Utilization of Digital Media Based on Local Wisdom in Learning Folk Poetry: A Qualitative Study on Junior High School Students

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Abstract

Learning folk poetry in Indonesian subjects has its own challenges, especially in instilling a deep understanding to students. This study aims to explore the utilization of local wisdom–based digital media in improving students' understanding of folk poetry. Using a qualitative research approach with a case study method, this research was conducted at SMP Negeri 4 Sesean Satap involving teachers and students as the main participants. Data were collected through observation, in–depth interviews, and analysis of learning documents. The results show that the use of digital media that integrates local cultural elements, such as audio–visual folk poetry and interactive applications, can increase students' engagement and understanding in learning. Students find it easier to interpret the meaning of folk poetry when the material is presented through more contextual and interesting media. In addition, teachers also benefit in delivering the material more effectively. The conclusion of this study confirms that the utilization of digital media based on local wisdom can be an innovative solution in learning folk poetry. The implication of this research leads to the development of learning media that is more adaptive and in accordance with the needs of students in areas with high cultural wealth.

Keywords: *digital media; local wisdom; folk poetry; Indonesian language learning*

Introduction

Education has an important role in building cultural awareness among the younger generation (Nurhikmah H. et al., 2024; Pratama et al., 2023). In Indonesian language learning, folk poetry is one of the materials that can enrich students' insights into local wisdom (Baan & Dewi, 2021; Dewi et al., 2022). However, in practice, learning folk poetry is often less interesting for students because the teaching methods are still conventional and lack innovation. Therefore, a new approach is needed that can increase students' interest and understanding of folk poetry.

One solution that can be applied is the utilization of digital media based on local wisdom. Digital media allows students to be more involved in learning by presenting interactive experiences that are relevant to their lives (Libriani et al., 2023; Sun et al., 2022). The use of visual, audio and other multimedia elements can help students understand folk poetry more deeply. In addition, the integration of local cultural values in learning media can strengthen their identity and sense of belonging to their cultural heritage. This research discusses how the utilization of local wisdom–based digital media can improve students' understanding of folk poetry. Using a qualitative approach, this research will explore students' and teachers' experiences in using digital media in learning and its impact on students' learning outcomes. In addition, this article will also identify the challenges faced in the implementation of digital media in learning literature, especially folk poetry. With the innovation in learning folk poetry through digital media (H. et al., 2021; Pratama, Ruruk, et al., 2023; Pratama, Sampelolo, & Lura, 2023), it is expected that students can more easily understand the content and values contained in traditional literary works. The integration of technology and local culture in education will be a strategic step in preserving cultural heritage and improving the quality of Indonesian language learning in this digital era (Asmawati, 2023; Bachrong & Ansar, 2021; Caroline Rombe et al., 2021).

The development of digital technology has brought significant changes in various aspects of life, including in the fields of education and cultural preservation. One of the efforts that can be made to maintain the sustainability of local culture is by integrating technology into local wisdom–based learning. In the context of Toraja culture, digital media can be an effective tool to introduce, preserve and teach folk poetry to the younger generation. Torajan folk poems such as

Londe, Badong, and Passura' are part of the cultural heritage that is rich in traditional values and philosophy of life. However, the biggest challenge in learning local literature is the limited resources and students' interest in understanding traditional literary texts.

Toraja folk poetry, known as passura' or untia, has an important role in people's lives. These poems are often delivered in various traditional ceremonies, such as Rambu Solo' (death ceremony) and Rambu Tuka' (thanksgiving ceremony). Toraja folk poetry not only contains literary aesthetic expressions, but also conveys the values of life, respect for ancestors, and moral teachings that have been passed down from generation to generation (Budiman, 2023; Wong et al., 2022). However, in the midst of modernization and globalization, the existence of Toraja folk poetry has been marginalized. The younger generation rarely hears or understands the meaning of folk poetry due to the lack of preservation efforts in the formal education system. In the context of education, learning folk poetry still faces various obstacles. Teaching methods that tend to be textual and less interactive make it difficult for students to understand the content and meaning of folk poetry. In addition, the limitation of relevant and interesting teaching materials for students is also a contributing factor to the low interest in learning folk poetry. Many schools in Toraja do not have learning media that can optimally accommodate the characteristics of folk poetry. On the other hand, the development of digital technology has brought great changes in the world of education. The utilization of digital media in learning allows for a more innovative and engaging approach for students. Media such as documentary videos, animations, podcasts, and interactive applications can help students understand folk poetry in a more visual and auditory way. By using local wisdom-based digital media, Toraja folk poetry can be more easily understood and appreciated by the younger generation (Monika et al., 2023).

