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Impact of digital folktale-based contextual learning using FlipBuilder on students' folktale writing quality, creativity, and cultural awareness

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ABSTRACT

The purpose of this study was to investigate the impact of digital folktale-based contextual learning on folktale writing skills and cultural awareness. A quasi-experimental method was used, involving 200 students at State Senior High School 2 Serang, Banten, who were divided into two groups. The experimental group received a digital folktale-based contextual learning intervention with Flip Builder technology, while the control group received conventional instruction using print media. The instruments used were a quality assessment scale, a folktale writing creativity scale, and a cultural awareness assessment scale. Data were analyzed using normality tests, homogeneity tests, descriptive statistics, ANCOVA tests, and independent-samples t-tests. The research findings indicate that digital folktale-based contextual learning with Flip Builder technology significantly improved folktale writing skills and cultural awareness. This improvement in folktale writing skills was evident in improvements in the quality and creativity of folktale writing. The improvement in the quality of folktales can be seen in the quality of themes, intrinsic elements, complexity of stories, and use of language. Improved creativity in writing folktales was evident in the dimensions of originality, accuracy, self-expression, fluency, and flexibility. Furthermore, increased cultural awareness was evident in the aspects of knowledge, attitude, awareness, and skills. This increase in competence was due to the main features of the Flip Builder digital platform, such as image import, multimedia editor, interactive buttons, animations, action triggers, and publishing features. This research implies that culture-based digital writing learning can facilitate language learning outcomes and sustainable educational transformation.

Contribution/Originality: This study contributes to teaching practice by improving creative writing skills and cultural awareness through the teaching of folktales. The originality of this study lies in the use of Digital Folktale technology, Contextual-Based Learning, and Flip Builder to improve folktale writing skills, creativity, and cultural awareness.

1. INTRODUCTION

Language teaching not only develops students' language skills but also their ability to think creatively when producing creative works (Martínez, 2024; Nurhayani & Sugiharyanti, 2026). One competency that senior high school students must possess is the ability to write folktales. The ability to write folktales requires not only linguistic skills but also the ability to transmit cultural values, traditions, and moral teachings across generations (Heeks, 2022; Musa, 2025). However, the majority of students still struggle with writing folktales, particularly with developing the story, integrating cultural values, and connecting ideas across story transitions. This difficulty is partly due to limited

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learning media that do not accommodate cultural transmission, increase student participation, or align with the learning context (Abdallah & Alkaabi, 2023; Walker & Martinez-Vargas, 2025). The contextual learning method aligns with the pedagogical approach to teaching folktale writing skills because it places folktale writing within students' cultural, social, and ethical contexts and draws on their experiences to optimize their participation in the learning process (Martin, Tarnanen, & Tynjälä, 2021; Shelestova, Kalizhanova, & Bedelbayeva, 2024). Furthermore, the use of digital technology, Flip Builder, as a medium for presenting folktales increases accessibility, makes learning interactive, and incorporates multimodal learning into the writing process.

The use of this technology also fosters autonomous, reflective, and culturally integrated writing skills. Based on a sustainable education perspective, this study addresses educational challenges, namely the transmission of local culture in language learning and the presentation of contextual digital folktale media (Dixon & Cox, 2025; Highland & Fedtke, 2023). Digital folktale materials serve as a sustainability-oriented intervention that encourages student-focused, relevant, and culturally based learning practices. Several studies have adopted folktales and contextual learning as intervention tools to improve language skills, such as reading and writing skills and students' narrative abilities (He, Xue, & Xiong, 2026; Kiziltaş & Kultas, 2025). Previous studies have shown that the use of folktales in animated media can improve students' reading comprehension (Kayır & Akyol, 2026; López et al., 2026). In addition, other studies have shown that contextual learning can improve writing skills. Other studies have also confirmed that the use of culture-based short stories can improve students' narrative abilities and cultural understanding (Aksela, Lämsä, & Järvelä, 2025; Fletcher, Everatt, & Ma, 2026). Of these studies, no study has yet integrated contextual learning with digital folktales. Based on the explanations of previous studies, there are unexplored research gaps, namely the use of digital folktale platforms, the use of contextual learning in teaching folktale writing, and the exploration of cultural awareness.

The current study fills this research gap by integrating contextual learning, digital technology, and folktales to improve writing skills. Therefore, the novelty of this research includes the use of contextual learning in teaching folktale writing, cultural analysis of folktales, and the use of folktales in digital format with the aid of Flip Builder technology. Furthermore, the competency targets include not only creative folktale writing skills but also an examination of the cultural awareness resulting from the cultural transmission of folktales. Based on the global Education for Sustainable Development (ESD) framework, this study aims to investigate the impact of contextual learning based on digital folktales on students' narrative writing skills and sustainable cultural awareness. This research contributes to the development of contextual learning pedagogy based on digital folktales. Furthermore, this study supports sustainable education practices that integrate technology with cultural transmission to instill cultural awareness in students. Based on this explanation, the researchers formulated the following research questions:

a) What is the impact of contextual learning based on digital folktales on folktale writing skills?
b) What is the impact of contextual learning based on digital folktales on students' cultural awareness?
c) How do students respond to the intervention's impact on their folktale writing skills and cultural awareness?

