



Integrating Minahasa Folklore Values Through Digital Media in Indonesian Language Learning: A Case Study at SMK Negeri 1 Tombariri

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Abstract

This study investigates the integration of Minahasa cultural values through digital media in Indonesian language learning at SMK Negeri 1 Tombariri. Employing a qualitative descriptive approach, the research focuses on the use of Canva digital posters in teaching the folklore "Kekekow Bird and Poor Girl" to tenth-grade students. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive model. The findings reveal that integrating Minahasa folklore with Canva effectively facilitates students' understanding and visualization of cultural values such as honesty, hard work, gratitude, and social solidarity (Mapalus). Students demonstrated improved reading, writing, and speaking skills, alongside enhanced creativity and digital literacy. The media's visual and interactive nature made learning more engaging and contextual, fostering a deeper appreciation for local culture. This study concludes that Canva is an effective pedagogical tool for transmitting cultural heritage and developing 21st-century competencies in language education.

Keywords: Minahasa Folklore, Cultural Values, Digital Media, Canva, Indonesian Language Learning

1. Introduction

In the contemporary educational landscape, integrating technology with local wisdom has become crucial for creating meaningful learning experiences. The rapid advancement of globalization poses a significant threat to local cultures, particularly among the youth, making education a vital medium for cultural preservation (Sunarmi & Luntungan, 2021). Indonesian language learning, especially through the study of folklore, offers a strategic platform for this integration. Folklore serves not only as a literary text but also as a vessel for moral and cultural values (Danandjaja, 2007).

However, conventional teaching methods often fail to engage digital-native students. This research addresses the challenge of making folklore relevant and engaging by utilizing Canva, a digital graphic design platform. The study focuses on the Minahasa folklore "Burung Kekekow dan Gadis Miskin," which is rich in local values. The primary objective is to explore how Canva can be used to integrate these values into learning, and to assess its impact on students' understanding of cultural values and their language skills. This aligns with the principles of the Kurikulum Merdeka (Merdeka Curriculum), which emphasizes student-centered learning, literacy, and the development of Profil Pelajar Pancasila (Pancasila Student Profile) (Kemendikbudristek, 2022).

2. Literature Review

This study is grounded in several theoretical frameworks. Multimedia Learning Theory (Mayer, 2009) posits that combining visuals and text enhances cognitive processing and understanding. Constructivism (von Glasersfeld, 2005) supports the idea that students actively build knowledge through experience, which in this case involves creating digital posters. The Social Cognitive Theory (Bandura, 2001) and Sociocultural Theory (Wertsch, 2007) highlight the importance of observation, collaboration, and the use of cultural tools in the learning process. Canva serves as such a tool, enabling students to deconstruct and reconstruct cultural narratives in a visual format.

3. Method

This research employed a qualitative descriptive design. The study was conducted at SMK Negeri 1 Tombariri, Minahasa, with 17 tenth-grade students (TKJ major) as the primary subjects. The research procedure was conducted in three stages: preparation (observations and instrument design), implementation (learning activities using Canva posters), and final data analysis. Data were collected through observation of the learning process, semi-structured interviews with the teacher and students, and documentation of student-created posters and classroom activities. Data analysis followed the Miles and Huberman model (2014), comprising data reduction, data display, and conclusion drawing/verification, with triangulation used to ensure data validity.

4. Findings and Discussion

The findings demonstrate that integrating Minahasa folklore with Canva digital posters was effective across several dimensions.

Integration of Cultural Values: Students successfully translated the moral and cultural values from "Burung Kekekow dan Gadis Miskin" into their digital posters. The values identified and visualized included honesty, hard work, patience, gratitude, humility, social solidarity (Mapalus), and the philosophical principle of Si Tou Timou Tumou Tou (humanizing others). The Canva platform allowed students to represent these abstract values through concrete visual elements like backgrounds (Minahasa forests), color schemes (natural greens and browns), and typography.

Understanding and Expression of Values: Through the process of creating the posters, students demonstrated a deep understanding of the story. This was evident not only in the final product but also during interviews and presentations where they could articulate the meaning of the values they depicted. For example, one student explained, "I learned that honesty in Minahasa culture is the most valuable asset. Through Canva, I tried to express that with touching words."

Enhancement of Language Skills: The project-based nature of the activity positively impacted students' language skills:

Reading: Students engaged in intensive, repeated reading of the folklore to accurately identify and extract key values.

Writing: They practiced crafting concise, persuasive, and effective sentences to convey complex moral messages in their posters.

Speaking: Presenting their posters significantly boosted students' confidence and ability to articulate their understanding verbally.

Creativity and Engagement: Canva's user-friendly interface and wide array of templates and elements empowered students to express their creativity. This led to a high level of engagement and active participation, transforming the learning process from passive reception to active creation. The table below summarizes the distribution of student achievement across the assessed categories.

Table 1. Distribution of Student Achievement

Kategori	Kreativitas Desain (Visual Canva)	Nilai Budaya dalam Cerita (Isi Poster)	Presentasi Poster (Keterampilan Berbicara)
Sangat Baik (Very Good)	6	8	5
Baik (Good)	11	9	12
Total Siswa (Total Students)	17	17	17

These findings align with Mayer's theory of multimedia learning, as the visual and textual combination facilitated deeper comprehension. The collaborative process of creating posters also reflected the principles of social constructivism, where students learned through interaction and shared experiences. The integration of local values like Mapalus into a modern digital format made the learning contextually relevant and culturally grounding, supporting the goals of the Merdeka Curriculum.

5. Conclusion

This study concludes that the integration of Minahasa folklore values through the digital media Canva is an effective pedagogical strategy for Indonesian language learning. The process enabled students to successfully identify, interpret, and creatively present complex cultural values in a modern, engaging format. The use of Canva significantly enhanced students' reading, writing, and speaking skills, while also fostering creativity, digital literacy, and a deeper appreciation for their local culture. The findings confirm that digital media can serve as a powerful bridge between traditional cultural heritage and contemporary educational needs, making learning more meaningful and aligned with 21st-century competencies.

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