The application of digital media in learning folk poetry is also in line with the concept of local wisdom-based education. In this context, local wisdom refers to cultural values that develop in local communities and are passed down from generation to generation. The integration of local wisdom in learning allows students to better understand and appreciate their own culture (Ratnawati, 2019). By using digital media that features local cultural elements, such as local language, traditional music, and typical Toraja illustrations, students can more easily understand the meaning and values contained in folk poetry . In addition, previous research shows that digital media-based learning can increase student engagement in the teaching and learning process. According to some studies, the use of digital media not only increases students' interest in learning, but also helps them understand the material better. More dynamic interactions and richer learning experiences can help students more quickly grasp the meaning of folk poetry as well as appreciate the beauty and moral messages contained in it.

However, despite its many benefits, the application of digital media in learning folk poetry also faces a number of challenges. One of the main obstacles is the lack of readiness of educators in adopting technology in learning. Many teachers are still accustomed to conventional teaching methods and lack the skills to use digital media effectively. In addition, limited access to technology, especially in remote areas, is also a factor that needs to be considered in the implementation of digital media in learning (Bergdahl et al., 2020; Khansulivong et al., 2022). Based on these issues, this study seeks to explore how local wisdom-based digital media can be used to improve students' understanding of Toraja folk poetry. Using a qualitative approach, this research will analyze students' and teachers' experiences in using digital media in learning folk poetry, as well as identify the challenges faced in its implementation. Thus, it is hoped that this research can provide deeper insights into the role of digital media in learning traditional literature and how technology can be used to maintain the sustainability of cultural heritage in this digital era.

Research Methods

This research used a qualitative approach with a case study method. A case study was chosen to gain an in-depth understanding of the use of digital media in learning Torajan folk poetry. The focus of this research is how students and teachers in a particular school in Toraja experience and adapt digital media in learning folk poetry. Data were collected through observation, in-depth interviews, and documentation. Observations were conducted in the classroom to see firsthand how digital media is applied in learning folk poetry. In-depth interviews were conducted with teachers and students to understand their experiences in using

digital media, as well as the perceived challenges and benefits. Documentation included digital teaching materials, folk poetry materials used, as well as records of learning outcomes.

The data analysis technique used in this research is thematic analysis. Data obtained from interviews and observations were categorized based on emerging themes, such as the effectiveness of digital media in improving students' understanding, students' responses to digital media, and technical obstacles faced in the implementation. To increase the validity of the data, this study used source triangulation, namely by comparing the results of observations, interviews, and documentation. In addition, discussions with experts in the field of education and Toraja culture were conducted to gain additional perspectives related to the use of digital media in learning folk poetry. The results of this study are expected to provide recommendations for educators and policy makers in developing more innovative and local culture–based learning media. Thus, this research not only contributes in the academic realm but also in educational practices in the field.

Results and Discussion

Result
This research aims to explore the utilization of local wisdom–based digital media in learning Toraja folk poetry at the junior high school level. The main focus is the effectiveness of digital media in improving students' understanding, students' and teachers' responses to this method, and the obstacles faced in its implementation. Based on observations, interviews, and documentation analysis, this research reveals a number of important findings related to the utilization of technology in teaching folk poetry as part of Torajan cultural heritage.

A. Improved Student Understanding of Toraja Folk Poetry
One of the main results of this research is the improvement of students' understanding of Toraja folk poetry after the use of digital media. Before the implementation of digital media, many students had difficulty in understanding the meaning and context of folk poetry due to differences in language style, structure, and cultural values contained therein. With the presence of digital media in the form of interactive videos, podcasts, and microlearning–based applications, students more easily associate poetry with the social and cultural context of Toraja.

For example, in studying Passura', students can view videos featuring the recitation of poems with illustrations depicting the lives of Torajan people. This helps them understand the moral and philosophical messages contained in the poems. In addition, audio recordings featuring the original intonation and rhythm of the Londe and Badong help students experience the oral beauty of the folk poetry. With this method, their understanding improved as they could hear first–hand the correct pronunciation, which was previously difficult to understand only through written text.

Interviews with students showed that before using digital media, they felt bored and found it difficult to understand folk poetry taught through textbooks alone. However, after being given access to interactive media, they felt more interested and motivated to learn Torajan folk poetry. In fact, some students began to show interest in exploring other folk poems that had not been taught in class.

B. Students' Response to the Use of Digital Media
In general, students' responses to the use of digital media in learning Toraja folk poetry were very positive. They stated that digital media made learning more interesting, easy to understand, and relevant to their lives. Some factors that support this positive response include:
1. Visualization that Facilitates Understanding
With the illustrations and animations that accompany the poetry reading, students find it easier to understand the content and meaning of the poem. They not only read the text, but also see the social and cultural context related to the poem. Illustrations depicting the life of the Toraja people help students to understand the cultural setting underlying the folk poem. For example, in Londe learning, animations depicting traditional processions and expressions of emotion in singing greatly assist students in capturing the nuances and

deeper meanings of the poetry text. With this approach, students do not just read the poem, but also experience it through in-depth visualization.

