



Teachers' Perspectives on the Use of Folktales as Learning Media to Preserve Local Culture in Elementary Schools

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Abstrak

Media pembelajaran berbasis cerita rakyat memiliki potensi besar dalam menanamkan nilai moral, karakter, dan kearifan lokal kepada siswa Sekolah Dasar sekaligus berperan sebagai sarana pelestarian budaya lokal. Namun, di tengah arus globalisasi dan tuntutan kurikulum yang padat, pemanfaatan cerita rakyat dalam pembelajaran belum sepenuhnya optimal. Guru sebagai pelaku utama pembelajaran memiliki peran strategis dalam menentukan keberhasilan penggunaan media tersebut di kelas. Oleh karena itu, penelitian ini bertujuan untuk mengkaji pandangan guru, praktik pemanfaatan, serta potensi pengembangan media pembelajaran cerita rakyat sebagai sarana pelestarian budaya lokal di Sekolah Dasar. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri atas guru di SD Negeri 1 Kaobula yang dipilih secara purposive. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru memiliki pandangan positif terhadap media pembelajaran cerita rakyat dan menyadari nilai edukatif serta kultural yang terkandung di dalamnya. Namun, praktik pemanfaatannya masih terbatas pada media konvensional dan menghadapi kendala berupa keterbatasan media, minimnya pelatihan, serta padatnya tuntutan kurikulum. Meskipun demikian, guru menunjukkan kesiapan dan ketertarikan untuk mengembangkan media cerita rakyat yang lebih inovatif apabila didukung secara sistematis.

Kata Kunci: Media Pembelajaran; Cerita Rakyat; Budaya Lokal; Pandangan Guru

Abstract

Folktales-based learning media have great potential in instilling moral values, character education, and local wisdom in elementary school students while also serving as a means of preserving local culture. However, amid globalization and increasing curricular demands, the use of folktales in classroom learning has not been fully optimized. Teachers, as key actors in the learning process, play a strategic role in determining the successful integration of such media. Therefore, this study aims to examine teachers' perspectives, classroom practices, and the potential development of folktales-based learning media as a means of preserving local culture in elementary schools. This study employed a qualitative descriptive research design. The participants were teachers at SD Negeri 1 Kaobula, selected through purposive sampling. Data were collected through in-depth interviews, classroom observations, and documentation. Data analysis followed Miles and Huberman's interactive model, consisting of data reduction, data display, and conclusion drawing. The findings reveal that teachers hold positive perspectives toward folktales-based learning media and recognize their educational and cultural value. Nevertheless, their implementation remains limited to conventional forms and faces several challenges, including limited availability of learning media, lack of professional training, and heavy curriculum demands. Despite these constraints, teachers demonstrate strong interest and readiness to develop more innovative and contextual folktales-based learning media when supported by systematic training, adequate resources, and supportive school policies.

Keywords: Learning Media; Folktales; Local Culture; Teachers' Perspectives



1. Introduction

Learning in elementary schools does not only aim to develop students' cognitive abilities but also plays a crucial role in shaping character and instilling cultural values from an early age (Purwastuti, 2022) (Liando et al., 2023) (Mahesa et al., 2023). One cultural element rich in educational value is folktales, which contain moral messages, local wisdom, and cultural identity (Darmayanti, 2023). However, amid rapid technological advancement and the increasing influence of global culture, the presence of folktales in classroom learning has gradually diminished (Nisak et al., 2024). Therefore, the use of folktale-based learning media has become a strategic alternative for preserving local culture while simultaneously enhancing the quality of learning in elementary schools.

Teachers play a central role in determining the selection and use of learning media in the classroom. Teachers' perspectives and experiences with folktale-based learning media significantly influence how such media are implemented and the extent to which local cultural values are transmitted to students (Wulandari et al., 2024). Folktale-based learning media can take various forms, including illustrated storybooks, audiovisual media, and interactive digital media (Putra & Paramita, 2023). The way teachers interpret, adapt, and utilize these media becomes a key factor in connecting learning content with the local cultural context that is close to students' daily lives. Despite the considerable potential of folktale-based learning media as a means of preserving local culture, their implementation in elementary schools faces several challenges. Limited availability of learning resources, insufficient teacher training, and demanding curricular requirements often hinder their optimal use (Silviyany et al., 2024) (Nuraini et al., 2024) (Zuwirna & Amilia, 2022). Therefore, examining teachers' perspectives on the use of folktale-based learning media as a means of preserving local culture is essential. A deeper understanding of teachers' perspectives is expected to serve as a foundation for developing relevant, contextual, and sustainable learning media strategies in elementary education (Muana, 2024).

