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## **From Wetlands to the World: Internationalizing Banjar Folktales through a Digital English Learning Module**

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### **Abstract**

This study investigates the development of an interactive e-module based on South Kalimantan folktales to enhance English language learning while internationalizing and preserving the local values of the Banjar tribe. Grounded in Hutchinson and Waters' (1987) framework of needs analysis, data were collected through questionnaires distributed to high school students (n = 159). The analysis explored five dimensions: (1) the need for digital materials; (2) interest in folklore-based learning; (3) understanding of local wisdom; (4) the relevance of folktales to ELT; and (5) expectations for e-module design. Findings reveal that students strongly support the integration of folktales into digital materials, valuing interactive multimedia features, bilingual formats, and cultural reflections. The study highlights the potential of folklore-based digital resources not only to foster English proficiency but also to strengthen cultural identity and internationalize indigenous heritage. The implications suggest that digital pedagogy can serve as a bridge between global education and local wisdom, positioning cultural-based e-learning as a contemporary response to both educational and intercultural challenges.



**Keywords:** Banjar folktales, e-module, English language learning, internationalization, local wisdom

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## 1. Introduction

The way students interact with English as a Foreign Language (EFL) has changed due to rapid advances in educational technology. Digital learning materials, particularly e-modules, are one of the emerging innovations that enable more effective independent learning by providing flexibility and interactivity (Mayer, 2009; Mutia et al., 2025; Wardani et al., 2025). However, globalization has raised concerns about the loss of cultural diversity and how it impacts local values (Aisyah & Rahmat, 2024). Academics increasingly emphasize the importance of incorporating local wisdom into digital pedagogy to address this issue. By internationalizing local wisdom through the education system, this approach aims to ensure that cultural identity is valued and preserved even amid the wave of globalization (Jusriadi et al., 2025; Fitrianto & Farisi, 2025). Therefore, incorporating elements of local culture into digital learning materials is not only about preserving cultural heritage, but also ensuring that the learning provided remains relevant and meaningful to students in this global era.

In line with this, folklore not only serves as a cultural heritage but also as an educational tool containing life values relevant to today's generation. Folklore reflects a society's outlook on life, forming norms and ethics that guide social behavior (McDowell, 2018). These values are closely related to social harmony, which encourages the creation of harmony in relationships between individuals and groups within society (Purwadi, 2012; Kanzunnudin, 2025). In the context of digital learning, integrating folklore as part of learning materials can enrich the learning experience, introduce students to the concepts of social values that apply in their society, and develop a deeper understanding of the importance of local culture in creating a balanced and harmonious society (Siswanto et al., 2022; Syahfitri, 2024; Kanzunnudin, 2025). In this way, the local wisdom contained in folklore can be internalized by students, not only as knowledge, but also as a basis for forming character and morality oriented towards social harmony.

One of the main challenges in learning English as a Foreign Language (EFL) is the lack of integration of local cultural elements into teaching materials, although folktales from South Kalimantan, particularly those related to the Banjar people, have great potential to enrich learning. These folktales not only contain relevant moral, social, and ecological

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values, but also reflect important principles such as harmony, mutual cooperation, honesty, loyalty, and deliberation, which are fundamental to the social life of the Banjar people (Haryanto, 2018; Arini et al., 2022; Hizraini & Fathony, 2023). Integrating these folktales into the English language curriculum can provide opportunities to introduce students to English vocabulary and structures through a deeper cultural context. Furthermore, the use of these materials can help students develop an understanding of the universal values contained in local folktales, while introducing them to the importance of respecting their own culture from a more global perspective. This supports the statement by Yonata et al. (2024, p. 96) who argue that English language teaching materials in Indonesia still focus on providing information or passive actions and provide less information about awareness of sociocultural values. Therefore, it is important for educators to explore and adapt local folktales as innovative learning resources in English language education, which can provide more contextual and meaningful learning.