2. LITERATURE REVIEW

2.1. Using Folktales in Language Learning

Folktales have been widely used in language learning in various countries. This is because their use in language teaching is considered effective in developing literacy skills such as reading and writing (Booton, Menon, Kyriacou, & Murphy, 2025; Castano et al., 2026). However, folktales used in language teaching not only improve literacy skills but can also serve as a scaffold for transmitting local cultural values embedded in folktales to the younger generation. Folktale narratives can facilitate students' development of creative story ideas, understanding of cultural values, and moral reasoning through meaningful plots in folktales (Altunkürek, Yıldız, Gençler, & Ali, 2026; Mekheimer & Mahdy, 2026). Folktales originate from the oral traditions of local communities, so each story is framed within a

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familiar local culture. This facilitates students' creativity in developing stories and expressing their ideas. In language teaching in Indonesia, the teaching of folktales aligns with the objectives of the Indonesian language curriculum, which integrates linguistic skills and cultural literacy (Canário, Duarte, Pinheiro, & Pereira, 2026; Malpique, Valcan, Pino-Pasternak, & Ledger, 2025). Several previous studies have adopted folktales in language teaching to improve students' literacy skills and cultural awareness (Aydın & Yıldız, 2024; Dewi, Daulay, & Ismahani, 2026). Previous studies have shown that the use of local culture-based folktales can improve students' narrative skills and cultural awareness in Japan (Bekdaş, 2026; Chianchana & Na Wichian, 2025). Another study showed that the use of GenAI-assisted folktales in English teaching can improve students' vocabulary mastery and motivation to read (Ansoriyah, Sarifah, Oktaviani, & Muawanah, 2026; Gidiotis, Al Ghadban, Boujmil, Lorenz, & Young, 2026). In addition to improving language skills, the use of folktales can also improve students' psychological engagement in writing and reading. This is reinforced by previous studies showing that the use of folktales in Korean language teaching can increase students' reading and writing motivation (Ekizoğlu & Demir, 2025; Masud & Qaddumi, 2026). Along with technological developments, language learning now uses folktales through various multimodal methods, using both GenAI and other technologies.

2.2. Contextual Approach and Cultural Awareness in Language Learning

Contextual learning is a learning method that integrates content with students' lived experiences, positioning learning as a meaningful and socially relevant process (Ansoriyah et al., 2026; Hamsiah, Rizal, & Malik, 2026). In writing instruction, contextual learning utilizes experiences, the environment, and culture to facilitate the development of ideas, the creation of coherent texts, and critical reflection. Previous research confirms that contextual learning can increase student participation and minimize cognitive abstraction, particularly in writing assignments (Benzehaf, Razkane, & Benzehaf, 2025; Hamsiah et al., 2026). From a sustainable education perspective, contextual learning can transform learning by integrating academic content with several aspects, such as social responsibility, cultural awareness, the environment, and cultural relevance. The emphasis of contextual learning lies in experience, reflection, and the connection between the local context and the development of competencies that play a role in sustainable life and development (Fang et al., 2025; Ross, 2026). Furthermore, contextual learning can encourage participation, reflection, and contextual interpretation, thus creating a comprehensive understanding of the process of creating folktales and fostering cultural awareness. The use of contextual learning in teaching folktales can improve language skills, cultural literacy, and sustainable cultural awareness, thus contributing to the preservation of students' culture and behavior within their social environment (Christensen & Görlich, 2026; Liu & Zhang, 2026).

Cultural awareness is defined as the process of developing an awareness of one's own culture, which can lead to a broader understanding of culture (Macgilchrist, 2021; Thi, 2020). Individual cultural awareness can be seen in several aspects, including attitudes, skills, knowledge, and awareness. Through cultural awareness competency, language learners must be able to develop cultural attitudes, awareness, skills, and knowledge (Norén, Melander Bowden, & Evaldsson, 2022; Wortmann, 2026). Cultural awareness in folktales is a deep understanding of the values, traditions, and norms that exist in society, which are reflected explicitly and implicitly in folktales. The collective consciousness of characters in folktales illustrates how these characters recognize, practice, and preserve cultural values that have been passed down from generation to generation (Jin, 2025; Prakash, Aggarwal, Varghese, & Varghese, 2025). This cultural awareness serves as an important foundation that shapes the attitudes and actions of characters in the story. In an educational context, literature serves as an effective medium for introducing and instilling cultural values in readers. The introduction of cultural values through folktales can positively shape readers' character. Thus, folktales function not only as entertainment but also as a means of comprehensive character education (Akça, Özbek, Aslan Cobutoğlu, & Akça, 2025; O'Sullivan, 2025). Overall, this theoretical review confirms that cultural awareness is a fundamental element that shapes the character and plot of folktales.