Many teachers still face limitations in selecting, developing, and using folktale-based learning media that align with students' characteristics and curriculum demands. In addition, differences in teachers' perceptions regarding the relevance of folktales, limited access to contextual learning media, and a lack of professional training support further affect their classroom implementation. These conditions indicate a gap between the potential of folktale-based learning media and the reality of their use in schools, highlighting the need for a deeper examination of teachers' perspectives as a foundation for strengthening the role of such media in preserving local culture in elementary education. A number of previous studies have demonstrated that folktales possess great potential as effective learning media for instilling cultural values and character education in elementary school students. Studies by (Digna et al., 2023) (Hertati, 2022) (Pratiwi & Rashid, 2023) emphasize that folktales contain moral, social, and local wisdom values that are highly relevant to primary education. Other studies by (Muflikah et al., 2022) (Kasim et al., 2024) found that the use of folktale-based learning media can enhance students' learning motivation and comprehension in Indonesian language learning. Furthermore, (Rosana & Handyaningrum, 2024) reported that integrating folktales into thematic learning helps students understand local cultural identity in a more contextual and meaningful way.

Several studies have also highlighted the role of teachers as a key factor in the successful use of folktale-based learning media. Qualitative research conducted by (Mercy, 2023) (Ilham et al., 2024) revealed that teachers' perceptions of the relevance of local culture strongly influence the intensity of folktale use in the classroom. (Lince et al.,

2023) identified limited learning media, insufficient training, and demanding curriculum requirements as major challenges faced by teachers in developing culture-based learning media. Meanwhile, (Mardaragawan & Agung, 2024) emphasized the importance of developing innovative, digitally based folktale media to align with the characteristics of today's students. Nevertheless, these studies tend to focus primarily on learning outcomes; therefore, research that specifically explores teachers' perspectives on folktale-based learning media as a means of preserving local culture in elementary schools remains necessary and warrants further in-depth investigation.

Based on previous studies, a research gap can be identified between the potential of folktale-based learning media and studies that place teachers' perspectives as the main focus of analysis (Jem et al., 2022). Most existing research tends to emphasize student learning outcomes, increased reading interest, or character development through folktales, while limited attention has been given to how teachers interpret, consider, and make decisions regarding the use of folktale-based learning media (Herawati et al., 2024). Furthermore, prior studies have highlighted several challenges, including limited availability of contextual learning media, insufficient teacher training in developing culture-based learning media, and curriculum pressures that hinder the sustainable integration of folktales in elementary education (Darmawan et al., 2024) (Marsevani et al., 2024) (Khoirunnisa & Widagdo, 2024). These conditions underscore the need for qualitative research that specifically explores teachers' perspectives to understand the pedagogical, cultural, and practical factors influencing the use of folktale-based learning media as a means of preserving local culture.

Based on real conditions in the field, learning practices at SD Negeri 1 Kaobula indicate that the use of folktale-based learning media has not been optimally implemented as a means of preserving local culture. Teachers generally rely on textbooks and lecture-based methods, while local folktales are used only in a limited manner as supplementary reading materials without the support of varied and engaging media. Limited access to contextual learning media, a lack of teacher training in developing culture-based media, and demanding curriculum requirements are key factors influencing this situation. As a result, the cultural values embedded in folktales have not been systematically integrated into the learning process, and the role of the school as an institution for preserving local culture has not yet been fully realized. As a response to these challenges, this study is designed to explore in depth teachers' perspectives on the use of folktale-based learning media as a means of preserving local culture in elementary schools. The purpose of this study is to understand how teachers interpret, utilize, and address challenges related to the use of folktale-based media in classroom learning, so that recommendations for developing contextual, innovative, and field-oriented learning media can be formulated. This study is considered significant not only for its contribution to the development of culture-based learning practices but also for strengthening the role of teachers as agents of cultural preservation amid globalization and the digitalization of education, particularly within the underexplored context of SD Negeri 1 Kaobula.