2. Accessibility and Ease of Use

The digital media used in this study is designed to be easily accessible through mobile devices and computers. This allows students to learn anytime and anywhere without having to rely on the teacher's presence in the classroom. With this flexible access, students have the opportunity to revisit the material according to their needs. In addition, the simple navigation features and user-friendly interface ensure that students can easily use this digital media without the need for additional training. For example, in the developed learning application, students can choose to listen to poems, view translations of meanings, as well as access cultural explanations in one easy-to-use platform.

3. Stronger Emotional Engagement

Toraja folk poetry, especially Londe and Badong, has a distinctive musicality. With the presence of high-quality audio recordings, students can experience deep emotional nuances, which cannot be obtained by simply reading the text. The sounds and rhythms in the recitation of the poems allow students to better feel the meaning contained therein. For example, a recording of Badong played in class creates a more solemn and immersive atmosphere, allowing students to understand that this poem is not just a poem, but also has an important role in funeral rituals in Toraja. In this way, students can connect their learning to a more authentic cultural experience.

4. More Active Interaction

Students who were previously passive in learning began to participate more actively. Some of them even started trying to create their own poems based on the Passura' style, which is a form of rhyming advice in Torajan culture. In some class activities, students were asked to create poems that reflected the values they learned from Torajan folk poetry. They also engaged in group discussions, where they compared the poems they created with examples of folk poems they had learned. This shows that the use of digital media not only improves understanding, but also encourages students' creativity in expressing their ideas through poetry.

C. Teacher's Response to the Use of Digital Media

Teachers involved in this study also gave very positive responses to the use of digital media. They stated that this method was very helpful in teaching Toraja folk poetry, which was previously quite difficult to convey due to limited learning resources. Some of the benefits felt by teachers include:

1. Simplifying Material Delivery

Previously, teachers only relied on textbooks and oral explanations in teaching folk poetry. With digital media, they can use video, audio, and interactive applications to clarify the material presented. This not only saves time in explaining abstract concepts, but also makes it easier for students to understand the content of the poems through a variety of more interesting media. Teachers also find it helpful to have interactive media that can be used to illustrate the cultural context of each poem taught.

2. Increasing Student Participation

Teachers realized that after the use of digital media, students became more enthusiastic and involved in learning. They ask more questions, discuss, and try to interpret the poems in their own way. With the visualization and audio, students feel more confident to express their opinions about the meaning of the poems, as well as engage in discussions regarding the relevance of the poems to their lives.

3. Supports a More Interactive Evaluation

With the microlearning-based application, teachers can provide interactive quizzes and exercises that are more engaging for students. This allows them to evaluate students' understanding in a more fun and effective way. Students can follow the exercises independently, get instant feedback, and repeat the material if they still have difficulties. This technology-based evaluation helps teachers to identify students' weaknesses in understanding folk poetry and adjust their learning methods better.

Nevertheless, some teachers revealed that they still need further training to be able to develop and integrate digital media into learning optimally. They hope for a training program that can help them master the techniques of making digital media based on local wisdom.

D. Constraints in Digital Media Implementation

Although the research results show many benefits of using digital media, there are several obstacles faced in its implementation, including:

1. Uneven Access to Technology

   Some schools in remote areas still have limitations in terms of internet access and technology devices. This makes not all students can easily access the digital media that has been developed. Some students have to share devices with friends or use limited school facilities.

2. Limited Teacher Resources

   Not all teachers have skills in developing local wisdom-based digital media. Many of them are still accustomed to conventional methods and need guidance in using technology for learning. Training and technical support are needed so that teachers can be more effective in using this digital media.

3. Lack of local wisdom-based digital content

   Currently, there are very few digital media developed specifically to teach Toraja folk poetry. Therefore, there is a need for collaboration between academics, education practitioners, and cultural communities to develop more digital content that suits the needs of students.

4. Barriers to Curriculum Change

   The curriculum in some schools still does not fully support the use of technology in learning local literature. Teachers often have to adjust their own learning methods without any official guidance from the curriculum. Therefore, clearer policy support is needed so that the use of digital media in learning folk poetry can be applied more widely and effectively.

Discussion

In this study, the use of local wisdom-based digital media has had a positive impact in improving students' understanding and engagement with Torajan folk poetry. Prior to the use of digital media, many students found it difficult to understand poetry due to differences in language, structure, and philosophical meanings contained therein. Digital media helps bridge this gap by providing engaging visualizations, high-quality audio, and more active interaction in learning. One of the main benefits of using digital media is its ability to preserve and introduce Toraja culture to the younger generation. In this modern era, many oral traditions are starting to be abandoned because they are no longer taught directly in daily life. With interactive videos, animations, and audio recordings featuring the recitation of folk poetry in its original form, students can understand and appreciate the cultural values contained in Torajan folk poetry. This technology allows them to hear first-hand the distinctive intonations and rhythms in the poems, which cannot be obtained only through text-based learning (AH, 2013; Sanjaya, 2012).