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2.3. Using Technology in Teaching Folktales

With technological advancements, language teaching, including the teaching of folktales, now widely uses technologies such as digital platforms, GenAI, websites, and applications. These technologies are used to facilitate students' access to learning resources (Almusharraf, 2026; Gidiotis et al., 2026). One technology that can be used to present folktales is the FlipBuilder digital platform, which has an interactive format. This platform can present folktale content that has been adapted into digital form through several features, such as multimedia, video, audio, and animation (Christensen & Görlich, 2026; Thi, 2020). FlipBuilder is software for converting PDF files into interactive digital flipbooks with page-turning effects similar to those of real books or magazines. Its main features include PDF-to-flipbook conversion with realistic page-turning effects, image import (JPG, PNG, BMP) in addition to PDF, and a multimedia editor for adding video, audio, images, hyperlinks, interactive buttons, slideshows, animations, and action triggers (in the Pro version) to make content more interactive (Macgilchrist, 2021; Norén et al., 2022). Additionally, FlipBuilder offers publishing and distribution features, such as publishing to HTML5 for browser viewing, exporting to EXE (Windows), APP (macOS), APK (Android), and WordPress plugins; responsiveness for smartphones, tablets, and computers; embedding on websites; and sharing via links and social media. In teaching writing, FlipBuilder also facilitates collaborative drafting, revision, and digital publication, thereby simultaneously improving folktale writing skills and digital literacy (Garcés-Manzanera, 2024; Wortmann, 2026). From a sustainable education perspective, FlipBuilder supports the capabilities of language learning infrastructure. The digital format of this technology facilitates access to learning resources and provides a variety of learning resources. Furthermore, FlipBuilder technology supports flexibility and multimodal navigation, which align with the principles of an inclusive learning system (Norén et al., 2022; Ross, 2026). The use of technology in language learning is now increasingly widespread, including in literature learning. Several previous studies have shown that technology is more effective in improving writing skills.

3. RESEARCH METHODOLOGY

3.1. Research Design and Participants

This study used a quasi-experimental method with a pretest–posttest design and a control group to investigate the impact of a digital folktale-based contextual learning intervention on students' folktale writing skills and cultural awareness. This study involved 200 senior high school students at State Senior High School 2 Serang Banten in grades 10–12, ranging in age from 16 to 19 years. Students were divided into two groups: an experimental group and a control group. The samples for both groups were randomly selected after ensuring that all participants had equivalent initial writing skills. The experimental group received a digital folktale-based contextual learning intervention, while the control group received conventional instruction using print media. The technology used as a learning medium for folktales was Flip Builder. The use of local folktales in digital format in this study aligns with the need to develop a long-term folktale-writing learning process and supports sustainable education. All participants received an explanation of the research objectives and procedures before participation and provided written informed consent by completing a consent form. Participation was voluntary, and all collected data were anonymized to protect participants' confidentiality.

3.2. Research Instruments

The research instruments used in this study included a folktale writing ability assessment scale, which assessed the quality and creativity of the writing, and a cultural awareness assessment scale. Furthermore, assessments were conducted on the intervention media used in the study. The quality of the folktale writing was assessed using a scale adopted from Wortmann (2026). The scale assesses the quality of students' folktale writing, including the appropriateness of the theme to the story content, the completeness of intrinsic elements, the cohesiveness of intrinsic

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elements, the complexity of the story, cultural value, and flexible use of language. The folktale quality assessment scale contains 24 items, each of which contains six aspects.

Furthermore, the creativity of folktale writing was assessed using the Torrance Writing Creativity Test developed by Mekheimer and Mahdy (2026). This instrument is used to assess students' creativity in writing folktales and other literary works. The assessment of folktale writing encompasses several aspects, including originality, accuracy, self-expression, fluency, flexibility, and cultural value. The originality aspect assesses the novelty of the ideas used in writing the folktale. The accuracy aspect assesses the appropriateness of using intrinsic elements of the folktale, such as theme suitability, organization, and completeness of components. Furthermore, the self-expression aspect assesses the creativity of the self-expressive elements in the created folktale. The fluency aspect assesses the appropriateness of language use and transitions between folktale stories. The flexibility aspect assesses the flexibility in the use of intrinsic elements, such as flexible storylines and character use. The assessment scale for each aspect contains 18 items, with three items per aspect.

Furthermore, the cultural awareness measurement scale was adapted from the cultural awareness scale (Abdallah & Alkaabi, 2023). The cultural awareness competency measurement scale covers knowledge, attitudes, awareness, and skills in understanding local culture through folktales, with a total of 20 measurement items, each category containing five items. Finally, the instrument to capture qualitative data regarding students' responses to the intervention was divided into three categories: the impact of the intervention on folktale writing ability, cultural awareness, and intervention features.