2. Research Method

This study employed a qualitative approach using a descriptive qualitative research design. This approach was selected because the study aims to gain an in-depth understanding of teachers' perspectives, experiences, and interpretations regarding the use of folktale-based learning media as a means of preserving local culture in elementary schools (Eliyanti et al., 2024). Qualitative research allows researchers to explore social

realities in a naturalistic manner; therefore, the data obtained consist of words, viewpoints, and experiences of the research participants that are relevant to the learning context at SD Negeri 1 Kaobula.

The selection of research participants was conducted through purposive sampling based on specific criteria, namely teachers who are actively teaching at SD Negeri 1 Kaobula and directly involved in the learning process, particularly in subjects relevant to the use of folktales. The sample consisted of teachers from both lower and upper grade levels who were considered to have experience and adequate understanding of the use of learning media in the classroom. This sampling strategy was chosen to obtain rich and in-depth information regarding teachers' perspectives, enabling the data to represent the actual conditions of folktale-based learning media utilization at the school.

The research procedure began with a preparation stage, which included the development of interview instruments, obtaining research permissions, and determining the research participants. The implementation stage involved conducting in-depth interviews with the selected teachers to explore their perspectives, experiences, and challenges in using folktale-based learning media. Subsequently, the collected data were analyzed qualitatively through data reduction, data display, and conclusion drawing. The final stage of the research involved compiling the research report, which presents the findings and recommendations related to the use of folktale-based learning media as a means of preserving local culture in elementary education.

Data collection techniques in this study consisted of in-depth interviews, observation, and documentation. In-depth interviews were used as the primary method to obtain data on teachers' perspectives, experiences, and interpretations of folktale-based learning media (Ginancar et al., 2023) (Praciska et al., 2024). Observations were conducted to directly examine classroom learning activities and the use of learning media to support and validate the interview data. Documentation was used to collect supporting data, including lesson plans, teaching materials, learning media, and relevant school documents related to the focus of the study.

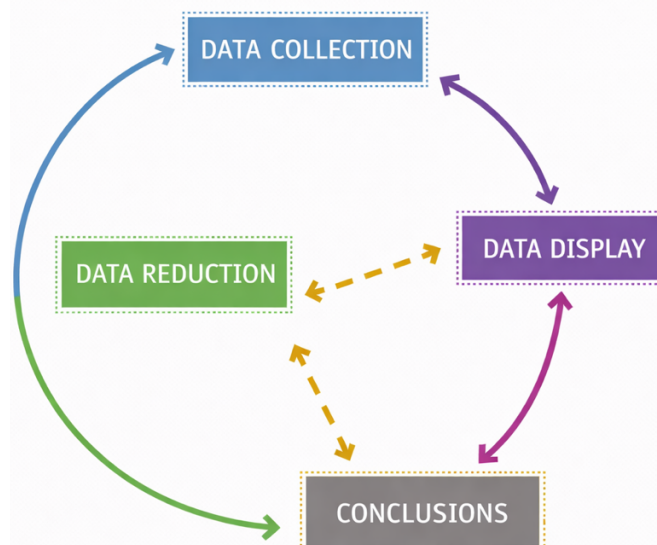


Figure 1. Miles and Huberman's Qualitative Data Analysis Model

Data analysis in this study employed Miles and Huberman's interactive model, which consists of three main stages: data reduction, data display, and conclusion

drawing/verification (Prasetyo & Khorimah, 2023). Data reduction was carried out by selecting, focusing, and simplifying data obtained from interviews, observations, and documentation to ensure relevance to the research objectives. Data display was presented in the form of descriptive narratives to facilitate the identification and understanding of emerging patterns and themes (Santos, 2024). Subsequently, conclusions were drawn continuously throughout the research process by verifying the findings based on the collected data. To ensure data trustworthiness, this study applied triangulation, credibility, and dependability. Triangulation was conducted by comparing data obtained from different data collection techniques (interviews, observations, and documentation) as well as from multiple informants to ensure consistency of information. Credibility was established through prolonged engagement in the field, persistent observation, and confirmation of interview results with participants (member checking). Meanwhile, dependability was ensured by systematically documenting the research process so that it can be traced and scientifically accounted for.

3. Results and Discussion

3.1 Results

Based on the results of in-depth interviews, observations, and documentation conducted at SD Negeri 1 Kaobula, an overview of teachers' perspectives and practices in using folktale-based learning media as a means of preserving local culture was obtained. The collected data were then analyzed to identify patterns, themes, and emerging issues related to the utilization of such media in the learning process. The analysis revealed several key findings that represent teachers' perspectives, the challenges they face, and the potential for developing folktale-based learning media in elementary schools, which are summarized in the following three points.