This study seeks to bridge these gaps by developing an e-module based on Banjar folktales. The central aim is twofold: to enhance English language learning through engaging cultural content and to promote the internationalization of local wisdom in global education. By embedding indigenous stories into digital resources, this research responds to the growing demand for culturally relevant, technology-supported pedagogy.

### ***1.1. Research questions***

Despite clear technological and pedagogical advances, there remains a significant gap between students' needs for digital, modern, and interactive learning materials and those resources, especially those that are culturally relevant and contain local content. The current state of English language education in Indonesia, particularly in South Kalimantan, often underutilizes digital media, failing to capitalize on the powerful motivational and affective benefits that technology and local culture can offer. This study addresses this gap by conducting a comprehensive needs analysis to gather empirical data from students. The core research questions guiding this inquiry were:

- a. What are students' needs for digital English teaching materials in South Kalimantan?
- b. How interested are students in learning English through folklore-based materials?
- c. How do students understand and value the local wisdom contained in Banjar folktales?
- d. In what ways do students perceive the relevance of folktales to English language learning?
- e. What are students' expectations regarding the content, features, and design of a folklore-based e-module?

## ***1.2. Theoretical framework***

Three important areas that influence the development of Banjar folk tale-based e-modules are discussed in this part. The first area discusses e-modules and digital pedagogy, exploring how technology makes e-modules more accessible and students more independent. The second area examines folklore in language education, emphasizing its role in improving linguistic and cultural competence. Local wisdom and internationalization are emphasized in the third area, which emphasizes the preservation of traditional values in global education. Overall, these elements serve as the basis for this research.

### ***1.2.1. E-modules and digital pedagogy***

E-modules, as an innovation in digital learning, have opened up new opportunities in education by offering significant benefits to students. E-modules not only provide greater accessibility, allowing students to access learning materials anytime and anywhere, but also provide interactivity that encourages active engagement in the learning process. With features such as multimedia, interactive quizzes, and immediate feedback, e-modules enhance a more engaging and effective learning experience (Wulandari et al., 2020; Sari et al., 2024). Furthermore, e-modules provide autonomy to learners, allowing them to learn at their own pace and style, which significantly supports independent learning. The ease of access and flexibility offered by these e-modules make them a highly relevant tool for supporting learning in the increasingly digital era (Agustian et al., 2024). In this context, digital learning through e-modules plays a crucial role in creating a more inclusive, adaptive, and efficient learning environment.

In addition to providing flexibility and autonomy, e-modules utilize multimedia features such as video, animation, and interactive exercises to deepen learners' cognitive engagement (Mayer, 2009). The use of these elements not only makes the material more engaging but also facilitates the understanding of complex concepts through visual representation and a more immersive learning experience. Video and animation allow learners to dynamically observe processes or phenomena, while interactive exercises provide opportunities for direct application of knowledge, strengthening memory, and enhancing analytical skills (Aysolmaz & Reijers, 2021; Laksmi et al., 2021; Tugtekin & Dursun, 2022). Thus, e-modules go beyond simply conveying information; they also encourage learners to actively think, explore, and interact with the content, making the learning process more effective and meaningful. This approach aligns with the principles of cognitive-based learning, which emphasize the importance of actively processing information to achieve deep understanding.

### ***1.2.2. Folklore in language education***

Folklore has long been recognized as an effective tool in language learning because of its clear narrative structure, cultural familiarity, and moral values contained in it (Safitri, 2023; Ke Lomi et al., 2024). Narratives in folklore make it easier for students to understand

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vocabulary and grammar contextually, while the moral values conveyed help shape students' character and social understanding (Aprilliandari et al., 2024). In addition, folklore also introduces students to local cultural heritage, making them relevant and meaningful in the language learning process.

Folktales not only enhance linguistic skills but also deepen students' cultural understanding. By providing rich cultural contexts, folktales help students relate vocabulary to real-life cultural situations, strengthening reading and speaking comprehension. Exposure to the values and traditions within folktales allows students to use vocabulary in broader social contexts, improving fluency and overall communication skills (Sapulette & Solissa, 2024). Thus, folktales serve not only as a language learning tool, but also as a bridge connecting learners with their cultural heritage, enriching the learning experience holistically.