Validity and reliability tests were conducted on the assessment instruments for quality, creativity in folktale writing, and cultural awareness. Pearson correlation coefficient analysis was used to investigate the validity of the instrument. Construct validity was also assessed by adapting the assessment scale to theoretical studies on contextual learning, folktale writing, and cultural awareness. Furthermore, the split-half method was used to measure the instrument's reliability. The Pearson correlation coefficient analysis showed a value of 0.87, while the split-half analysis showed a reliability value of 0.85. Reliability testing was also conducted using empirical testing on 50 non-sample students. Internal consistency was assessed using Cronbach's alpha, with a coefficient ≥ 0.70 indicating acceptable reliability. The analysis results showed a Cohen's kappa value ≥ 0.75. This validity and reliability testing procedure indicates that all instruments used in the study met the criteria and were suitable for use in research.

3.3. Intervention Procedure

In the initial phase, all students received a pretest and were instructed to write a folktale they knew. Next, all participants received a questionnaire to assess their cultural awareness of the cultural values contained in the folktales they wrote. Next, in the intervention phase, participants received interventions according to their respective groups. The experimental group received a contextual learning intervention based on digital folktales, while the control group received conventional instruction using print media. The intervention stages for the experimental group were as follows. The first phase was brainstorming, where participants brainstormed about folktales based on their experiences reading and listening to other people's stories to help them understand the context of the stories they would learn, according to the contextual learning stages. The brainstorming session was guided by an instructor using questions ranging from general to specific about the elements of the folktale.

Next, in the second phase, the material delivery phase, students received an explanation of the materials for writing creative folktales, from theoretical concepts to procedural materials using Flip Builder technology. The procedural materials for creating quality folktales were presented using Flip Builder technology, including creating a folktale outline, drafting, incorporating cultural elements, expressing themselves through each intrinsic element of the folktale, and revising. Flip Builder technology presents various Indonesian folktales and analyzes each component in detail, enabling students to understand each component and how to create folktales. Furthermore, students are encouraged to understand the cultural values inherent in each folktale they study. This stage not only develops an

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understanding of folktale writing but also enhances students' appreciation of cultural values, thereby enhancing their cultural awareness.

The third stage, the mentoring phase, involves students practicing writing folktales through contextual learning, starting with theme determination, outlining, drafting, and revising. Contextual learning occurs throughout the writing process, from planning to monitoring and evaluation. The final stage, the feedback and evaluation phase, involves students exchanging writings and providing feedback. The instructor provides guidance and additional feedback as needed, while students evaluate the feedback received. All of these processes contribute to improving the quality of the folktales. Finally, a posttest is administered, during which students are instructed to write their own folktales to assess all aspects of their creativity in writing. Students in the control group receive conventional teaching interventions using print media.

3.4. Data Analysis

This study employed several data analysis methods, including normality tests, homogeneity tests, descriptive statistics, ANCOVA tests, and independent-samples t-tests. Normality and homogeneity tests were conducted as prerequisites to ensure that the data were normally distributed and homogeneous before further testing. Descriptive statistics and ANCOVA tests were conducted to investigate the impact of the intervention on the quality of folktale writing. Independent-samples t-tests were conducted to investigate the impact of digital folktale-based contextual learning on folktale writing creativity based on phases, groups, and dimensions of creativity. T-tests were also conducted to investigate the impact of the intervention on students' cultural awareness. Finally, qualitative data analysis was conducted to obtain comprehensive data from interviews regarding students' responses to the intervention's impact on folktale writing skills and cultural awareness. The qualitative analysis was conducted based on three categories: the impact of the intervention on folktale writing skills, cultural awareness, and intervention features that significantly contributed to both competencies.

4. RESULTS

Before further testing, normality and homogeneity tests were conducted as prerequisite tests. The results of the normality test showed significance values of 0.071 in the pretest phase and 0.31 in the posttest phase. These values are higher than the significance level of 0.05. Thus, it can be concluded that the ability to write folktales is normally distributed. The results of the normality test for folktale writing ability are presented in Table 1. Furthermore, a homogeneity test was conducted using Levene's test with a significance level of $\alpha = 0.05$ to ensure homogeneous data before further analysis. The results of the homogeneity test show that students' ability to write folktales has a significance value of 0.453. This value indicates that the p-value is greater than 0.05, so it can be concluded that the participants come from a homogeneous population and have homogeneous abilities to write folktales. The results of the homogeneity test are presented in Table 2.

Table 1. Results of the normality test for creative folktale writing ability.

Descriptive Statistics	Pretest	Posttest
df	198	198
Mean	84.352	84.315
Median	86.415	86.521
Minimum	82.05	82.12
Maximum	95.12	95.04
Std. Deviation	3.436	4.562
Sig.	0.071	0.31

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Table 2. Results of the homogeneity test of quality and creativity of folktales.