Teachers' Perspectives on Folktale-Based Learning Media

Teachers at SD Negeri 1 Kaobula generally hold positive perspectives toward folktale-based learning media as a means of preserving local culture. They perceive folktales as an important part of cultural heritage that should be introduced to students from an early age. Through folktales, students not only gain entertainment but also learn to understand life values that have been passed down through generations within the local community. Folktales are perceived by teachers as effective learning media for instilling moral values and character education in elementary school students. Values such as honesty, cooperation, responsibility, and respect for others are commonly found in the plots and characters of folktales. Teachers believe that conveying these values through storytelling is easier for students to understand than abstract conceptual explanations. In addition to moral values, teachers also consider folktales to contain elements of local wisdom that are closely related to students' daily lives. The settings, characters, and events depicted in folktales often reflect the social and cultural conditions of the students' surrounding environment, enabling students to connect learning materials with real-life experiences and making the learning process more meaningful and contextual.

Teachers are also aware that the use of folktale-based learning media can help strengthen students' cultural identity amid the influence of global culture. They view the introduction of folktales in schools as a form of cultural protection that fosters students' pride in local culture. This perspective reflects teachers' awareness of the important role of schools in sustaining local culture through education. Despite these positive views, teachers acknowledge that the use of folktale-based learning media in the classroom

remains limited. Folktales are generally presented in conventional ways, such as oral storytelling or reading texts from textbooks. Teachers have not widely developed folktales into more engaging visual, audio, or digital media.

These limitations are influenced by several factors, one of which is teachers' limited knowledge and skills in developing folktale-based learning media. Teachers reported that they have not received specific training related to the development of culture-based learning media, resulting in the use of folktales that remains simple and unstructured. In addition, teachers face time constraints due to demanding curriculum requirements, which lead them to prioritize the achievement of instructional targets. Consequently, the potential of folktales as learning media rich in cultural values has not yet been fully optimized. Nevertheless, teachers demonstrate an open and enthusiastic attitude toward the future development of folktale-based learning media. They expressed interest in using more innovative folktale-based media if adequate support in the form of training, learning resources, and facilities were provided. These findings indicate that, conceptually, teachers have strong perspectives on the importance of folktale-based learning media; however, systematic support is still required to enable their optimal implementation in elementary schools.

Table 1. Results of Teacher Interviews

Informant	Aspect Examined	Key Question	Summary of Response	Theme
Grade III Teacher	Perspectives on folktales	What is your view on folktales as learning media?	Folktales are interesting for students and contain moral values appropriate to students' developmental stages	Moral values
Grade IV Teacher	Benefits of folktales	What are the benefits of folktales in classroom learning?	Folktales help connect learning materials with students' daily lives and local culture	Contextual learning
Grade V Teacher	Local cultural preservation	What is the role of folktales in preserving local culture?	Folktales effectively introduce and foster pride in local culture	Cultural preservation
Grade III Teacher	Types of media used	What media are used to present folktales?	Media use remains conventional, such as oral storytelling and textbooks	Conventional media
Grade IV Teacher	Student responses	How do students respond to folktale-based learning?	Students show higher enthusiasm and active participation	Student engagement
Grade V Teacher	Challenges in media use	What challenges are faced in using folktale-based media?	Limited media availability and instructional time are major constraints	Teacher challenges

Based on the interview results presented in Table 1, it can be concluded that the three teachers, Grade III, Grade IV, and Grade V teachers, generally hold positive perspectives toward the use of folktale-based learning media in elementary schools. Teachers perceive folktales not only as tools for delivering instructional content but also as effective media for instilling moral values, connecting learning with local cultural contexts, and fostering students' pride in regional culture. Nevertheless, the interview findings also indicate that the use of folktale-based learning media is still dominated by conventional forms and faces challenges related to limited supporting media and instructional time. Therefore, more

systematic development efforts and institutional support are required to maximize the potential of folktales as learning media for local cultural preservation.

