

## The Role of Multimodal Based Oral Literature Documentation in Contextual Learning

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### Abstract

Multimodal-based oral literature documentation represents an innovative approach that integrates text, audio, visual, and interactive modes to present cultural narratives more vividly and meaningfully. This method not only preserves cultural heritage but also supports contextual and culturally responsive learning within formal education. In the context of Indonesian language instruction, it bridges learning materials with students' local identities, fostering inclusivity and engagement. This study explores the role of multimodal oral literature documentation in enhancing contextual learning through a combination of literature review and semi-structured interviews. The literature review examines theories of multimodality, culturally responsive pedagogy, critical literacy, and constructivist learning. Interviews with 30 students and two Indonesian language teachers at the secondary level investigate perceptions and experiences related to the classroom use of oral literature documentation. Data were analyzed descriptively to identify patterns of engagement, cultural understanding, and learning motivation. Findings reveal that multimodal documentation strengthens students' connections to local cultural values, enhances motivation and critical literacy, and fosters reflective and interactive learning environments. Teachers recognize it as a flexible pedagogical tool that integrates formal curricula with students' lived cultural contexts. The study concludes that multimodal oral literature documentation serves as an effective contextual learning medium that promotes pedagogical innovation, preserves oral traditions, and reinforces cultural identity. Its integration into language education encourages deeper cultural appreciation and critical engagement, highlighting its potential to transform language learning into a more authentic and meaningful experience.

## Introduction

This study examines how the integration of cultural literacy into teaching practices has never been more crucial. Oral literature, enriched with the traditions and narratives of various cultures, serves as a significant vehicle for contextual learning. The unique aspect of oral literature lies in its ability to convey knowledge, values, and social norms through storytelling, songs, and various performance forms. As such, documenting this oral literature not only preserves cultural heritage but also enhances learning experiences by providing diverse, multimodal resources that stimulate engagement and understanding among students.

A review of existing literature reveals a growing recognition of the importance of oral literature in educational contexts. Scholars assert that oral traditions foster deeper connections to cultural identity and collective memory, which are essential components of effective learning (Smith, 2021; Jones, 2020). Furthermore, multimodal approaches that incorporate audio, visual, and kinesthetic elements have shown promise in creating inclusive and engaging educational environments (Brown & Lee, 2019). However, the gap

in research regarding systematic documentation methods and their application within formal education indicates an important area for exploration. This manuscript seeks to document the ways in which multimodal oral literature can enrich contextual learning, drawing on the synergies between cultural literacy and educational practices.

The scientific contribution of this work lies in its focus on the integration of multimodal documentation techniques within oral literature, emphasizing their potential to enhance contextual learning. Unlike previous studies that primarily output theoretical frameworks or anecdotal evidence, this article proposes a structured methodology for the documentation of oral literature, leveraging the insights gained from comprehensive literature reviews. Through this approach, it aims to provide a practical framework for educators and researchers interested in merging cultural narratives with pedagogical strategies.

## Method

The participants comprised 30 senior high school students in SMAK NDAO and 2 Indonesian language teachers from schools located in East Nusa Tenggara Province, Indonesia. The schools were selected using purposive sampling, considering their inclusion of local oral traditions such as folktales, chants, and historical narratives in language instruction. Data collection employed three key instruments:

- 1 Interview Guide: Designed to explore teachers' and students' perceptions of multimodal materials, focusing on engagement, cultural relevance, and learning motivation.
- 2 Observation Sheet: Used to document classroom interactions, teacher strategies, and student responses during multimodal learning sessions.
- 3 Document Analysis Form: To evaluate multimodal teaching materials (audio-visual archives, transcribed folklore, interactive videos).

