

ETHNOPEDAGOGICAL STUDY IN AUDIO-VISUAL LEARNING MEDIA BASED ON THE TRANSFORMATION OF SATUA TONG CENG PUNG PUNG JIR

Ida Bagus Made Wisnu Parta¹⁾, Ida Ayu Putu Purnami²⁾

¹⁾ Dwijendra University

²⁾ Undiksha University

Email : wisnu.goes@gmail.com

ABSTRACT

Ethnopedagogy, in simple terms, refers to ethnicity-based learning, either as a learning source or as a teaching medium. In its implementation, ethnopedagogy rooted in Balinese culture employs transformation as a learning medium. This transformation encompasses aspects such as content, perspective, process, and context. This study aims to examine students' responses in Bali to an audio-visual learning medium based on the transformation of Satua Tong Ceng Pung Pung Jir. The research follows a qualitative approach, supported by quantitative data. A literature review method is used, incorporating ethnopedagogical and transformation theories. The findings highlight students' responses to the transformed audio-visual learning media, providing insights into effective teaching strategies for primary school teachers in Bali. This approach facilitates students' understanding of local wisdom values embedded in Balinese folklore (Satua Bali). Local wisdom plays a crucial role as a source of innovation in multicultural education, contributing positively to national culture.

Keywords: *ethnopedagogi, instructional media, transformasi, satua*

1. INTRODUCTION

Ethnopedagogy, in simple terms, refers to ethnicity-based learning, either as a learning source or as a teaching medium. In its implementation, ethnopedagogy, which originates from the culture of a specific ethnic group, undergoes a transformation. This transformation includes aspects of content, perspective, process, and context (Burns, 2015). The goal of ethnopedagogy is to reconcile two or more cultural elements by modifying both (Rahmawati et al., 2020). Ethnopedagogy is an educational approach rooted in culture (Firmansyah et al., 2021). It highlights local wisdom as an essential part of education and civilization. In Indonesia, ethnopedagogy is founded on philosophical, socio-cultural, and psychological principles (Selasih & Sudarsana, 2018). It has been proven to enhance students' learning outcomes and effectively instill social values (Lestari & Bahri, 2021). Furthermore, ethnopedagogy helps students develop the right attitudes toward the values of national culture (Rahmawati et al., 2020).

As a medium for preserving local wisdom, the ethnopedagogical approach plays a strategic role in strengthening cultural identity. It views local wisdom as a source of innovation and skills that can be leveraged for the well-being of society. Given Indonesia's diverse cultural, ethnic, and customary traditions, knowledge of ethnopedagogy is crucial for preserving and developing its utilization. In elementary schools, ethnopedagogy has not been optimally implemented, despite thematic learning requiring the inclusion of local wisdom. This suboptimal implementation is due to inadequate facilities and infrastructure (Oktavianti & Ratnasari, 2018).

Thus, this research focuses on ethnopedagogy in audio-visual learning media based on the transformation of *Satua Tong Ceng Pung Pung Jir* in elementary schools in Bali. The central research question is: How well is the audio-visual learning media based on the transformation of *Satua Tong Ceng Pung Pung Jir* received by students in elementary schools in Bali? Ethnopedagogy has a positive impact on students' physical, emotional, and communicative development. It emphasizes local knowledge and wisdom as sources of inspiration, innovation, and skills that can be empowered for the greater benefit of society (Ariyani et al., 2020).

2. RESEARCH METODOLOGY

This study employs a mixed-methods research approach, which integrates both qualitative and quantitative methods (Rachman, 5 C.E.). Data collection techniques include observation, testing, documentation, and field notes. The researcher applies these strategies to obtain substantive and validated findings. Data analysis consists of both quantitative and qualitative techniques, with the goal of quantifying qualitative data for statistical analysis. Quantitative data analysis utilizes descriptive statistical techniques, while qualitative data analysis follows an interactive model.

3. RELATED RESEARCH/LITERATUR REVIEW

The concept of ethnopedagogy is still being refined through trials and appropriate model approaches. In Indonesia, the focus of ethnopedagogy has been on establishing suitable philosophical, psychological, and socio-cultural foundations. These foundations align with the primary goal of ethnopedagogy: to create enjoyable learning experiences and define education as from the community, for the community, and by the community. Ethnopedagogy has been widely implemented in Indonesia, contributing positively to both academic achievements and character education. However, its conceptual framework remains underdeveloped, leading to interpretations similar to multicultural education. Addressing this challenge requires further refinement of ethnopedagogical concepts through collaboration between universities, schools, and the government (Sugara, 2022).

