

## The use of directive speech transfer patterns as an implementation of teacher interaction styles in Indonesian language learning

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### ABSTRACT

The application of the teacher's interaction style by arranging speech with directive speech is a superior ability in Indonesian language learning. This is because teachers are required to implement Indonesian learning that can develop critical, creative, communicative, and collaborative characters in students. Therefore, this study aims to describe speech switching through how to take over the turn of speech and provide a turn of speech with directive speech as a form of applying the teacher's interaction style in Indonesian learning to increase students' active participation in developing critical, creative, communicative, and collaborative skills. The approach used in this study is the classroom discourse approach. This class discourse approach directs analysis on data obtained from formal and planned conversation interactions (*plan discourse*). The focus of this conversation interaction lies with the teacher, as the determinant of the topic of conversation. The three main things appear in this Indonesian learning research in the form of: (1) students give honest responses to learning stimulants provided by teachers, (2) students submit more opinions on the information conveyed by the teacher or on the opinions submitted by other students, provide more information, (3) students make their own learning conclusions in their own language and way, Both individually and in groups, (4) students make optimal use of their activities, respond to learning stimuli provided by teachers, (5) students who ask questions, both to teachers and to other students, and (6) students make their own assessments of the results of their work.

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## Introduction

Indonesian language learning in schools often faces the problem of low active participation of students in the process of verbal interaction, especially when teachers try to build two-way communication through directive speech. Reality in the field shows that teachers' communication practices in the classroom are more dominated by one-way patterns that tend to position students as passive listeners, so that opportunities to develop students' critical, creative, communicative, and collaborative abilities are hampered (Hidayat & Maryam, 2020). This phenomenon is reinforced by the findings of surveys in several junior high schools that show the low ability of students to respond effectively to open-ended questions or teacher instructions (Rahmawati et al., 2021). This indicates that teachers' understanding of speech transfer patterns in classroom interactions is still limited, especially in the context of using directive speech as a learning communication strategy (Nasution, 2022). The reality in the field also shows that teachers tend to dominate the turn of speech without providing adequate space for students to take over or continue

their turn independently (Sunarti, 2019). If left unchecked, this condition has the potential to hinder the creation of a dialogical and interactive learning atmosphere in accordance with the demands of the Independent Curriculum, which emphasizes student-centered learning (Putra et al., 2023). Therefore, these facts are an important basis for researchers to examine more deeply how directive speech switching patterns can be implemented by teachers as an effort to create a more inclusive and participatory style of interaction in Indonesian language learning. Awareness of this reality is expected to be able to arouse related parties to improve interaction patterns in the classroom for the development of more optimal students' language competence.

The empirical facts about the low active participation of students in classroom interactions are in line with the findings of various previous studies that discuss the importance of speech and directive speech patterns in the context of learning. Research conducted by Sutopo & Ningsih (2022) shows that the implementation of the right speech exchange pattern can increase the intensity of two-way communication between teachers and students in the classroom. This is reinforced by international research that discusses that discourse management strategies through the regulation of turn-of-speech and the use of directive speech acts have been proven to be effective in encouraging student activity (Lee & Tan, 2021). However, several other studies have found that there are still many teachers who do not understand the translation technique in depth, so that its application does not run optimally (Widodo, 2020). A study by Zhang & Wang (2022) in bilingual schools in China also emphasized that teachers who are able to practice a balanced turn-taking pattern will encourage equal interaction in multicultural classrooms. These findings show that there is a common thread between the facts of reality in the field and the facts of the literature, both of which show that the aspect of instructional communication, primarily through directive communication, still requires serious attention. Based on the relationship between empirical facts and literature facts, it can be concluded that further research on directive speech patterns as a form of teacher interaction style is still very relevant to be carried out in order to enrich the scientific treasures of the pragmatic field of Indonesian learning (Siregar & Manurung, 2021).