### ***1.2.3. Local wisdom and internationalization***

Folktales contain local wisdom that plays a crucial role in strengthening cultural identity and character building. Through narratives passed down through generations, folktales teach moral values, such as honesty and cooperation, which support the development of positive attitudes in students (Maryone, 2021). In language learning, folktales also help students understand cultural values while enhancing language skills through relevant vocabulary and structures. Thus, folktales not only enrich language skills but also strengthen students' character.

At the same time, presenting folktales in bilingual or digital formats offers significant opportunities for cultural internationalization. By presenting folktales in a wider range of languages, students not only learn about their local culture but also introduce this richness to a global audience. This allows local heritage to be more widely appreciated, transcending geographical boundaries, and enriching the world's cultural diversity. For example, e-modules or digital-based applications that present folktales in multiple languages will help enhance intercultural understanding and promote relevant local cultural values internationally (Indriastuti, 2015).

Integrating indigenous narratives into English language teaching not only enriches pedagogy but also positions education as a medium for cultural diplomacy. By using folklore as teaching materials, students can learn about profound cultural values while developing their language skills (Rustamov et al., 2024; Rohmat, 2024). This creates a space for intercultural interaction, where students can understand and appreciate differences and discover similarities across cultures. Through this approach, language is not only learned as a means of communication but also as a bridge to introduce and celebrate cultural diversity. Therefore, English language education that integrates indigenous narratives has the potential to be an effective tool in building a more inclusive and harmonious global understanding.

## 2. Method

This study employed a quantitative descriptive research design through a needs analysis survey based on the framework of Hutchinson & Waters (1987). This approach was deemed appropriate for gathering data on student perceptions, needs, and wants to systematically inform the subsequent development of the e-module. The population in this study was representative high schools across South Kalimantan. The sample consisted of 159 eleventh-grade students from three different senior high schools who voluntarily responded to the questionnaires of the need analysis. The eleventh-grade students were selected because they study narrative text, a genre of folklore. A closed-ended questionnaire was developed based on five research dimensions: (1) need for digital materials; (2) interest in folklore-based learning; (3) understanding of local wisdom; (4) relevance of folklore to ELT; and (5) expectations for e-module design, consisting of 50 items. The questionnaire utilized a 3-point Likert scale to measure levels of agreement, interest, and perceived importance. The survey was distributed online via *Google Forms*. The quantitative data from the *Google Forms* were exported and analyzed using descriptive statistics, including frequencies and percentages, for each item to summarize the participants' responses and identify clear trends and patterns related to each research question.

## 3. Findings and Discussion

The needs analysis conducted in this study refers to three main focuses proposed by Hutchinson & Waters (1987), namely needs, lacks, and wants. In this study, there are five sub-dimensions covered, namely (1) the need for Digital Teaching Materials, (2) Interest in Folklore-Based Learning, (3) Understanding of Local Values in South Kalimantan, (4) The Relevance of Folklore to English Language Learning, and (5) Expectations regarding the Content, Features, and Appearance of e-Modules.

### 3.1. Need for digital teaching materials

In general, students support the use of e-modules in English language learning. For more detailed data, see Table 1 below.

*Table 1. Need for digital teaching materials*

Need for Digital Teaching Materials	Response (%)		
	Agree	Neutral	Disagree
1. I need English teaching materials that are accessible digitally.	64,8%	34,6%	0,6%
2. I prefer to learn using e-modules rather than printed books.	32,7%	62,3%	5%
3. I feel more motivated to learn English if I use e-modules.	40,9%	56%	3,1%