Descriptive Statistics	Levene Statistic	df1	df2	Sig.
Mean	0.578	1	199	0.462
Median	0.284	1	198	0.568
Median with adjusted df	0.285	1	197.42	0.583
Trimmed mean	0.576	1	198	0.453

Furthermore, to investigate the impact of the digital folktale-based contextual learning design on the quality of students' folktale writing, a descriptive analysis was conducted. Descriptive statistical analysis was used to evaluate the average scores for folktale writing ability during the pretest and posttest phases. A more detailed assessment was conducted of each aspect, including the suitability of the theme to the story content, the completeness of intrinsic elements, the cohesiveness of intrinsic elements, the complexity of the story, cultural values, and flexible use of language. The results of the analysis are shown in Table 3. All aspects of folktale quality in the experimental group showed higher scores than those of the control group in the posttest phase. To investigate significant differences in the improvement of each aspect of writing skills between the experimental and control groups, a one-way ANCOVA analysis was used. After controlling for pretest scores, Table 4 presents the results of the ANCOVA analysis related to the overall folktale writing skills of both groups. The analysis revealed a significant difference between the posttest results of the two groups. The experimental group's score [$F(1, 65) = 82.56$, $p < 0.00$, $\eta p^2 = 0.56$] indicated that its participants were better writers than those in the control group.

Table 3. Descriptive statistical analysis of the quality of writing folktales.

Writing Aspect	Group	N	Mean	Std. deviation	Std. error mean
Pre-matching the theme to the content	Experiment	100	5.34	0.62	0.062
	Control	100	5.45	0.72	0.072
Post- theme suitability with content	Experiment	100	8.25	1.17	0.117
	Control	100	6.63	1.25	0.125
Pre-completeness of intrinsic elements	Experiment	100	5.52	0.71	0.071
	Control	100	5.17	0.83	0.083
Post-completeness of intrinsic elements	Experiment	100	8.62	0.82	0.082
	Control	100	6.46	1.09	0.109
Pre-integration of intrinsic elements	Experiment	100	5.49	1.13	0.113
	Control	100	5.65	1.32	0.132
Post-integration of intrinsic elements	Experiment	100	8.72	1.09	0.109
	Control	100	6.52	1.38	0.138
Pre-complexity of the story	Experiment	100	5.43	0.70	0.070
	Control	100	5.51	0.94	0.094
Post-complexity of the story	Experiment	100	7.52	1.38	0.138
	Control	100	6.41	1.54	0.154
Pre- cultural values	Experiment	100	5.41	0.71	0.071
	Control	100	5.38	0.94	0.094
Post- cultural values	Experiment	100	8.35	1.42	0.142
	Control	100	6.24	1.64	0.164
Pre-language flexibility	Experiment	100	5.57	0.72	0.072
	Control	100	5.45	0.86	0.086
Post-language flexibility	Experiment	100	7.52	1.42	0.142
	Control	100	6.42	1.62	0.162

Table 4. ANCOVA analysis of differences in the ability to write folk stories between the two groups.

Source	Type III sum of squares	df	Mean square	F	Sig.	ηp^2
Pre-writing performance (Covariates)	50.35	1	51.53	185.42	0.00	0.94
Groups	16.52	1	17.54	82.56	0.00	0.56

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Furthermore, to investigate the impact of the intervention on creativity in writing folktales, an independent-samples t-test was conducted. The intervention's impact on the ability to write folktales was assessed based on the dimensions of students' creativity in developing modified folktales based on reading various Indonesian folktales. The results of the analysis showed that, in the pretest phase, there were no significant differences in any dimension of creativity. This is indicated by p-values greater than 0.05, indicating that all aspects of creativity in both groups showed no significant differences. This confirms that the ability to write folktales in both groups is equivalent. The results of the independent-samples t-test in the pretest phase are presented in Table 5.

Table 5. Independent Sample T-Test Dimensions of creativity in writing folktales in the pretest phase.

Variables	Group	N	M	SD	t	df	p	ηp^2
Originality	Control	100	4.56	2.46	− 0.14	198	0.63	0.00
	Experimental	100	4.45	2.41				
Accuracy	Control	100	5.24	2.37	0.57	198	0.52	0.00
	Experimental	100	5.52	2.62				
Self-expression	Control	100	5.35	1.42	− 0.84	198	0.51	0.01
	Experimental	100	5.42	1.94				
Fluency	Control	100	4.62	2.23	− 0.34	198	0.73	0.00
	Experimental	100	4.42	2.64				
Flexibility	Control	100	5.53	1.53	− 0.78	198	0.64	0.01
	Experimental	100	5.35	1.41				
Overall creative writing	Control	100	5.35	9.31	-0.43	198	0.73	0.00
	Experimental	100	5.68	8.42				

Furthermore, an independent-samples t-test was conducted during the post-test phase to investigate the impact of the intervention on folktale writing creativity. The analysis was conducted on each dimension of folktale writing creativity. The results of the analysis are presented in Table 6. The results show that the experimental group demonstrated a significantly greater increase in creativity in each dimension compared to the control group. Significant improvements were seen in the dimensions of originality, accuracy, self-expression, fluency, flexibility, and overall creative writing ($p < .001$). Furthermore, the intervention had a significant effect on writing skills in terms of folktale writing creativity, with effect sizes ranging from $\eta p^2 = 0.76–0.92$. These findings indicate that digital folktale-based contextual learning with Flip Builder technology has a more significant impact than conventional teaching interventions using print media on folktale writing creativity.