The purpose of this study is to describe in depth the pattern of speech exchange carried out by teachers through how to take over the turn of speech and give turns with directive speech as a form of application of the teacher's interaction style in Indonesian language learning. This approach is expected to increase students' active participation in developing critical thinking skills, creativity, effective communication, and the ability to collaborate in the classroom (Ananda & Fitria, 2021). In line with the shift in the 21st-century learning paradigm, teachers are required to not only play the role of conveyors of information but also as facilitators who are able to manage the dynamics of classroom interaction through appropriate linguistic strategies (Yuliana, 2022). Research by Smith & Li (2020) emphasizes that dialogical turn management will open up space for students to engage in academic conversations actively. By describing this directive speech exchange pattern, it is hoped that the results of the research can be a practical reference for Indonesian teachers in designing inclusive classroom interaction scenarios (Sari et al., 2021). Thus, this research not only emphasizes the theoretical aspect of directive speech but also presents a real contribution in teaching practice that encourages the creation of open discussion spaces in the classroom.

Although various previous studies have discussed the pattern of speech transfer and the use of directive speech in the context of classroom interaction, studies that specifically link the two as the implementation of teacher interaction styles in Indonesian learning are still minimal. Most studies highlight only one aspect, such as turn-to-speech management, without dissecting how the strategy is realized through contextual directive speech (Rahman & Sulastri, 2019). On the other hand, the research of Zhang et al. (2020) shows that most teachers only apply repetitive question and answer patterns without paying attention to the dynamics of speech that can trigger deep student involvement. This creates a significant knowledge gap, especially related to how directive speech switching patterns can be optimized to foster a participatory discussion climate and encourage students to think critically (Hidayati et al., 2022). The novelty of this research lies in the effort to comprehensively explore the pattern of teacher directive speech exchange as a linguistic and pedagogical strategy at the same time, by linking it to the style of interaction that supports communicative and collaborative Indonesian learning practices (Fadillah & Hamzah, 2021). The urgency of this research is even stronger considering the demands of the Independent Curriculum, which emphasizes strengthening literacy, communication, and collaboration as the main competencies of the 21st century (Putra & Pratama, 2023). Thus, this research is expected to fill the knowledge gap as well as provide practical direction for teachers to revitalize communication patterns in the classroom to be in line with the development of the learning needs of today's students.

The main contribution of this research lies not only in efforts to enrich the treasure of pragmatic theories related to directive speech and speech, but also in the practical aspects that can be adopted by Indonesian teachers in managing classroom interactions more effectively. The findings of this study are expected to be a reference for the development of an interaction-based learning model, where teachers play

the role of facilitators who are able to dynamically regulate speech by utilizing directive speech that is in accordance with the context of the discussion (Suryani & Safitri, 2022). Research by Yuliana et al. (2021) confirms that communication strategies designed contextually will increase students' motivation to learn and build a more democratic classroom atmosphere. Therefore, the results of this research can provide practical contributions for teachers in designing learning scenarios, formulating reflective questions, and managing discussions so that each student has the opportunity to speak equally (Wulandari & Zulkifli, 2020). In addition, this research also contributes to the development of more applicable teaching materials, so that they can be a reference for curriculum designers, textbook writers, and teacher training module developers (Pratiwi, 2019). Furthermore, the theoretical contribution of this research is expected to be the basis for further research that aims to develop a directive speech-based classroom interaction model to improve students' oral literacy skills at various levels of education (Kim & Lee, 2020). Thus, this research is not only relevant from an academic point of view but also has practical benefits for improving the quality of Indonesian learning in schools.

## Method

This research is a type of qualitative research. The type of qualitative research is research that is related to the ideas, perceptions, opinions, and beliefs of the people to be researched, and all of them cannot be measured with numbers. In this study, the theory used in the study is not forced to obtain a complete picture of a thing from the point of view of the human being who has been studied. Using qualitative research, a researcher requires the power of in-depth and extensive analysis. Therefore, the power of reason is the only source of knowledge that encourages analytical skills in the entire research process (Arikunto, 2010).