4. E-modules make it easier for me to study anywhere and anytime.	69,8%	30,2%	0%
5. I want to learn English through interactive and visual media.	79,2%	20,8%	0%
6. I feel that English language learning currently does not make sufficient use of digital media.	42,1%	44,7%	13,2%
7. E-module helps me understand the material more quickly.	37,1%	61,6%	1,3%
8. I feel comfortable using my cellphone/laptop to study.	64,7%	34%	1,3%
9. I have used e-modules in English lessons before.	35,2%	40,3%	24,5%
10. I want teachers to provide e-modules to support learning.	48,5%	50,9%	0,6%

Based on the survey data in Table 1, there is a clear need among students for digital teaching materials. As many as 64.8% of respondents stated that they needed English learning materials that could be accessed digitally. However, when asked about their preference between e-modules and printed books, the majority (62.3%) were neutral. This shows that many students see advantages in both media. However, it should be noted that there was no significant rejection of e-modules, with only 5% of respondents stating that they disagreed. Overall, although printed books are still considered relevant by most students, these findings indicate a great interest in adopting e-modules as a more modern and interactive learning medium.

E-modules are considered to have great potential to increase motivation and flexibility in learning. Approximately 40.9% of respondents felt more motivated to learn English with e-modules. Although the majority (56%) were neutral, this potential remains significant. Previous studies have shown that e-modules increase student motivation through the availability of features that enhance student engagement in the learning process (Dari & Sudatha, 2022; Wulandari et al., 2020; Asri & Andaryani, 2024).

One of the most significant benefits of learning using e-modules is ease of access and flexibility. As many as 69.8% of respondents agreed that e-modules made it easier for them to learn anytime and anywhere. This ease of access/flexibility is an advantage of e-modules over other conventional learning media. Thus, e-modules enable students to study independently outside of class (Mutia et al. 2025), which ultimately increases their learning autonomy.

Students have a strong interest in interactive and visual learning media. This is evident from the 79.2% of respondents who want to learn English through media with these criteria. This desire is also reinforced by the perception that English language learning currently still lacks the use of digital media, as acknowledged by 42.1% of students. Therefore, the use of

e-modules designed with various multimedia features can address the need for digital media and increase the application of digital media in English language learning.

The majority of students (64.8%) also feel comfortable learning using their personal devices, such as cell phones or laptops. This shows that the infrastructure and habits of students already support the adoption of digital teaching materials that can be accessed through these devices. However, their understanding of the effectiveness of e-modules in helping them understand the material is still divided, with 37.1% of respondents agreeing and 61.6% of respondents being neutral. This is in line with students' varying familiarity with e-modules, with only 35.2% of students stating that they had used e-modules before. 40.3% of them were neutral, indicating uncertainty about whether they had used e-modules before. Meanwhile, 24.5% stated that they had never learned using e-modules. However, nearly half of the respondents (48.4%) stated that they wanted teachers to provide e-modules as learning aids. Based on these findings, it shows a strong interest in integrating technology into the teaching and learning process. In this case, these findings support previous studies (Sari et al., 2022; Alim et al., 2025) which state that students become more enthusiastic and enthusiastic when learning using e-modules.

### 3.2. Interest in folklore-based learning

In general, students support the use of South Kalimantan folklore in English language learning. For more detailed data, see Table 2 below.

Table 2. Interest in folklore-based learning

Interest in Folklore-Based Learning	Response (%)		
	Agree	Neutral	Disagree
11. I am interested in reading South Kalimantan folk tales.	61%	36,5%	2,5%
12. I know some folk tales from South Kalimantan.	56,6%	35,8%	7,6%
13. Learning with folk tales makes lessons more interesting.	60,4%	37,1%	2,5%
14. I want to learn English through folk tales.	47,2%	45,3%	7,5%
15. I feel proud when I learn about my own regional culture.	80,5%	19,5%	0%
16. Folk tales can be used as a fun learning medium.	76,8%	22,6%	0,6%
17. I find it easier to understand stories that are close to my culture.	57,8%	40,3%	1,9%
18. I want folk tales to be included in English lessons.	42,8%	54,1%	3,1%