The ethnopedagogical study on *Satua Tong! Ceng! Pung! Pung! Jir!* incorporates several dimensions of the Pancasila student profile, as demonstrated by the main character, Putu Bagus. These dimensions include (a) faith and devotion to God Almighty with noble character, (b) independence, (c) mutual cooperation, (d) global diversity, (e) critical thinking, and (f) creativity. The revitalization of *Satua Tong! Ceng! Pung! Pung! Jir!* transforms Balinese folktales from an Indonesian-language book into a Balinese-language book, and subsequently into an animated educational video. This video can be used as a learning medium in all elementary schools across Bali. Interviews with Balinese language teachers indicate strong support for using video learning media, as it enhances students' interest in learning Balinese and fosters character development in line with the Pancasila student profile. Furthermore, selecting appropriate videos and effective learning strategies significantly enriches students' learning experiences, providing guidance aligned with Pancasila values and preserving Balinese culture.

In a study involving 161 students from nine elementary schools in Bali, students responded to 10 questions after watching a Balinese folktale transformed into a learning video. The responses were as follows: neutral (20.36%), agree (49.87%), and strongly agree (29.76%). These results indicate that the revitalized Balinese folktale learning video is well-received by elementary school students in Bali. Additionally, the Pancasila values embedded in the video are easily understood, and the local wisdom in *Satua Tong! Ceng! Pung! Pung! Jir!* effectively serves as a

character-building tool. This folktale also contributes to religious moderation and character formation among Balinese children (Parta & Aryasuari, 2025).

Based on these two studies, ethnopedagogy demonstrates its potential to support future education by fostering students' abilities to apply school learning to real-life challenges. Local wisdom must be reinterpreted to respond flexibly to modern challenges. Developing local wisdom values in schools is highly beneficial for shaping children's character. Moreover, teachers need support in providing innovative learning media, while the government must ensure adequate facilities and infrastructure to support teachers' innovative programs.

4. RESULTS AND DISCUSSION

4.1 Audio-Visual Learning Media Based on the Transformation of Satua Tong Ceng Pung Pung Jir in Elementary Schools in Bali

The use of audio-visual learning media based on the transformation of Satua Tong Ceng Pung Pung Jir in elementary schools in Bali follows an ethnopedagogical approach, incorporating local wisdom as an essential part of education and cultural development. Ethnopedagogy views local knowledge as a source of innovation and skills that can be utilized (Surya, 2011). Local wisdom is frequently applied in decision-making, such as in resource management and various social activities within communities. Besides exploring cultural potential, ethnopedagogy can also be taught through children's games (Yuliastini et al., 2024).

This study was conducted in all districts in Bali by selecting one public elementary school per district. The selection was based on the school's location at the border between rural and urban areas. A total of 161 student respondents from nine schools provided data. Five questions were used to evaluate the audio-visual learning media based on the transformation of Satua Tong Ceng Pung Pung Jir, with responses categorized as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The results were as follows:

1. The Material and Illustrations Presented Are Easy to Understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	25	15.5	15.5	15.5
	4.00	88	54.7	54.7	70.2
	5.00	48	29.8	29.8	100.0
	Total	161	100.0	100.0	

Source: Dwijendra University, 2025.

Among the 161 elementary school students surveyed in Bali, their responses to the effectiveness and clarity of the learning material presented in the animation video Satua Tong! Ceng! Pung! Pung! Jir! varied. Specifically, 15.5% of students responded Neutral, indicating that while they did not find the material confusing, they also did not feel strongly about its clarity or effectiveness. A more significant portion, 29.8%, Strongly Agreed that the material was presented in a way that was understandable and engaging, while the majority, 54.7%, Agreed, signifying a high level of approval and comprehension.

The animation video integrates key dimensions of the Pancasila Student Profile, which aims to instill essential character traits in students. These dimensions include:

- Faith and Piety to God Almighty, and Noble Character: The story embeds moral and ethical lessons that encourage students to develop strong personal values.
- Independence: The storyline encourages self-reliance and problem-solving, helping students build confidence in their abilities.
- Teamwork: Through the interactions of the characters, students learn the value of collaboration and helping one another.
- Global Diversity: The story reflects cultural awareness and respect for differences, essential in today's interconnected world.
- Critical Thinking: By engaging with the story's plot and character development, students are encouraged to analyze situations, make decisions, and understand consequences.
- Creativity: The animation format, with its engaging visuals and storytelling elements, fosters imaginative thinking and artistic appreciation.