The approach used in this study is the classroom discourse approach. This class discourse approach directs analysis on data obtained from formal and planned conversation interactions (*plan discourse*). The focus of this conversation interaction lies with the teacher, as the determinant of the topic of conversation. The subject of this research is a student of Teacher Professional Education (PPG) in a Position. The research subjects were observed and recorded as teachers with all their learning activities during the field experience practice in their respective schools. This study has two types of data, namely speech data and observation record data. The speech data in this study are in the form of teachers' speech when included in Indonesian learning activities. The observation record data is of two types, namely descriptive and reflective observation record data. The descriptive observation record data contains (a) the reconstruction of verbal interaction in the learning process in the classroom, and (b) the behavior of teachers and students during the interaction of teaching and learning in the classroom. The reflective observation record data contains the relationship between directive speech transliteration and the teacher's interaction style in Indonesian learning in an effort to increase students' active participation. This study uses videos of classroom learning activities from YouTube as a data source. The video of the learning activity is a recording of Indonesian learning by the students of Teacher Professional Education (PPG) in the office while carrying out Indonesian learning activities.

The data collection of this research used a listen-record technique. The listen-record technique is a way to obtain data from material objects. The watch-note technique is carried out by listening to videos from YouTube about Indonesian learning activities in the classroom, determining the data to be used according to the research objectives, and recording the necessary data. Several techniques for obtaining data. This study uses instruments in the form of researchers and analysis guides. The instruments used in this study were data logging paper and stationery. This instrument is used to facilitate researchers in the process of analyzing research data collected based on the indicators of speech transliteration that are determined by the meaning of directive speech actions in taking over the turn of speech and giving turns.

The data analysis technique used is qualitative data analysis by *coding*. The *coding process* is a process of categorizing qualitative data so that it can be easily understood. The first thing that must be done in the *coding process* is the determination of concepts based on the research objectives that have been determined. Then, processing and preparing data derived from YouTube video transcripts that have been listened to, and finally making valid and systematic conclusions. The steps of qualitative research analysis can differ from one study to another because the experience of the researcher is not the same. The steps of data analysis are data reduction, data display, and conclusion drawing/verifying.

Reducing data means summarizing the essentials and focusing on the important things, and discarding unnecessary data. The data that has been reduced will give a clear picture. During the data reduction process, the researcher collected all data about the management of the classroom. The researcher grouped the data found during the research process and focused on the problem that had been formulated. Presenting data involves organizing and compiling data systematically. Presenting data systematically can

make it easier to understand what is happening and can continue with the next stage of work that has been understood. The presentation of this data can be done in the form of a brief descriptive presentation. In this study, the researcher presented data on directive speech translation, both speech data and field record data, according to the results of coding and data reduction.

## Results and Discussion

### Results

Teachers use directive speech in teaching-learning interactions to bring the process itself to life. They use directive speech in various speech contexts so that students can grasp the meaning conveyed. Therefore, the teacher's directive speech has a specific meaning and function in learning interactions.

In the initial learning activity, the teacher presents a directive speech of request with the functions of begging, inviting, and asking; commands with command and direction functions; questions with Ask and Inquire functions; Permissions with Allow and Allow functions; and Alerts with Remind functions.

Teachers use request directive speech for three purposes: begging, inviting, and asking. The most common function is asking. Teachers use this function to strengthen literacy so that students get used to reading books before entering the core learning activities.

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**Teacher :** *In our learning today, we will continue the material from last week's meeting about advertising text, slogans, and posters. However, before our learning begins, as usual, we will continue to strengthen our literacy movement by reading books first.*

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Teachers also use this function to ask students to read predetermined books.

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**Teacher :** *On this day, who is ready to read Matilda? (with the teacher still standing, asking the student's willingness to read Matilda and facing the student)*

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As a follow-up, teachers also use this function to develop perception by asking students to provide additional answers from other students.

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**Teacher :** *Poetry. Now, can anyone explain what a poem is?*  
**PD 15 :** *(15 students raise their hands)*  
**Teacher :** *Yes, Rizki, please*  
**PD 15 :** *A poem is an abbreviated literary work, compounded with rhyme...*  
**Teacher :** *Packed with rhymes?*  
**PD 15 :** *And figurative words*  
**Teacher :** *Have figurative words, good. Thank you Rizki. Can anyone add?*

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Fewer functions, namely two functions, are used by teachers in carrying out commands, questions, and permissions. As for speech with the meaning of warning, only teachers use one function. Thus, in the initial learning activity, the teacher focuses on opening the lesson with orientation, perception, and reference through directive speech functions that have a more meaning of request.