Table 6. Independent sample T-Test dimensions of creativity in writing Folktales in the Posttest Phase.

Variables	Group	N	M	SD	t	df	p	ηp^2
Originality	Control	100	6.53	2.34	− 21.42	198	< 0.001	0.92
	Experimental	100	8.24	1.07				
Accuracy	Control	100	6.72	1.68	− 16.56	198	< 0.001	0.80
	Experimental	100	7.56	1.84				
Self-expression	Control	100	6.46	2.62	− 17.42	198	< 0.001	0.82
	Experimental	100	8.31	1.73				
Fluency	Control	100	6.52	2.45	− 13.82	198	< 0.001	0.76
	Experimental	100	7.58	1.67				
Flexibility	Control	100	6.25	1.68	− 15.52	198	< 0.001	0.83
	Experimental	100	8.46	3.52				
Overall creative writing	Control	100	6.52	3.42	17.51	198	< 0.001	0.84
	Experimental	100	8.36	2.56				

Furthermore, the assessment of cultural awareness following the writing of folktales was carried out for each aspect of cultural awareness, including knowledge, attitudes, awareness, and skills in understanding the local culture contained in the folktales. The results of the cultural awareness assessment are presented in Table 7. The analysis

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found a significant increase in cultural awareness from the pretest phase to the posttest phase, with a score of (t = 24.63; p = 0.000). A detailed analysis showed an increase in the average cultural awareness score from 5.74 in the pretest phase to 8.42 in the posttest phase. All aspects of cultural awareness showed an increase, as detailed below. In the pretest phase, the average values for each aspect were 5.42 for skills, 4.36 for attitudes, 5.53 for awareness, and 5.43 for knowledge. However, in the posttest phase, all aspects of cultural awareness showed a significant increase, with average scores of 8.45 for knowledge, 8.36 for skills, 8.27 for attitudes, and 7.48 for awareness. Based on the analysis, the most significant increase in cultural awareness was in the aspect of local cultural knowledge.

Table 7. Paired sample T-test for cultural awareness competence in both phases.

Aspect	t	Sig.	Phase	
			Pre-test	Post-test
Knowledge	25.34	0.000	5.43 (0.73)	8.45 (0.53)
Attitudes	24.58	0.000	4.36 (0.81)	8.27 (1.25)
Awareness	21.63	0.000	5.53 (0.78)	7.48 (0.93)
Skills	26.35	0.000	5.42 (0.81)	8.36 (1.02)
Average	24.63	0.000	5.74 (0.42)	8.42 (0.83)

Note: $p \leq 0.05$.

Next, a qualitative analysis was conducted to uncover students' responses to the digital folktale-based contextual learning intervention using Flip Builder. The qualitative analysis was based on interviews with the experimental group. The analysis focused on students' responses to the intervention's role in improving their creative folktale writing skills and perceived cultural awareness. Furthermore, the analysis also uncovered the features of the Flip Builder technology that significantly contributed to their folktale writing skills and cultural awareness. The first analysis revealed the intervention's role in improving creative folktale writing skills. In general, students stated that contextual learning and the Flip Builder media were able to improve their folktale writing skills because they guided them to connect local experiences and culture to the folktales they were learning. This process made it easier for them to understand each storyline and the culture contained within them. Furthermore, the Flip Builder technology helped them better grasp the concepts and framework of folktales and understand their content through the Flip Builder features. The following are some excerpts from student interviews that highlight the impact of the intervention on their folktale writing skills.

"Contextual learning facilitates me to understand folktales by incorporating local cultural experiences within the context being studied. The brainstorming phase and the learning process helped me understand the framework of the folktales."

“Discussing the elements and framework of folktales with the help of Flip Builder technology helped me better understand how to create folktales.”

“Adding multimedia videos to reinforce folktales with Flip Builder helped me understand the story's content and the cultural transmission conveyed by the folktales.”

Further analysis was conducted on the intervention's role in increasing cultural awareness through the cultural transmission conveyed by Indonesian folktales. In general, students in the experimental group responded positively to the intervention's role in increasing cultural awareness. They gained a better understanding of the cultural values and moral messages contained within the folktales they read. Furthermore, by studying folktales through contextual learning and with the help of Flip Builder technology, they became more capable of creating folktales that embody cultural values. The following are some excerpts from student interviews highlighting the impact of the intervention on students' cultural awareness.