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19. I am interested if folk tales are presented in interactive digital form.	62,9%	36,5%	0,6%
20. I want to introduce my local folk tales to outsiders.	67,3%	31,4%	1,3%

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The survey results show that high school students have a strong interest in integrating folklore into English language learning. As many as 61% of respondents are aware of the richness of folklore in South Kalimantan. Most of them, 56.6%, are also familiar with some of the folklore in their region. These findings indicate the relevance of using folklore in learning as teaching material that is close to the lives and backgrounds of students. In addition, 57.8% of students find it easier to understand folk tales that originate from their culture. This is supported by the opinion of Sapulette et al. (2024) that learning through folk tales makes the learning process more meaningful because students feel more connected to material that raises topics familiar to their lives.

Students' interest in folk tale-based learning is also reinforced by the views of 60.4% of respondents who feel that learning with folk tales is more interesting. Furthermore, 76.7% of respondents also consider folk tales to be an enjoyable medium. This is because folk tales contain narrative elements that make students more enthusiastic about learning. Sapulette et al. (2024) say that folk tales generally have unique storylines and are full of imagination, making them interesting for students to learn from.

Regarding the desire to learn English using folk tales, respondents were quite open. Although 45.3% of students were neutral, nearly half of the respondents (47.2%) expressed a desire to learn English through folk tales. This shows great potential for combining local cultural content with language learning. Previous studies have proven that folk tales can be used as contextual learning materials that bridge language learning (Marhaeni, 2013; Safitri, 2023; Ke Lomi et al., 2024).

The majority of respondents (80.5%) expressed pride when learning about their own culture. This fact provides strong support for the integration of folk tales into learning. Pride in local culture strengthens students' identity and increases appreciation for their own culture. The use of folk tales helps to increase understanding and appreciation of local culture, which is unfortunately often neglected in text-based learning (Sapulette et al, 2024).

As many as 67.3% of respondents expressed a strong desire to introduce folklore to a wider audience. This desire aligns with 62.9% of respondents who want folklore to be presented in an interactive digital format. The use of e-modules based on folk tales can be a digital learning tool that is easy to distribute and accessible to students from outside the region or even abroad. Presenting folklore in this digital format not only preserves cultural heritage but also makes it more engaging for modern learners accustomed to digital environments (Yehia & Alkhashil, 2025). Additionally, multimedia elements like videos,

animations, and quizzes can enhance the learning experience, providing a more immersive way to explore folklore (Saad et al., 2024). This approach has the potential to create a dynamic and inclusive learning environment that promotes cultural exchange and broadens students' horizons.

### 3.3. Understanding of local values in South Kalimantan

Regarding student interest in folklore-based learning, the respondents commonly answered the questionnaires variedly. The details can be seen in Table 3 below.

Table 3. Understanding of local values in South Kalimantan

Understanding of Local Values in South Kalimantan	Response (%)		
	Agree	Neutral	Disagree
21. I know that South Kalimantan has many folk tales.	72,3%	23,3%	4,4%
22. Folk tales contain many moral messages and positive values.	86,8%	12,6%	0,6%
23. I can mention local values contained in folk tales.	43,4%	51,6%	5%
24. I feel it is important to preserve the local culture of South Kalimantan.	74,2%	25,2%	0,6%
25. I understand folk tales as part of my regional identity.	67,3%	30,8%	1,9%
26. Local values such as mutual cooperation, loyalty and honesty must be taught in schools.	90,6%	9,4%	0%
27. Learning English with folk tales can help me get to know regional culture.	60,4%	36,5%	3,1%
28. I want friends from other areas to know about South Kalimantan folk tales.	74,2%	24,5%	1,3%
29. I feel that my regional identity can be known through folk tales.	77,9%	20,8%	1,3%
30. Folk tales can be a medium for preserving local culture.	86,1%	13,8%	0%