In the core learning activity, the teacher presents instructive speech, which means questions with the functions of interrogating, asking questions, and inquiring; request speech with the functions of asking and pushing; command speech with the functions of directing, willing, and commanding; permission speech with the functions of allowing and allowing; and prohibition speech with prohibition functions.

Directive speech that has many functions appears in question speech and command speech. Question speech is used by teachers with three functions, namely interrogating, asking questions, and inquiring. The dominant function used by teachers is to inquire. The function of inquiry is a directive speech function, meaning questions that explore the ability to obtain information from an experimental or observational activity. Teachers use this function to explore students' memories of the initial knowledge that has been mastered.

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**Teacher :** *I want to ask you guys a little bit about reviewing what an ad is. What is a slogan? What do we remember about the poster? (The teacher starts presenting the material by sharing it in the Virtual (Zoom) room)*  
**PD 4 :** *Advertising is one of the means by which the product is introduced to the most effective potential consumer (student 4 activates his microphone and answers the teacher's questions)*  
**PD 3 :** *Words that can and are easy to understand*

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This function is also used to explore students' knowledge of the content of videos aired by teachers as observation material.

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**Teacher** : *Who wants to respond? (teacher stops sharing videos and asks students)*  
**PD 10** : *The delicious curry noodles that people always add are not felt until the officer serves the leader, who continuously asks for Pak curry noodles (10 students activate their microphones and answer the teacher's questions)*

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In the implementation of the assignment method, the teacher also explored students' knowledge about advertising using the inquiry function.

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**Teacher** : *What information do you think is in this advertisement? (teacher shares example advertisement)*  
**PD 3** : *The ad is about yummy donuts. The doughnuts are soft and make Sigh. It is sold on Jalan Poltangan Raya No. 20 East Pejaten.*

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Until the presentation of the group work results is implemented, the teacher also uses the inquiry function to explore students' ability to assess the performance of other groups as a criticism for making improvements.

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**Teacher** : *Can anyone judge from the time the group's performance earlier, whether the sound is clear or not?*  
**AllPD** : *Clear!*  
**Teacher** : *Clear. Is the pronunciation clear or not?*  
**AllPD** : *Clear!*  
**Teacher** : *Clear. Now what is the expression?*  
**AllPD** : *Less in-depth!*  
**Teacher** : *Yes, his expression is less animated. Reading poetry like this (by standing and facing the students, the teacher practices how the students, when reading the poem, only look at the text and are less animated)*  
**AllPD** : *Not!*  
**Teacher** : *So that is what you need to fix again.*

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The speech of the command is used by teachers with three functions, namely directing, willing, and commanding. The dominant function used by teachers is to direct. The directing function is related to the teacher's efforts to create and maintain optimal learning conditions so that students will be able to understand the subject matter easily. Teachers use this function to design projects through group discussion activities and product design activities.

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**Teacher** : *Pak Iwan will later divide you in the grub. There are advertising groups, slogan groups, and poster groups. Please try to check it out on WAKA. Please, you will discuss it later. You will discuss the advertisement and the language pattern in WA. Then, you will make the advertising design, what the slogan is, and how the poster is.*  
**AllPD** : *(Discuss in the WAG with the teacher in the room)*  
*Virtula (Zoom) sharing student discussion interaction in Grub, WA)*

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Teachers use fewer functions, namely two functions, in making meaningful speech, requests, and permissions. As for speech with the meaning of prohibition, only teachers with one function are used. Thus, in the core learning activities, teachers focus on guiding students to make observations, discussions, and presentations through directive speech functions that have more meaning than questions and commands.

In the final learning activity, the teacher presents directive speech, meaning orders with the function of directing and commanding, and the meaning of questions with the function of inquiry and questioning. The most widely used functions are the directing and inquiry functions. Teachers use the directing function to end pre-emption activities by telling students to upload group work to social media and provide formative assessments as learning reinforcements.

