education from Universitas Negeri Semarang. A feasibility assessment was conducted prior to testing these products with a language education specialist. Below is a summary of the validation results for the feasibility of the Central Kalimantan folklore video and e-book products before the trial phase.

TABLE 1: Folktales of Central Kalimantan Adapted into Videos and E-books Based on Levels and Languages.

No.	Folklore Titles	Indonesian lan- guage for SD	Dayak Ngaju language for SD	Indonesian lan- guage for SMP	English for SMP
1.	A Kingdom Called Batang Danum Kupang Bulan: The Origin of Sampit City	√	√	√	√
2.	The Origin of Pangkalanbun	√		√	√
3.	Demung Silam and Belida Fish	√	√	√	√
4.	Prince Antakusuma, The Sultan of Kutaringin			√	
5.	The Origin of Pahan- dut Village	√	√	√	√
6.	Kampung Sei Pasah: The Origin of Kapuas City	√		√	
7.	The Origin of Telo Island	√	√	√	√
8.	The Bathing Pond of Seven Princes	√			
9.	The Story of Pak Labih and the Catfish		√		
	Sum	7	5	7	5

The following are examples of a video and e-book of Central Kalimantan folklore in English, Indonesian, and Dayak Ngaju languages.



Figure 1: Example Display of Central Kalimantan Folktales Videos & E-books.

The video and e-book products, designed as interactive learning resources for narrative texts, have been validated by an expert, a professor of language education from Universitas Negeri Semarang. A feasibility assessment was conducted prior to testing these products with a language education specialist. Below is a summary of the

validation results for the feasibility of the Central Kalimantan folklore video and e-book products before the trial phase.

TABLE 2: Expert Validation Results for Video and E-book Products.

Num.	Validated component indicators	Validation scores				
		5	4	3	2	1
1.	The video and e-book presentations capture users' attention as learners of narrative texts.	√				
2.	The design of the video and e-book stimulates users' thinking abilities as they engage with narrative texts..	√				
3.	Both the video and e-book are appropriately aligned with the cognitive development level of users as narrative text learners in SD and SMP levels.	√				
4.	The video and e-book are user-friendly for narrative text learners at the SD and SMP levels	√				
5.	The video and e-book are highly practical, supporting language learning in narrative text material for SD and SMP students.		√			
6.	The content of the folktales is suitable for the language learning levels of users studying narrative texts in SD and SMP levels.	√				
7.	The video effectively illustrates the story content within the e-book, serving as a resource for interactive narrative text learning in SD and SMP.	√				
8.	The audio in the video is clear and easy to follow, providing a synopsis of Central Kalimantan folktales for narrative text learning in Indonesian, English, and Dayak Ngaju language.		√			
9.	The animated or concrete images presented in the video enhance the story synopsis, are visually engaging, and align with the narrative text content as an interactive learning resource for SD and SMP levels.	√				
10.	The animated or concrete images in the e-book are well-designed to support the storyline of Central Kalimantan folktales, making them engaging and consistent with the narrative text as an interactive learning resource for SD and SMP students.	√				
Sum of Score Eligibility Percentage Validation Criteria		48 96% Very eligible				

The Central Kalimantan folklore video and e-book products, designed as interactive learning resources for narrative texts, received a high validation score of 96% from the expert, indicating strong feasibility for testing. However, several suggestions were recommended for product enhancement such as [1] integrating both real and artificial

[AI-generated] sounds in the video, particularly for English-speaking parts; [2] combining real images and AI-generated animations in videos and e-books to create a more engaging visual experience; and [3] ensuring that the video content aligns with the e-book story material to stimulate interest in reading, particularly for learning regional languages like Dayak Ngaju. For this language, the video should also support correct pronunciation and intonation, consistent with local language learning objectives in narrative text genres.

In response, the research team refined the products accordingly. Videos and e-books were developed with a blend of real and AI-generated images, captured on-site in folklore locations and sourced from credible documentation. Narration in the videos also integrates real and AI-generated voices, particularly for English-speaking sections, ensuring native pronunciation as a standard for language learning (25).

Furthermore, learning resource of video is effective tool that makes the learning environment more engaging and improve learning outcomes (23, 25). The Central Kalimantan folklore videos are designed to motivate students to read the accompanying e-book narratives, enhancing their comprehension and cultural awareness. E-books, as digital versions of books, are accessible on computers and mobile devices in PDF format (25). Unlike traditional print books, e-books offer multimedia content, providing a richer, more enjoyable reading experience. The video and e-book products can be accessed by students on various devices or displayed via a projector in classrooms, making them adaptable to different learning environments.

With these digital resources, students can engage with narrative texts in a more enjoyable and flexible way, allowing for repeated viewings when concepts need clarification. Interactive resources like these videos and e-books foster a reciprocal relationship between students and the learning material, enhancing the teaching process when language teachers use them effectively (26). Consistent with previous research, these interactive learning tools are well-suited for narrative text instruction that integrates folklore, aligning with Indonesia's commitment to cultural preservation in the digital era (2,6,8,25). These findings contribute valuable insights to the existing literature on interactive language learning resources.

4. CONCLUSION

This study has developed interactive learning resources, including videos and e-books, based on Central Kalimantan folklore to enhance narrative text learning in elementary and junior high schools in Palangkaraya. By integrating multimedia elements with local wisdom in Indonesian, English, and Dayak Ngaju, these tools align with students' socio-cultural contexts and educational needs. Each e-book is paired with a corresponding video that provides a synopsis, designed to spark students' interest and motivation while enriching their understanding of narrative texts. This innovative approach not only preserves and promotes cultural heritage but also meets global digital learning standards. By focusing on nine culturally significant folktales, this research bridges narrative text instruction with cultural awareness, making a valuable contribution to language education and the preservation of local traditions. These digital resources foster literacy, engagement, and cultural relevance, supporting Indonesia's commitment to cultural preservation in the digital era.

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