Practices and Challenges in the Use of Folktale-Based Learning Media

The use of folktale-based learning media in classroom practices at SD Negeri 1 Kaobula has not yet been implemented optimally or sustainably. Folktales have not been systematically integrated into lesson planning but are instead used situationally based on teachers' immediate instructional needs. As a result, the use of folktales as learning media remains incidental and insufficiently structured. Teachers generally employ folktales in Indonesian language lessons or in specific thematic learning contexts that are considered relevant. The media utilized are still largely conventional, such as oral storytelling or reading texts from textbooks, while the integration of visual, audio, or digital folktale-based media remains very limited and is rarely applied in daily classroom activities. This condition indicates that, although teachers recognize the educational value of folktales, their potential as multimodal and engaging learning media has not been fully realized. The reliance on conventional methods limits opportunities to enhance students' imagination, engagement, and deeper cultural understanding through diverse sensory experiences. Moreover, the absence of systematic planning and varied media integration reduces the effectiveness of folktale-based learning in fostering meaningful and contextual learning. Therefore, greater emphasis on structured instructional design and the development of diverse folktale-based media is necessary to ensure that folktales can function not only as supplementary materials but as integral components of elementary classroom learning.

Teachers perceive oral storytelling as the easiest and most practical way to present folktales. This approach allows teachers to adjust storylines to classroom conditions and students' levels of understanding. However, this method has limitations, as it relies heavily on teachers' storytelling skills and provides minimal visual stimulation to support students' imagination. Similarly, the use of textbooks as folktale media has limitations. Textbooks often present folktales briefly and lack strong contextual connections to the local culture. Teachers reported that local folktales originating from students' immediate environments are rarely available in the form of ready-to-use learning media. One of the main challenges faced by teachers is the limited availability of varied learning media. Teachers indicated that the school does not yet have a diverse collection of folktale-based media, whether in the form of illustrated storybooks, audiovisual materials, or digital media. This situation restricts teachers' creativity in developing folktale-based learning activities. In addition to limited media resources, the lack of professional training in developing culture-based learning media also poses a significant challenge. Teachers stated that they have never participated in specific training related to the development or use of folktales as learning media, resulting in a reliance on existing materials without further innovation.

Another challenge experienced by teachers is the heavy curriculum workload. Teachers are required to achieve competency targets and learning outcomes within limited instructional time, making the development of folktale-based learning media appear time-consuming. As a result, teachers tend to choose teaching methods and media that are practical and quick to implement. The substantial administrative workload, such as preparing lesson plans and conducting assessments, further affects the use of folktale-based learning media by limiting the time available for developing culture-based instructional materials. Despite these challenges, teachers still demonstrate efforts to incorporate folktales into classroom learning. Some teachers take the initiative to connect folktales with learning content through discussions or simple assignments. However, these

efforts remain individual in nature and are not yet supported by structured school policies or programs.

Table 2. Results of Teacher Interviews on Practices and Challenges in the Use of Folktale-Based Learning Media

Informant	Aspect Examined	Key Question	Summary of Response	Theme
Grade III Teacher	Media use practices	How are folktale-based media used in classroom learning?	Folktales are used occasionally, mainly through oral storytelling or reading texts	Limited practice
Grade IV Teacher	Integration into lesson planning	Are folktales integrated into lesson planning?	Not routinely integrated; used only for certain topics	Limited integration
Grade V Teacher	Variety of learning media	What types of media are used to present folktales?	Media use is still limited to textbooks and oral storytelling	Conventional media
Grade III Teacher	Media-related challenges	What challenges are faced in using folktale-based media?	Limited availability of varied supporting media	Media limitations
Grade IV Teacher	Teacher training	Have you attended training on developing folktale-based media?	Have never participated in specific training related to culture-based media	Lack of training
Grade V Teacher	Curriculum demands	How do curriculum demands affect the use of folktale-based media?	Heavy curriculum demands limit instructional time and teacher creativity	Curriculum workload

Based on the interview results presented in Table 2, it is evident that the practice of using folktale-based learning media by Grade III, IV, and V teachers at SD Negeri 1 Kaobula remains limited and has not been sustainably integrated into lesson planning. Folktales are generally used situationally for specific topics and are delivered through conventional media such as oral storytelling and textbooks. This condition indicates that although teachers recognize the educational value of folktales, their use has not yet become a routine component of classroom learning strategies. Furthermore, the table highlights several challenges faced by teachers in optimizing the use of folktale-based learning media. Limited availability of varied learning media, insufficient professional training in developing culture-based instructional media, and demanding curriculum requirements are the main factors constraining teachers' creativity. These challenges hinder the optimal role of folktales as learning media and as a means of preserving local culture. Overall, these findings demonstrate that the use of folktale-based learning media at SD Negeri 1 Kaobula continues to face structural and pedagogical constraints. Therefore, more systematic support from schools and educational policymakers is required to ensure that the use of folktale-based media can be implemented sustainably and contribute positively to both learning outcomes and the preservation of local culture in elementary education.