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**Teacher** : *We agree on the latest for the upload on your social media. Tomorrow, at 23.59 and to strengthen our learning, Mr. Iwan will give an assessment, do an assessment.*  
*Formative. I will send the material via chat on this Zoom.*

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Teachers give formative assessments to students through a link in the *Zoom chat* that the teacher has sent.

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher</b> | : <i>We are already at the end of our learning today. Please check. I have sent you the link to the formative test. We can do it later.</i> |
| <b>AllPD</b>   | : <i>Can!</i>                                                                                                                               |

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Teachers use the inquiry function to explore students' abilities in concluding learning. The ability to conclude is focused on the learning material and its benefits.

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|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher</b> | : <i>We are already in the final session of learning. What is the conclusion of our study? What do we need to pay attention to in compiling my advertisements?</i> |
| <b>PD 5</b>    | : <i>The elements (students activate their microphone and answer the teacher's questions)</i>                                                                      |
| <b>Teacher</b> | : <i>The elements, what else?</i>                                                                                                                                  |
| <b>PD 11</b>   | : <i>Theme (students activate their microphone and answer the teacher's questions)</i>                                                                             |
| <b>Teacher</b> | : <i>Theme, what?</i>                                                                                                                                              |
| <b>PD 2</b>    | : <i>Language aspect (students activate their microphone and answer the teacher's questions)</i>                                                                   |
| <b>Teacher</b> | : <i>So what can we learn today?</i>                                                                                                                               |
| <b>PD 14</b>   | : <i>We know how to make slogans, advertisements, and posters (students activate their microphones and answer the teacher's questions)</i>                         |

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It is also focused on students' ability to reflect on the benefits of recent learning activities.

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|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher</b> | : <i>Yes, it is about the conclusion. What about our learning reflections today?</i>                                                                                        |
| <b>PD 6</b>    | : <i>Through reflection, we can learn the elements contained in poetry, the types of new and old poems, and how to write poems in our own language or paraphrase poems.</i> |
| <b>PD 7</b>    | : <i>(7 students raise their hands)</i>                                                                                                                                     |
| <b>Teacher</b> | : <i>Ha'aa Azizah (the teacher appointed seven students and invited them to convey their additions to reflect on the learning that had been done)</i>                       |
| <b>PD 7</b>    | : <i>Can fight shame</i>                                                                                                                                                    |

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## Discussion

The results of this study show that the process of transferring the Randasitagi and Wairieondu folklore vehicles into the form of video storytelling was successfully carried out through a series of creative stages that combined the narrative adaptation approach with the technique of visualizing local cultural content. Substantively, interview data with cultural sources confirms that the moral value content and locality of the stories of Randasitagi and Wairieondu are maintained even though they are packaged in a modern audiovisual format (Nugraha, 2022). Observation of the audience's reaction also reflects that the representation of characters, settings, and storylines can be re-visualized while maintaining the authenticity of the cultural message, as recorded in the documentation of video viewing in the target school environment (Setiawan & Lestari, 2021). This finding is strengthened by students' reflection notes, which highlight that the video medium can arouse interest in understanding folklore because of its more interactive nature than printed narrative texts (Rahim et al., 2020). Thus, this vehicle transfer is not only about changing the form of presentation, but also becoming an adaptive pedagogical strategy in presenting regional cultural materials through digital media. This achievement proves that the transformation of traditional narrative texts into video-based storytelling formats not only allows the revitalization of folklore heritage but also opens multimodal literacy spaces that are relevant to the characteristics of today's learners (Pratiwi & Handayani, 2023). Therefore, substantially, the findings of this study reflect how learning media innovations can bridge oral traditions with modern technology in harmony.