Most respondents (72.3%) knew that South Kalimantan has many folktales. The majority of respondents, 86.8%, believed that folktales are rich in moral messages and positive values. This is in line with the opinion of Qur'ani and Andalas (2019), who stated that folktales are full of local wisdom, including moral values, rules, and customs of the local community. Through folktales, students can learn valuable moral lessons filled with good values. Furthermore, based on the survey results, students demonstrated a strong understanding of the local values contained in folktales. 90.6% of students agreed that local values such as mutual cooperation, loyalty, and honesty should be taught in schools. This indicates that students view folktales not merely as entertainment but as an important source for character education. Furthermore, folktales rich in moral values are expected to foster sensitivity in

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students when facing social issues, so they can behave well in dealing with these problems (Permatahati et al., 2022).

Furthermore, the survey results underscore students' emotional attachment to their cultural identity. As many as 67.3% understand folklore as an integral part of their regional identity. This is in line with Maryone (2021), who states that folklore contains cultural values, ethical values, and social norms that are characteristic of the local area. Furthermore, 74.2% of students feel it is important to preserve local culture and they see folklore as an effective tool for preserving that local culture (86.1%). Aisyah and Rahmat (2024) also emphasize that folklore is an appropriate means of preserving cultural identity.

The desire to introduce this culture is also very clear, with 74.2% of respondents wanting to share their region's folk tales with outsiders. Students also consider folk tales to be a medium for introducing their regional identity (78%) to the outside world. This connection provides a strong foundation for the development of teaching materials that integrate language and culture. By using folktales as a tool, students not only promote their local traditions but also bridge cultural gaps, helping others understand their unique way of life (Avcu, 2025). Furthermore, incorporating these folk tales into educational materials allows learners to engage with their culture while developing language skills in a meaningful context (Ramli et al., 2024). The integration of cultural narratives in teaching also encourages respect and appreciation for cultural diversity, making it an essential part of global education. As such, folk tales can serve as a powerful resource to foster cultural pride while enriching language learning.

### ***3.4. The relevance of folktales to English language learning***

Regarding the fourth sub-dimension, most respondents agreed that the use of folktales can help English language learning in various aspects/skills. More than half of the respondents (55.3%) agreed that folktales can be used in vocabulary learning. A total of 40.3% of respondents were neutral and only 4.4% disagreed that folk tales can facilitate vocabulary learning. These findings suggest that most respondents believe that folk tales can support English vocabulary learning. Folktales typically use a variety of vocabulary in specific contexts, thereby helping students learn new vocabulary and enriching the vocabulary they have already mastered. Previous studies confirm that the use of folktales as a teaching medium has been proven to improve students' vocabulary mastery (Widyahening & Rahayu, 2021; Ke Lomi et al., 2024).

Then, 71.7% of students believe that folk tales can facilitate speaking and reading lessons. This shows that students view folk tales as having the potential to be effective speaking and reading learning materials in English lessons at school. However, only 32.7% of students stated that folk tales can facilitate grammar learning, and only 29.6% expressed a desire to learn writing using folk tales. The number of respondents who chose neutral regarding the

use of folk tales for grammar and writing was quite high, namely 60.4% and 56.6%. This high neutral response indicates uncertainty or perhaps a lack of experience among students in learning grammar and writing through folk tales.

When looking at the pattern, students show a preference for using folk tales in reading, speaking, and vocabulary learning compared to grammar and writing. This may be based on the respondents' experience, as English learning using stories is more common for reading, vocabulary, and speaking materials. After reading the story text, it is usually followed by vocabulary exercises. It is also not uncommon to have speaking sessions where students are asked for their opinions about the story, characters, or moral messages they get. Supriyati & Muhyidin (2023) revealed similar findings, namely that folk tales are mostly used for reading, listening, and speaking. There is still very little use of folk tales for writing. Although the respondents' interest in using folk tales for learning grammar and writing is relatively low, this actually provides an opportunity for researchers to find innovative approaches to utilizing folk tales for learning grammar and writing.