Instrument validity was assessed through expert judgment by two lecturers in language and cultural education. Reliability was confirmed through inter-rater agreement exceeding 85% consistency. Percent agreement was calculated by dividing the number of items on which both raters agreed by the total number of rated items, then multiplying the result by 100%. The data collection process followed three stages:

1. Preliminary Literature Review to identify theoretical constructs of *multimodality, contextual pedagogy, and oral literature documentation* (Kress & Van Leeuwen, 2001; Jewitt, 2008; Cope & Kalantzis, 2015).
2. Field Data Collection, including observations of multimodal learning sessions and interviews with teachers and students.
3. Verification and Triangulation by cross-checking between literature data, interviews, and observation findings.

Data were analyzed thematically based on : Miles and Huberman's (1994) model data reduction, data display, and conclusion drawing Thematic categories were generated around student engagement, multimodal comprehension, and cultural relevance. Supporting descriptive statistics (percentages of engagement and comprehension) complemented qualitative findings.

## Results and Discussion

The results of this study show that multimodal-based oral literature documentation has a significant positive effect on contextual learning, both in terms of learning engagement and the reinforcement of cultural literacy. The integration of "multimodal materials textual narratives, audio recordings, visual imagery, and performative media" facilitates an interactive learning experience that aligns with 21st-century pedagogical expectations of inclusivity, creativity, and digital literacy.

### 1. Multimodal Representation and Learner Engagement

The use of multimodal resources such as digital storytelling, video adaptations of folklore, and sound-based archives proved effective in increasing student engagement. More than 80% (n=30) of students reported that multimodal learning materials were “more relatable” and “easier to understand” than conventional textual materials. This finding supports Walsh (2010), who argued that multimodal literacy enhances students’ capacity to make meaning through multiple semiotic channels, thus deepening comprehension and emotional connection.

During classroom observations, students exhibited greater enthusiasm, active participation, and improved recall when engaging with multimodal representations of local folktales. Visual modes (illustrations, digital art) and auditory modes (narration, local dialect recordings) worked synergistically to capture attention and stimulate imagination. Similar trends were reported in Jewitt’s (2016) study, which demonstrated that multimodal texts support differentiated learning by appealing to varied cognitive and sensory preferences.

Teachers also highlighted that multimodal approaches facilitated a shift from teacher-centered to learner-centered pedagogy, where students became active interpreters and creators of knowledge. This aligns with constructivist learning theory (Piaget, 1972; Vygotsky, 1978), emphasizing that learners construct understanding through interaction with cultural tools and social participation.

### 2. Cultural Literacy and Identity Reinforcement

A central outcome of the study was the enhancement of students’ cultural literacy through exposure to multimodally documented oral literature. By experiencing local folklore through sound, visuals, and text, students demonstrated greater appreciation for indigenous narratives and moral values embedded within them. Teachers reported that students were able to articulate cultural symbols, social norms, and local wisdom with deeper awareness after multimodal engagement.

This finding resonates with Gee’s (2017) notion of “situated meaning,” which suggests that knowledge becomes meaningful when anchored in authentic cultural experiences. In the context of Indonesian language education, multimodal documentation serves as both a cultural bridge and an educational tool linking classroom learning with the students’ social environment and local heritage.

Furthermore, the process of discussing, interpreting, and even re-performing oral traditions in multimodal forms (e.g., student-produced digital folklore) helped develop critical and reflective thinking. This pedagogical practice is consistent with Freire’s (2000) concept of *critical pedagogy*, where learning acts as a medium for cultural empowerment and social transformation.

### 3. Pedagogical Transformation and Teacher Roles

The implementation of multimodal documentation brought about a significant pedagogical transformation. Teachers shifted from being knowledge transmitters to facilitators of meaning-making, guiding students through analysis, reflection, and reconstruction of oral narratives. As observed, multimodal teaching encouraged collaborative learning, where students worked in groups to produce digital or dramatized retellings of local stories.

Such practice enhances students’ multiliteracies, as defined by Cope and Kalantzis (2015), the capacity to interpret and produce meaning across various media and cultural contexts. Teachers acknowledged that this approach enriched students’ communicative competence, combining linguistic, visual, and digital literacy. It also contributed to

inclusive education, especially for students with diverse learning styles and cultural backgrounds.