Given the overwhelmingly positive response from students, this animation video is poised to be an effective educational tool in elementary schools across Bali. By utilizing local folklore as a medium, the video not only makes learning more engaging but also plays a crucial role in preserving and promoting Balinese cultural heritage. Teachers can incorporate it into their lesson plans to reinforce language skills, cultural understanding, and moral education in an interactive and student-friendly manner.

2. The Content Aligns with Learning Objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	25	15.5	15.5	15.5
	4.00	85	52.8	52.8	68.3
	5.00	51	31.7	31.7	100.0
	Total	161	100.0	100.0	

Source: Dwijendra University, 2025.

The evaluation of the Satua Tong! Ceng! Pung! Pung! Jir! learning material in relation to its alignment with the intended learning objectives was conducted among 161 elementary school students in Bali, yielding largely positive feedback. A small percentage of students (15.5%) remained neutral, suggesting that while they did not perceive the material as misaligned, they may not have fully recognized its connection to the learning objectives. Meanwhile, the majority of students (52.8%) agreed that the content effectively supported their understanding of the learning goals, demonstrating its relevance in reinforcing key educational concepts. Additionally, 31.7% of students strongly agreed that the material was fully aligned with the intended learning objectives, emphasizing that it significantly contributed to their comprehension and application of essential concepts. These findings highlight the effectiveness of integrating culturally relevant storytelling into the learning process to enhance student engagement and understanding.

With 84.5% of students agreeing or strongly agreeing that the content aligns with learning objectives, it is evident that the Satua Tong! Ceng! Pung! Pung! Jir! media is an effective educational tool. Its ability to embed Pancasila values into an engaging storytelling format supports students' cognitive, moral, and social development.

These findings suggest that audio-visual storytelling can serve as a transformative educational approach, bridging traditional wisdom and modern pedagogical techniques to shape well-rounded, culturally aware, and morally responsible students.

3. The Language Used in Delivering the Material Is Easy to Understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	36	22.4	22.4	22.4
	4.00	81	50.3	50.3	72.7
	5.00	44	27.3	27.3	100.0
	Total	161	100.0	100.0	

Source: Dwijendra University, 2025.

The evaluation of the language used in delivering the material in the Satua Tong! Ceng! Pung! Pung! Jir! learning media was conducted among 161 elementary school students in Bali, revealing a generally positive response. Among the participants, 22.4% remained neutral, suggesting that while they did not find the language overly difficult, some students may have faced minor comprehension challenges. Meanwhile, the majority, 50.3%, agreed that the language used in the video was accessible and easy to understand, indicating that the adaptation effectively facilitated learning. Additionally, 27.3% of students strongly agreed that the language made it easier for them to grasp the material, highlighting the success of the linguistic approach in making the educational content more engaging and comprehensible.

With 77.6% of students agreeing or strongly agreeing that the language was easy to understand, it is evident that the Balinese-language adaptation was well-received. The integration of local language in multimedia learning not only enhances linguistic skills but also reinforces cultural connections.

The Satua Tong! Ceng! Pung! Pung! Jir! learning media utilizes the Balinese language, which has been translated from an Indonesian-language storybook. This linguistic adaptation serves multiple purposes. First, the use of Balinese in an educational setting fosters a sense of cultural identity and supports language revitalization efforts among younger generations. Additionally, the material was designed using basic to intermediate Balinese, ensuring that students could follow along even if they were not fully fluent. This progressive language immersion helps them develop confidence in using Balinese in both academic and social contexts.

Moreover, exposure to new words and expressions through audio-visual content allows students to expand their vocabulary naturally. Seeing and hearing words in context makes learning more intuitive and memorable. Since the material is presented in spoken Balinese, students can also use the video as a pronunciation model. Listening to fluent speakers enhances phonetic awareness and improves oral communication skills. Furthermore, as many students are more accustomed to Indonesian in formal education, the Balinese translation serves as a bridge between their daily language use and their academic learning. This method supports bilingual competence, allowing students to switch between languages more effectively.

By combining traditional storytelling with modern technology, this approach ensures that students develop linguistic, cognitive, and cultural literacy simultaneously. The positive response suggests that localized, culturally relevant educational content can effectively engage students while preserving regional languages.

4. The Material Helps Me Understand the Subject Matter Deeply

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	44	27.3	27.3	27.3
	4.00	80	49.7	49.7	77.0
	5.00	37	23.0	23.0	100.0
	Total	161	100.0	100.0	

Source: Dwijendra University, 2025.