In addition, digital media also provides wider access to learning for students. With the availability of digital content that can be accessed through mobile devices and computers, students have flexibility in learning without having to rely on textbooks or teacher presence. They can revisit the material at any time according to their needs, resulting in a deeper understanding of folk poetry. This ease of access also opens up opportunities for schools in remote areas to still get quality learning materials, despite limited educational resources. The use of digital media in learning Toraja folk poetry also plays a role in reviving oral traditions through technology. Poems such as Badong, which has a distinctive musicality and is often used in Torajan funeral rituals, can be studied more authentically through sound recordings that feature the original pronunciation and tone (Baan et al., 2022; Monika et al., 2023). By hearing first-hand how these poems are sung in their original context, students can feel the deep emotional nuances and understand the importance of poetry in the lives of Torajans. This not only helps them in understanding the content of the poem, but also provides a more meaningful and contextualized learning experience. In addition to improving understanding, digital media also encourages

innovation in the learning of local literature. With the microlearning-based application, students can take interactive quizzes, answer reflective questions, and even try to create their own poems with guidance from the digital system. Some students who were previously passive in class began to participate more actively and tried to write poems based on the Passura' style, which is a form of rhyming advice in Torajan culture. This activity shows that the use of digital media not only serves as a learning aid, but also as a means to develop students' creativity in expressing their ideas through local literature.

Furthermore, digital media helps connect tradition with modern technology, so that Torajan culture can continue to evolve without losing its essence. In an increasingly globalized world, the preservation of local culture must be done in a way that fits the times. Social media, online learning platforms and interactive applications can be used as a means to introduce Torajan folk poetry to a wider audience, including beyond the local community. This can increase public awareness of the importance of cultural heritage and encourage more people to learn and appreciate local literature. However, while digital media provides many benefits in learning Toraja folk poetry, there are still some challenges that need to be addressed in its implementation (Ikramah et al., 2022; Wong et al., 2022). One of them is the uneven access to technology. Not all schools in Toraja have adequate facilities to access the internet and use digital devices. Some remote areas still face limited technological infrastructure, so the implementation of digital media in learning cannot be done evenly. In addition, limited teacher resources are also a challenge in implementing technology in local literature learning. Many teachers are still accustomed to conventional methods and do not have the skills to develop or use digital media based on local wisdom. Therefore, training and mentoring for teachers are needed so that they can be more effective in utilizing technology as a learning tool.

Another challenge is the lack of local wisdom-based digital content. Currently, there are very few digital media developed specifically to teach Toraja folk poetry. In fact, the existence of content that suits the needs of students is very important in ensuring the effectiveness of learning. Therefore, collaboration between academics, education practitioners, and cultural communities is needed to develop more digital content that can be used as teaching materials. In addition, barriers in curriculum change are also a factor that needs to be considered. The curriculum in some schools still does not fully support the use of technology in learning local literature. Teachers often have to adjust their own learning methods without any official guidance from the curriculum. Therefore, there is a need for educational policies that are more supportive of technology integration in local culture learning so that it can be implemented more systematically. Overall, this study shows that the utilization of local wisdom-based digital media in learning Toraja folk poetry has great potential in improving students' understanding, engagement and appreciation of their cultural heritage. Although there are still various challenges in its implementation, efforts to develop and integrate technology in cultural education should continue. With the right approach, digital media can be the bridge that connects the younger generation with their heritage, while ensuring that Toraja folk poetry remains alive and relevant in this modern era.

Conclusion

The results of this study show that the use of local wisdom-based digital media can improve students' understanding of Toraja folk poetry. Digital media such as interactive videos, audio recordings, and microlearning-based applications are able to provide learning experiences that are more interesting, easy to understand, and relevant to the needs of modern students. In addition, positive responses from students and teachers indicate that this method has great potential to be widely applied in the learning of regional literature.

However, some obstacles still need to be overcome so that the implementation of digital media in learning folk poetry can run more optimally. Therefore, this study recommends the following steps:

1. Development of more local culture-based digital content to enrich teaching materials that can be used by students and teachers.
2. Training for teachers in the use and creation of digital media so that they are better prepared to integrate technology into learning.
3. Improved access to technology in remote schools so that all students have equal opportunities to learn with digital methods.

4. Support from the government and educational institutions in adjusting the curriculum to better support the use of digital media in learning regional literature.

With these steps, it is hoped that local wisdom-based digital media can continue to be developed and become an important part of preserving and teaching local literature to the younger generation.

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