Potential for Development and Required Support

Teachers at SD Negeri 1 Kaobula demonstrate a relatively high level of interest in developing more innovative and contextual folktale-based learning media. Teachers recognize that folktales do not have to be delivered solely through conventional methods but can be transformed into more engaging formats, such as visual, audio, and simple digital media. This interest arises from teachers' experiences observing increased student enthusiasm when learning activities are connected to stories that reflect students' everyday

lives and cultural backgrounds. In addition to their interest, teachers also expressed readiness to be involved in the development of folktale-based learning media, provided that adequate support is available. Teachers stated their willingness to learn and innovate; however, they emphasized the need for guidance and capacity building. This readiness indicates significant potential for the development of local culture-based learning in elementary schools, particularly when supported by a conducive school environment.

Nevertheless, the development of folktale-based learning media cannot be carried out optimally without systematic support. Teachers highlighted the importance of professional training in developing culture-based learning media, the availability of supporting facilities and infrastructure, and school policies that explicitly encourage the integration of folktales into classroom learning. Such support is considered essential to ensure that the development of folktale-based learning media does not rely solely on individual teacher initiatives but becomes part of a sustainable school program.

Table 3. Results of Teacher Interviews on Potential Development and Required Support

Informant	Aspect Examined	Key Question	Summary of Response	Theme
Grade III Teacher	Interest in media development	Are you interested in developing folktale-based learning media?	Interested in developing folktale-based media to make learning more engaging	Teacher interest
Grade IV Teacher	Teacher readiness	Are you ready to develop folktale-based learning media?	Ready, but requires guidance and examples of media	Teacher readiness
Grade V Teacher	Preferred media formats	What types of media are expected?	Visual and simple digital media based on local folktales	Media innovation
Grade III Teacher	Training needs	Is special training required?	Training in developing culture-based learning media is highly necessary	Teacher training
Grade IV Teacher	Supporting facilities	What support is needed from the school?	Provision of learning media and supporting facilities	Facilities and resources
Grade V Teacher	School policy	Are specific school policies needed?	School policies are needed to better direct the use of folktales	Policy support

Based on the interview results presented in Table 3, all informants demonstrated positive attitudes toward the development of folktale-based learning media. Grade III, IV, and V teachers expressed both interest and readiness to develop more innovative media, particularly visual and simple digital formats that align with the characteristics of elementary school students. These findings indicate that, at an individual level, teachers possess strong motivation to develop folktale-based learning practices. However, the table also reveals that teachers' readiness is highly dependent on external support. Teachers emphasized the need for professional training in developing culture-based learning media, the provision of supporting resources and facilities, and clear school policies. Without such support, the development of folktale-based learning media may not be sustainable. Therefore, these findings underscore the importance of balancing teachers' potential with institutional support to ensure that folktale-based learning media can function optimally as a means of preserving local culture in elementary schools.

3.2 Discussion

The findings of this study indicate that teachers at SD Negeri 1 Kaobula hold positive perspectives toward folktale-based learning media as a means of preserving local culture. Teachers understand folktales not merely as reading materials, but as educational media rich in moral values, character education, and local wisdom that are relevant to the lives of elementary school students. This perspective is reflected in teachers' beliefs that values such as honesty, cooperation, responsibility, and respect are more easily instilled through storytelling than through abstract conceptual instruction. In addition, folktales are considered capable of linking learning content to students' sociocultural contexts, thereby making the learning process more meaningful and contextual. However, despite teachers' strong and positive conceptual views, classroom implementation remains dominated by conventional media and is constrained by limited media resources, time constraints, and insufficient competencies in media development. As a result, the potential of folktales as learning media has not yet been optimally utilized.