A significant number of respondents (41.5%) stated that folklore has the potential to be used in English project assignments. Folklore can be interesting learning material for various learning projects. For example, folklore can be developed into activities such as presentations, retelling, or converting stories and information into infographics and drama performances (Hermawan et al., 2023). Project assignments using folk tales can hone students' language skills, because in the process, students engage in reading, listening, and writing activities in processing and presenting these folk tales. To see more clearly, the data can be seen in Table 4.

*Table 4. The relevance of folktales to English language learning*

Relevance of Folk Tales to English Language Learning	Response (%)		
	Agree	Neutral	Disagree
31. Folk tales can help me learn English vocabulary.	55.3%	40.3%	4.4%
32. I can understand grammar more easily through folklore texts.	32.7%	60.4%	6.9%
33. Folk tales can be used to practice speaking and reading.	71.7%	27%	1.3%
34. I want folk tales to be presented in bilingual form (Indonesian-English).	66.6%	32.1%	1.3%
35. I can focus more on studying if the material is story-based.	36.5%	54.7%	8.8%

36. I want to learn to rewrite folk tales in English.	29.6%	56.6%	13.8%
37. Folk tales can improve my understanding of narrative text structure.	55.9%	41.5%	2.6%
38. Folk tales can be used as material for English project assignments.	41.5%	54.1%	4.4%
39. Folk tales can enrich the cultural context in learning English.	56.6%	41.5%	1.9%
40. Learning English through folk tales feels more fun than plain text.	44%	52.8%	3.2%

A total of 44% of respondents agreed that learning using folk tales was more enjoyable than using ordinary texts. Although 52.8% of respondents were neutral and 3.2% disagreed, these findings indicate that students show a preference for the use of folk tales in English language learning. In addition, 55.9% of respondents believed that folk tales could improve their understanding of narrative text structure. Folktales have often been used in narrative texts because they consist of a plot or sequence of events (Suryani et al., 2024). This is also in line with the characteristics of narrative texts, which contain stories with a clear plot. Furthermore, folktales are interesting and entertaining, which is in line with the purpose of narrative texts, which is to entertain readers.

Then, 56.6% of respondents agreed that folk tales can enrich the cultural context in learning English. Folk tales generally feature characters, stories, natural conditions, and beliefs of a particular local culture (Kanzunnudin, 2021). Students can learn to understand local culture and moral values and character through these folk tales. In the context of learning English, folk tales can serve as a bridge between language and culture, not only the target language (English) but also the culture from which they originate. By understanding the moral values and character traits found in these stories, students can expand their cultural awareness, empathy, and critical thinking skills. Therefore, integrating folk tales into the language learning process has the potential to strengthen students' affective and intercultural dimensions, making the learning experience more meaningful and relevant

### ***3.5. Expectations regarding the content, features, and appearance of the e-module***

Respondents' preferences regarding the content, features, and appearance of the e-Module can be seen in the table below (Table 5).

Table 5. Expectations regarding the content, feature, and appearance of the e-module

Expectations Regarding the Content, Features, and Appearance of the e-Module	Response (%)		
	Agree	Neutral	Disagree
41. E-modules should have attractive illustrations.	80.5%	19.5%	0%
42. I would like to have English audio narration in the e-module.	67.3%	30.8%	1.9%
43. E-modules should have interactive practice questions.	59.8%	39.6%	0.6%
44. I hope there is a mini dictionary in the e-module.	69.2%	30.2%	0.6%
45. The e-module should be accessible via mobile phone.	80.5%	19.5%	0%
46. I want animated videos of folk tales in the e-module.	72.9%	26.4%	0.7%
47. The e-module should provide a voice recording feature for speaking practice.	66.7%	30.2%	3.1%
48. The e-module should include a bilingual glossary.	75.5%	23.9%	0.6%
49. I want an e-module that can be used independently without the help of a teacher.	62.9%	31.4%	5.7%
50. E-modules should be equipped with summaries and value reflections.	73%	25.8%	1.2%

Based on the table above, respondents want e-modules that are interesting and use multimedia. The majority of respondents (80.5%) agree that e-modules should be equipped with interesting illustrations. Most respondents (72.9%) also stated that e-modules should be equipped with animated videos of folk tales. In addition to videos, e-modules should also include audio narration for folk tale reading materials (67.3%). This is in line with the principles of Multimedia Learning Theory (Mayer, 2009), which states that students learn more effectively when learning materials combine words with relevant visuals and sounds.