The Satua Tong! Ceng! Pung! Pung! Jir! audio-visual learning media proved to be highly effective in enhancing students' understanding of the subject matter. Among the 161 respondents, 27.3% remained neutral, while a significant majority expressed positive feedback, with 23% agreeing and 49.7% strongly agreeing that the material helped them grasp the content more deeply. The use of audio-visual media played a crucial role in engaging students by presenting Balinese folktales in a dynamic and visually stimulating format.

Clear and vivid visualization enabled students to comprehend the storyline more effectively, as they could see the characters and events unfold in an animated manner rather than relying solely on textual descriptions. This approach significantly improved memory retention, as visual and auditory learning elements reinforced key aspects of the narrative, making the content more memorable. Additionally, the structured presentation of the story allowed students to break down and analyze its components, including the plot progression, character development, and embedded moral values.

Furthermore, the integration of animated storytelling encouraged critical thinking, as students were able to reflect on the lessons conveyed through the folktale and relate them to real-life experiences. The interactive nature of the video format also made learning more immersive, fostering curiosity and deeper engagement with the material. By combining cultural heritage with modern educational techniques, this learning media not only facilitated a better understanding of the subject matter but also strengthened students' analytical skills and appreciation for Balinese traditions.

5. The Video Presentation Is Engaging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	34	21.1	21.1	21.1
	4.00	77	47.8	47.8	68.9
	5.00	50	31.1	31.1	100.0
	Total	161	100.0	100.0	

Source: Dwijendra University, 2025.

The Satua Tong! Ceng! Pung! Pung! Jir! video presentation was highly engaging for students, as reflected in the survey responses. Among the 161 respondents, 21.1% remained neutral, while a majority found the video compelling, with 31.1% agreeing and 47.8% strongly agreeing that the presentation captured their interest. The visual and auditory appeal of the video played a crucial role in sustaining students' attention throughout the learning process.

The combination of animated storytelling, rich visuals, and immersive audio elements made the learning experience more interactive and enjoyable. Engaging presentations have been shown to increase student motivation, making them more receptive to the material being taught. The carefully selected video content ensured that students remained focused while absorbing key educational concepts embedded within the story. Additionally, the structured narrative allowed for seamless knowledge retention, helping students grasp and internalize the lessons more effectively.

Beyond its role as a teaching aid, the video also contributed to the preservation and appreciation of Balinese culture. By presenting traditional folktales in an engaging format, the learning media instilled a sense of cultural pride in students while reinforcing essential values of the Pancasila Student Profile. The use of appropriate teaching strategies further maximized the impact of the video, transforming it into a valuable tool for both educators and learners. This approach not only enhanced the overall learning experience but also ensured that cultural heritage remained a vital part of the educational curriculum.

5. CONCLUSION

Based on the findings discussed above, it can be concluded that Satua Tong! Ceng! Pung! Pung! Jir!, which encapsulates multiple dimensions of the Pancasila Student Profile, serves as a culturally relevant and pedagogically effective tool in shaping students' character and cognitive development. The transformation of this traditional Balinese folktale into an animated video learning medium has garnered overwhelmingly positive responses, with approval ratings surpassing 50% across multiple evaluative criteria. This indicates that integrating local wisdom through digital storytelling not only enhances students' engagement but also facilitates deeper comprehension and retention of moral and ethical values.

Moreover, the application of ethnopedagogy in this study has demonstrated a profound impact on elementary school students, reinforcing the significance of embedding indigenous knowledge into formal education. By leveraging traditional narratives in a modern educational framework, students are able to connect with their cultural heritage while simultaneously developing linguistic competence, critical thinking skills, and socio-emotional awareness. The high levels of agreement among students further underscore the effectiveness of utilizing localized content to align with national educational objectives, particularly in fostering the six dimensions of the Pancasila Student Profile: faith and piety, independence, collaboration, global awareness, critical reasoning, and creativity.

Given these results, the implementation of ethnopedagogical approaches in curriculum development presents a compelling alternative to conventional teaching methods, offering a sustainable strategy for cultural preservation while promoting holistic student development. Future research could further explore the long-term impact of such media on students' cognitive and socio-cultural competencies, as well as assess its adaptability to different educational contexts beyond Bali. Thus, the success of Satua Tong! Ceng! Pung! Pung! Jir! as an innovative learning medium underscores the transformative potential of integrating cultural narratives into contemporary pedagogy.

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