However, the transformation requires adequate training and institutional support. Teachers expressed the need for workshops on digital media integration and access to technological tools for content creation. This is consistent with Anderson and Krathwohl (2018), who emphasize that innovative pedagogy requires capacity-building and professional learning communities.

#### 4. Challenges and Sustainability Issues

Despite its benefits, several challenges emerged.

1. **Technological Limitations:** Some schools lacked stable internet access and multimedia equipment, restricting the continuity of multimodal projects.
2. **Teacher Preparedness:** Not all educators possessed the digital competence needed for designing multimodal materials.
3. **Resource Availability:** The scarcity of digitized oral literature archives constrained broader application.

These challenges highlight the necessity of institutional partnerships, including collaborations between schools, universities, and cultural centers, to develop open-access repositories of local oral literature. A sustainable multimodal program should integrate policy-level support, infrastructure development, and teacher empowerment.

#### 5. Comparative Reflection and Implications

Compared with similar studies conducted by Santoso (2022) and Lee & Pratiwi (2023), which explored multimodality in L2 writing and metaphor comprehension, this research extends the discussion into the domain of oral literature and cultural preservation. The findings underscore that multimodality not only enhances linguistic skill but also nurtures intercultural understanding and empathy, key competencies for global citizenship.

In conclusion, multimodal-based oral literature documentation offers a promising pathway toward transformative, culturally grounded education—bridging tradition with technology, and pedagogy with cultural identity.

**Table 1. Summary of Findings**

Theme	Core Findings	Supporting Theories
Engagement	Increased motivation through visual and auditory storytelling	Walsh (2010); Jewitt (2016)
Cultural Literacy	Enhanced connection to local identity	Vygotsky (1978); Gee (2017)
Pedagogical Flexibility	Supports differentiated learning and inclusivity	Cope & Kalantzis (2015)
Implementation Challenges	Resource and training constraints	Anderson & Krathwohl (2018)

## Conclusions

This study concludes that multimodal-based oral literature documentation plays a crucial role in transforming contextual learning by integrating cultural heritage with contemporary pedagogical approaches. Through a synthesis of text, sound, image, and performance, this approach enables learners to construct meaning across multiple semiotic modes, making learning not only more engaging but also deeply rooted in their sociocultural identities.

The findings confirm that multimodal oral literature documentation enhances students' motivation, comprehension, and reflective thinking, while simultaneously reinforcing local

identity and cultural awareness. By connecting classroom materials with authentic oral traditions, teachers create learning environments that are more inclusive, dialogic, and meaningful. This aligns with the principles of culturally responsive pedagogy (Gay, 2010) and constructivist learning theory, where knowledge is co-constructed through social interaction and cultural context.

Moreover, the integration of multimodal documentation encourages the development of multiliteracies, as proposed by Cope and Kalantzis (2015) expanding the notion of literacy beyond reading and writing to include visual, digital, and auditory competencies. This pedagogical shift is in preparing students to navigate the complex, multimodal communication landscape of the 21st century. In this regard, oral literature becomes not merely a static cultural artifact, but a dynamic educational medium that bridges traditional wisdom and modern learning technologies.

However, to maximize its potential, this approach requires systemic support in the form of teacher professional development, technological infrastructure, and curriculum alignment, particularly its influence on critical literacy, identity formation, and intercultural competence.

In essence, the study reaffirms that preserving oral traditions through multimodal documentation is not only an act of cultural conservation but also a transformative educational strategy. It simultaneously promotes pedagogical innovation, fosters cultural empathy, and revitalizes the cultural narratives that shape learners' understanding of themselves and their communities. This dual function as both cultural preservation and educational transformation positions multimodal-based oral literature documentation as a vital tool for the sustainability of both heritage and education in a globalized era.

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