Most students (66.6%) want folk tales to be presented in bilingual form, namely in English and Indonesian. Presenting stories in two languages can fill the vocabulary gap between English and the mother tongue, allowing students to directly compare English vocabulary they do not understand with their Indonesian equivalents (Indriastuti, 2015). Presenting stories in a bilingual format has been proven effective for language learning, especially for understanding vocabulary and sentence structure (Ilma & Handayani, 2023).

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Respondents also felt it was necessary to add several interactive features to the e-module. Respondents wanted interactive exercises (59.8%) as follow-up activities to reading, listening, and watching videos of folk tales. This is important because interactive exercises can help test students' understanding after watching videos, listening, or reading folk tales. In addition, 66.7% of respondents hoped that the e-module would have a voice recording feature for speaking practice. This feature would give students the opportunity to practice their pronunciation and speaking skills.

Most respondents want e-modules that can be used independently without the help of a teacher (62.9%). Respondents also want e-modules to be accessible via mobile phones (80.5%). This is to support students' needs to access learning materials and study flexibly anywhere and anytime. Students also hope that the e-module will be equipped with a mini dictionary (69.2%), a bilingual glossary (75.5%), and a summary and reflection of values (73%). These features can serve as language scaffolding tools to make it easier for students to use and learn the e-module independently.

Based on the results of the needs analysis above, the majority of students need learning materials that can be accessed digitally. This reflects the students' need for technology-based English learning materials that support accessibility and flexibility in learning. This need is in line with modern learning trends that emphasize independent learning and the use of digital media as the main source of learning (Fikri, 2024).

Most students stated that current English language learning still lacks the use of digital media that is visually appealing and interactive. This is a gap between the available learning media and the needs of students. This gap provides a clear urgency to develop e-modules, especially those containing folk tale content with interactive features to support English language learning in schools.

Students expressed quite specific preferences regarding the e-modules to be developed. Primarily, students wanted e-modules that used multimedia, namely videos, audio, and text packaged with attractive illustrations. Students hoped that there would be interactive exercises to aid understanding after studying folk tales, as well as a voice recording feature to practice retelling stories (speaking). Students also want the e-module to be equipped with a mini dictionary, a bilingual glossary, summaries, and value reflections to facilitate learning. In addition, students emphasize that the e-module should be accessible independently using personal devices and can be used flexibly anytime and anywhere.

Overall, the innovation of developing interactive e-modules based on folk tales not only meets students' needs for relevant and accessible teaching materials, but also addresses the current gap in learning media. This approach is in line with the principles of developing educational technology teaching materials that focus on the real needs of users and the use of multimedia and interactive elements to improve the quality of learning (Fikri, 2024).

#### 4. Conclusion

This needs analysis has successfully established a robust empirical foundation for the development of an e-module based on South Kalimantan folktales. The findings demonstrate a clear student demand for such a glocalized material, which promises to enhance English language learning by making it more engaging, relevant, and culturally resonant, while also addressing an identified lack of quality digital media.

The primary theoretical implication is the contribution to glocalization in English language teaching, providing a concrete case study of operationalizing local wisdom as core pedagogical content. It demonstrates how digital technology can be harnessed for cultural sustainability.

The practical implication is the provision of a detailed blueprint. The next phase involves designing the e-module incorporating the specific multimedia, interactive, and scaffolding features demanded by students. Special attention must be paid to designing activities that explicitly explore local wisdom and creatively integrate grammar and writing skills, moving beyond students' current perceptions. Future research will involve developing and testing the efficacy of the e-module on students' language achievement and cultural awareness.

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