“Contextual learning based on digital folktales facilitated my understanding of the cultural values and moral messages embedded in the folktales. The intervention not only helped me understand the content of the folktales but also increased my knowledge of local cultural values and the stories' moral messages.”

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"The Flip Builder technology, which displays videos of folktales, helps me become more aware of and understand the cultural values contained in each transition in the story."

"The cultural values and moral messages present in my daily life help me understand the cultural values contained in the stories more easily because they are incorporated into contextual learning."

Further analysis was conducted on the interview results, highlighting the features of contextual learning and Flip Builder technology that were used in creative folktale writing lessons. In general, students highlighted the stages of contextual learning and several features of Flip Builder that helped them write creative folktales and understand the culture of folktales. The following are some excerpts from student interviews highlighting the features of contextual learning and Flip Builder.

"Contextual learning, including the brainstorming phase and the material presentation phase, helped me understand the folktale material because I gained a more comprehensive understanding of folktale writing."

"Flip Builder technology, especially the multimedia editor feature for adding video, audio, images, interactive buttons, slideshows, animations, and action triggers, helped me better understand the storyline and cultural values contained within the story."

In general, the majority of students in the experimental group responded positively to the digital folktale-based contextual learning intervention in terms of their folktale writing skills and cultural awareness. Most students highlighted the role of the intervention and the features of contextual learning and Flip Builder, which significantly contributed to their creative folktale writing skills and cultural awareness.

5. DISCUSSION

A contextual learning design based on a digital folktale using Flip Builder technology for folktale writing skills and cultural awareness. The first finding is that contextual learning based on a digital folktale can improve students' creativity in writing folktales. The improvement in the quality of folktale writing is evident in the quality and creativity of the writing. This improvement is evident in the appropriateness of the theme to the content, the completeness of the intrinsic elements, the cohesiveness of the intrinsic elements, the complexity of the story, the cultural value, and the flexible use of language. This improvement in the quality of folktale writing occurs because contextual learning incorporates students' cultural experiences into learning to write folktales. Furthermore, several stages, such as brainstorming, providing materials, guidance, feedback, and evaluation, contribute significantly to the quality of the folktales produced by students. Features of Flip Builder technology include converting PDFs to flipbooks with realistic page-turning effects, importing images, and a multimedia editor for adding video, audio, images, hyperlinks, interactive buttons, animations, and action triggers (in the Pro version). The contextual learning stages and features of Flip Builder contribute significantly to the quality of folktale writing skills. This finding is supported by a previous study, which revealed that a contextual learning design can leverage students' experiences as writing material, making it easier for them to understand the material and write argumentative essays (Heeks, 2022; Martínez, 2024). This finding also complements previous findings that showed that digital platforms can be used not only for academic texts but also to improve the quality of literary texts (Abdallah & Alkaabi, 2023; Nurhayani & Sugiharyanti, 2026). This finding contradicts previous studies that suggested that multimedia technology and GenAI-Synthesia only enhanced the creativity dimension of literary works (Dixon & Cox, 2025; Li & Collins, 2026). However, in the current study, digital platform technology not only enhanced the creativity dimension but also the quality of folktales.

The next finding concerns the contextual learning intervention based on digital folktales using Flip Builder technology and its effect on the creativity of folktale writing. Improved creativity in folktale writing was evident in the dimensions of originality, accuracy, self-expression, fluency, and flexibility. Originality is evident in the novelty of the ideas used in writing folktales; accuracy is reflected in the appropriateness of using the intrinsic elements of folktales, such as thematic suitability, organization, and completeness of components. Furthermore, self-expression

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is evident in the self-expressive elements within the created folktales. Fluency is evident in the use of language and transitions between folktales. The flexibility aspect is evident in the flexible use of intrinsic elements, such as flexible storylines, settings, and character traits. The increase in all dimensions of creativity occurred due to the contribution of the contextual learning stages based on digital folktales. The stages of providing material that dissects each component of the folktale and the guidance provided in writing folktales facilitate students' ability to express their creativity in writing folktales. This finding is in accordance with the theory of writing instruction, which reveals that the use of multimodal scaffolding can better optimize students' creative writing (Ansoriyah et al., 2026; Criado, Garcés-Manzanera, & Manchón, 2026). This finding is also reinforced by a previous study that used GenAI-Veo.3.1 multimedia technology to improve students' creativity in writing short stories (Ekizoğlu & Demir, 2025; Saxby, 2022). The findings of this study are confirmed by previous findings showing that the dimensions of students' language creativity can be improved by using students' real experiences and multimedia because these are familiar and more effective for reactivating students' schemata and language knowledge (Fang et al., 2025; Garcés-Manzanera, 2024).