When studied comparatively with the findings of previous research, the results of this vehicle transfer have advantages in terms of cultural content fidelity and the effectiveness of message delivery. Previous research by Wang et al. (2020) in China, for example, revealed challenges in maintaining indigenous cultural values when folklore is relegated to digital animation because the dominance of modern visual styles often displaces local contexts (Wang et al., 2020). However, this study managed to maintain the authenticity of the story through intense collaboration with local cultural experts, as seen from interview data that showed the compatibility between the video version and the original oral narrative (Hidayati & Yusran, 2022). The connection of the results of this study with the study of Kurniawan et al. (2021) also shows significant differences: the transfer of Randasitagi and Wairieondu rides not only presents an element of entertainment. However, it emphasizes elements of moral education that are structured through a systematic video plot. This advantage is in line with the findings of Yuliani (2023), which highlight the importance of the role of visual narratives that contain local wisdom as a means of building cultural literacy among the younger generation. Thus, the relevance of the results of this study with other studies confirms that the transfer of vehicles is not only a technical adaptation but also a strategy to revitalize cultural values through a multimodal approach that is more effective in reaching today's students (Lee & Lee, 2021). These

advantages are a significant differentiator that strengthens the position of this research as a model for developing relevant and contextual storytelling-based media.

An in-depth reflection on the results of this study shows that the transformation of Randasitagi and Wairieondu folklore texts into video storytelling has a real impact on increasing students' interest and learning engagement. The viewing documentation data showed the students' enthusiasm, shown through spontaneous discussions and questions, and answers after watching the video, indicating that the audiovisual format was able to stimulate students' curiosity to understand the cultural values behind the storyline (Hakim & Rachmawati, 2022). In addition, the results of the reflections of the Indonesian teachers interviewed showed that video media helped make it easier for teachers to explain the cultural background, moral values, and symbolic meanings contained in the folklore (Ambarwati et al., 2021). This is in line with the findings of Prasetyo & Widodo (2023), who emphasize the importance of digital storytelling to build students' emotional connections with local content. This reflection proves that the purpose of the research, which is to present folklore in the form of video storytelling, is not only technically realized but also brings benefits in the context of humanistic and contextual learning. Awareness of these benefits also emphasizes that learning media innovation must not stop at the technological aspect alone but must also ensure the transfer of intact cultural values to students (Kim & Park, 2020). Thus, this study provides examples of good practices on how educational technology can be used to maintain cultural traditions in a way that is relevant to the digital generation.

The results of this study have significant implications not only in the realm of learning media development but also in efforts to revitalize local culture in the digital era. The transfer of Randasitagi and Wairieondu folklore into the form of video storytelling proves that technology is not only a tool for delivering material but also acts as a medium for preserving local wisdom values that have only been inherited orally (Handayani & Sari, 2022). The practical implications of these findings can be seen in the change in the way teachers design learning based on folklore, where teachers are no longer fixated on printed narrative texts alone, but can utilize video content to attract students' interest in learning while instilling moral values through a more communicative medium (Widodo et al., 2021). From the perspective of education policy, this result can be used as a reference for schools and the Education Office to encourage the development of digital-based teaching materials that are relevant to the local cultural context, as emphasized by Pratama (2023) that digital literacy policies must always be oriented towards the preservation of cultural identity. In addition, the findings of this study open collaboration opportunities between education practitioners, cultural experts, and media developers to design educational content that can bridge the younger generation with their cultural roots (Lee & Kim, 2021). Therefore, the results of this research not only have an impact on the academic realm, but also on the social dimension, namely as a means of strengthening local identity in the midst of the rapid flow of globalization of digital content. This implication emphasizes that digital storytelling is not just a pedagogical trend but an adaptive cultural revitalization strategy.

A deeper analysis of why the process of transferring the Randasitagi and Wairieondu folklore vehicles is substantively successful cannot be separated from several determinant factors identified in interview, observation, and documentation data. First, the active involvement of cultural scholars and community leaders in the adaptation manuscript writing stages ensures the accuracy of cultural content and moral values, as expressed by key respondents who emphasized the importance of narrative validation before visualization (Rahayu & Syahputra, 2021). Second, presentation strategies that combine visual, audio, and narrative text elements can bridge the differences in diverse student learning styles, especially for those who are visually and auditory (Suhartono & Hasanah, 2022). Third, the results of observations show that video media facilitates discussions between students naturally because visual stimuli trigger curiosity and the desire to delve deeper into the context of the story, as affirmed in the findings of Wibowo et al. (2020). This success is also supported by the teacher's adaptive pedagogical approach, where the teacher is not only the presenter of the material, but also the moderator of discussions that encourage students to explore cultural values critically. These factors explain that the success of the shuttle transfer is not only the result of technological innovation, but also the synergy between cultural validation, multimedia design, and reflective classroom interaction management (Kim, 2021). Thus, this analysis confirms that the success of the transfer of vehicles must be understood as the result of multidimensional collaboration, not just a transformation of the form of media.