The findings of this study are consistent with those of (Godwin et al., 2023), who argues that folktales contain cultural and moral values that function as a means of intergenerational cultural transmission. Similarly, (Zulaika et al., 2024) emphasizes that folklore, including folktales, plays a strategic role in education by naturally integrating character values and local wisdom into the learning process. Furthermore, these findings reinforce the study by (Hanik & Aini, 2022), which revealed that although teachers hold positive views toward culture-based learning, they continue to face challenges in developing innovative learning media due to limited training and institutional support. Thus, this study not only confirms previous findings but also highlights the importance of systematic support to ensure that teachers' positive perspectives on folktale-based learning media can be effectively translated into classroom practice in elementary schools.

The findings of this study indicate that the practice of utilizing folktale-based learning media at SD Negeri 1 Kaobula has not been implemented optimally or sustainably. Although teachers demonstrate awareness of the educational and cultural value of folktales, their use remains situational and has not been systematically integrated into instructional planning. The media employed tend to be conventional, such as oral storytelling and textbooks, which limits the potential of folktales as engaging and multimodal learning media. Various challenges faced by teachers, including limited availability of diverse learning media, a lack of training in developing culture-based instructional media, heavy curriculum demands, and substantial administrative workloads directly constrain teachers' creative capacity. This condition reflects a gap between teachers' conceptual understanding of the importance of folktales and the realities of classroom practice.

The findings of this study are consistent with those of Wahyuni and Setiawan (2020), who reported that limited learning media and demanding curriculum requirements are major factors contributing to the low utilization of culture-based learning media in elementary schools. In addition, (Khasana & Nurdiansyah, 2022) found that teachers tend to rely on conventional media due to insufficient training in the development of innovative instructional media, resulting in underdeveloped culture-based learning practices. These results also reinforce the findings of (Montero & Leite, 2022) (Villanueva & Baguio, 2024), which emphasize that although teachers hold positive attitudes toward culture-based learning, its implementation continues to face structural and institutional challenges. Thus, this study underscores that optimizing the use of folktale-based learning media depends

not only on teachers' readiness but also on systematic support in the form of professional training, the provision of learning media, and school policies that encourage the integration of local culture into classroom learning.

The findings of this study indicate that teachers at SD Negeri 1 Kaobula have strong potential to develop more innovative and contextual folktale-based learning media. Teachers' interest and readiness to develop visual, audio, and simple digital media reflect a pedagogical awareness that local culture-based learning can enhance student engagement and enthusiasm. However, this potential has not yet been fully realized, as it remains highly dependent on external support. The need for professional training in media development, the provision of adequate facilities and infrastructure, and supportive school policies are key factors determining the sustainability of folktale-based learning media development. These findings suggest that individual teacher initiatives must be strengthened through well-planned support systems to ensure that the development of folktale-based learning media can be sustained and have a tangible impact on the preservation of local culture in elementary schools.

These findings are consistent with those of (Suharli & Iksan, 2024), who emphasized that the development of folktale-based learning media requires training support and the integration of technology to align with the characteristics of contemporary students. Furthermore, (Firmansyah et al., 2024) found that teachers' motivation and readiness to develop learning media based on local wisdom increase when supported by school policies and the availability of supporting resources. (Alrashdi, 2024) also asserted that the successful implementation of culture-based learning media is determined not only by teachers' competencies but also by systematic institutional support. Thus, this study reinforces previous findings that the development of folktale-based learning media requires synergy between teacher readiness and structural support from schools and educational policymakers.

4. Conclusion

Based on the research findings, it can be concluded that teachers at SD Negeri 1 Kaobula hold positive perspectives toward folktale-based learning media as a means of preserving local culture in elementary schools. Folktales are understood as learning media rich in moral values, character education, and local wisdom that are relevant to students' lives. Teachers believe that the use of folktales helps students understand life values in a more contextual manner and strengthens cultural identity amid the influence of globalization. These positive perspectives indicate teachers' pedagogical awareness of the importance of integrating local culture into the learning process from an early age. However, the practice of utilizing folktale-based learning media has not yet been implemented optimally or sustainably. The use of folktales remains conventional and situational and faces various challenges, including limited availability of diverse learning media, insufficient training in the development of culture-based learning media, demanding curriculum requirements, and teachers' administrative workload. Nevertheless, this study also reveals significant potential for the development of more innovative folktale-based learning media, as indicated by teachers' interest and readiness to innovate when supported by professional training, adequate resources, and systematic school policies. Therefore, the successful use of folktale-based learning media as a means of preserving local culture requires synergy between teacher readiness and sustained institutional support.

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