The next finding is that the contextual learning design intervention based on digital folktales and Flip Builder technology can increase cultural awareness. Cultural awareness is evident in several aspects, including knowledge, attitudes, awareness, and skills related to understanding local culture in folktales. Improvements in the knowledge aspect are evident in students' knowledge of diverse local cultural values from folktales from various regions in Indonesia. Improvements in the attitude aspect are evident in students' attitudes toward cultural values, which they use as a guide in everyday life. Furthermore, the awareness aspect is evident in students' ability to recognize the importance of local cultural values contained in folktales. Improvements in the skills aspect are evident in students' ability to understand the cultural values in each folktale they learn. Improvements in all these aspects occur because contextual learning based on digital folktales and Flip Builder technology is able to reveal the cultural transmission contained in folktales. The contextual learning stages and features of Flip Builder contribute significantly to students' cultural awareness. This finding is reinforced by previous studies showing that preserving Japanese cultural values can be achieved through teaching students with folktales (Macgilchrist, 2021; Ross, 2026). Other studies also confirm that understanding a country's cultural values can be achieved through learning literary works, one of which is the folktale (Thi, 2020; Wortmann, 2026). Understanding cultural values in folktales facilitates students' understanding of the culture of the people who speak that language. This is reinforced by second language learning theory, which states that learning a second language will be easier if learners know and understand the culture of the community that speaks it (Ekizoğlu & Demir, 2025; Saxby, 2022). This research finding is also supported by previous studies that revealed that contextual learning based on communication culture can improve English learners' oral and written language skills (Almusharraf, 2026; Gidiotis et al., 2026).

Further findings indicate that the contextual learning intervention based on digital folktales generated positive student responses overall. The majority of students highlighted the contextual learning stages and Flip Builder technology, which significantly contributed to the quality and creativity of folktale writing. Overall, interview findings highlighted the intervention's role in developing folktale writing skills, fostering cultural awareness, and showcasing the intervention's features. Students responded positively to the role of the digital folktale-based contextual learning intervention in improving their folktale writing skills. They reported that the brainstorming stages, the provision of materials using Flip Builder, and the guidance stage helped them better understand the folktale framework and how to create folktales. Furthermore, the intervention also increased students' cultural awareness because the intervention stages facilitated students' understanding of the cultural values contained in folktales. Finally, students also highlighted several features of Flip Builder that significantly contributed to their folktale writing skills and cultural awareness. This finding is supported by several previous studies that revealed that the integration of technology and contextual learning in writing lessons can optimize student participation, thus providing meaningful learning. This finding is also supported by the theory that a good and meaningful learning process is one that leaves a positive impression and contributes to learning outcomes (Aydın & Yıldız, 2024;

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O'Sullivan, 2025). This finding is also supported by other studies that show that contextual learning in writing lessons can improve argumentative essay skills because it involves students' experiences (Criado et al., 2026; Mekheimer & Mahdy, 2026). The contextual learning process based on digital folktales not only facilitates the improvement of students' folktale writing skills but also preserves cultural values among younger generations (Altunkürek et al., 2026; Gidiotis et al., 2026). This research contributes to sustainable education by integrating technology into folktale writing lessons to preserve the local culture contained within the stories.

6. CONCLUSION

The contextual learning design based on digital folktales using Flip Builder technology significantly contributed to improving folktale writing skills and cultural awareness. Improved folktale writing skills were evident in the quality and creativity of the writing. This improvement was reflected in the relevance of the theme to the story content, the completeness of the intrinsic elements, the cohesiveness of the intrinsic elements, the complexity of the story, and the flexible use of language.

Creativity in writing folktales was evident in the dimensions of originality, accuracy, self-expression, fluency, and flexibility. Furthermore, increased cultural awareness was evident in the knowledge, attitudes, awareness, and skills involved in understanding local culture through folktales. This improvement in folktale writing skills and cultural awareness was due to the contextual learning stages that facilitated it, such as brainstorming, providing materials, guidance, feedback, and evaluation. Furthermore, key features of the Flip Builder digital platform contributed to the development of folktale writing skills and awareness of Indonesian culture, such as PDF-to-flipbook conversion, image import, a multimedia editor with interactive buttons, animations, and trigger actions (in the Pro version), and publication and distribution features. The use of folktales within the Flip Builder digital platform also significantly contributed to continuing education through the transmission of cultural values within folktales.

This research contributes to sustainable education through the use of digital folktales as a medium for cultural transmission and pedagogical transformation within an educational framework. Therefore, it can be concluded that contextual learning based on digital folktales has made a significant contribution to the ability to write folktales, cultural preservation, and sustainable education. This research implies that contextual learning based on digital folktales not only contributes significantly to writing skills but also to strengthening local cultural identities contained in folktales.

Furthermore, the use of digital platforms as a medium for folktales has implications for innovation in teaching writing. This research has several limitations, including its focus on the secondary school level in a particular region, the short duration of the research, its focus on one literary work, namely, folktales, and its failure to explore the psychology of writing that contributes to folktale writing and cultural awareness. Based on these limitations, the researcher recommends investigating interventions at lower or higher school levels, piloting them with other literary works, and exploring the psychology of student writing. In addition, the researcher recommends that practitioners and teachers use technology in language learning to optimize competency achievement.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
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