Based on the results of the analysis, a number of strategic actions need to be taken to maximize the potential of the transfer of folklore vehicles into the form of video storytelling as a learning medium. First, there is a need for ongoing training for Indonesian teachers to have basic technical skills in designing adapted scripts and producing straightforward audiovisual content, as suggested in the research of Rahman & Pratama (2022), which highlights the lack of digital literacy among educators. Second, synergistic cooperation between schools, local cultural experts, and the creative community must be formalized so that

the production of cultural content does not stop at one project but becomes a sustainable program to archive regional cultural richness in digital format (Yulianti & Kurniawan, 2021). Third, the results of this study also indicate the importance of policy support from the local education office, both in the form of providing supporting technology facilities and incentives for teachers who can produce locality-based learning media innovations (Mulyadi et al., 2023). Fourth, a periodic evaluation mechanism is needed for the effectiveness of video storytelling media, both through student assessments and teacher reflections, so that content improvements can be carried out responsively (Lee & Chen, 2021). These actions are expected to ensure that the transformation of folklore into digital format is not just a momentary innovation project but is truly sustainable and contributes to strengthening the cultural literacy of the younger generation. Thus, these concrete steps must be internalized into learning practices so that the goals of this research do not only stop at the conceptual realm but are implemented in real life in the classroom.

## Conclusion

The most surprising finding of this study is that the successful process of transferring the Randasitagi and Wairieundu folklore vehicles into video-based storytelling not only preserved the authenticity of local cultural values, but also provided a more lively and contextual learning experience for students, showing that audiovisual media is a strategic tool to bridge the digital generation with local wisdom that is increasingly eroded by globalization. Observation data indicate that students more easily understand the plot, characters, and moral messages when stories are presented in an engaging audiovisual format, and this success is supported by the involvement of indigenous figures in manuscript writing, storyline validation, and storyboard preparation to ensure cultural accuracy. Theoretically, this study expands research on transforming narrative texts into multimodal formats in the context of digital cultural literacy, confirming that narrative adaptation theory applies not only to popular literary works but also to folklore rich in moral value. Practically, it offers an applicable framework for teachers and media developers to design local-wisdom-based digital storytelling, and the collaboration model between educators, cultural experts, and multimedia practitioners demonstrates that educational content can be produced through cross-disciplinary synergy. The results also serve as a reference for policymakers to formulate digital literacy programs that remain aligned with efforts to preserve local culture, positioning this research as a pioneer in video-storytelling development for folklore learning suited to millennial and Gen-Z students. Despite these significant achievements, limitations remain, particularly the restricted implementation of video storytelling to pilot classes in a single school, making broader generalization necessary, and technical constraints such as production time and resources affected the cinematic quality of the videos. Nevertheless, these challenges open opportunities for wider exploration of transfer forms using animation, augmented reality, or other interactive platforms, allowing this model to be expanded beyond Randasitagi and Wairieundu to other regional folklore so that cultural preservation through digital media can have broader impact. Therefore, this study is expected to encourage further research with a larger scope and inspire innovations in digital-storytelling-based learning.

## Declarations

- Author contribution** : Gigit Mujiyanto is responsible for all writing projects. He also leads screenwriting for data collection, transcription, and analysis. The second author, Arif Setiawan, the third author, Inka Krisma Melati, and the fourth author, Cherry Zin Oo, who is a lecturer and research collaboration partner, agreed to the final manuscript of this paper.
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- Conflict of interest** : All authors declare that they have no competing interests.
- Ethics Approval** : Information on Ethics Approval and informed consent statements are required for all articles published in BAHASTRA since 2025.
- Additional information** : No additional information is available for this paper.

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