

Teachers' Perception of Interactive Video-Based Learning Media in Lampung Language Script Material for Grade 2 Elementary School

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Abstract

This study analyses teachers' opinions of interactive video-based learning media for teaching the Lampung language script to Grade 2 elementary school students in the Negeri Katon District, Pesawaran. Using a descriptive qualitative technique, data were acquired through semi-structured interviews and classroom observations with selected Lampung language teachers. The findings demonstrate that while teachers accept the benefits of interactive media—such as higher student engagement and enhanced retention—several challenges restrict its effective implementation, including limited access to resources, inadequate training, and infrastructural limits. The study underlines the significance of targeted professional development and technology support to increase the incorporation of these tools into regional language education. By addressing these limitations, interactive video-based learning has the potential to play a crucial role in revitalizing the Lampung language and fostering cultural preservation.

Keywords: Lampung language, interactive video-based learning, regional language education, teacher perceptions, qualitative study, educational technology, cultural preservation.

INTRODUCTION

The preservation of regional languages, such as the Lampung language, is crucial for retaining cultural identity and heritage. The Lampung language is currently designated as "vulnerable," suggesting a considerable loss in usage, particularly among the younger population. Recognizing this challenge, the province administration of Lampung has initiated revitalization projects targeted at increasing the usage of the Lampung language throughout families, schools, and communities. These initiatives are crucial not just for cultural preservation but also for sustaining a sense of local pride and identity among the Lampung people (Kupastuntas.co, 2023; Antaranews.com, 2023).

Regional languages, like Lampung, are the foundations of cultural heritage. They incorporate unique histories, values, and

traditions, serving as a distinguishing feature of a community's identity. Unfortunately, globalization and the power of national languages, such as Indonesian, have led to the progressive demise of these regional languages. This transition has produced a generational gap, as younger individuals often lack proficiency in their original language, leading to a potential loss of cultural richness and diversity (Ariyani et al., 2021; Purwani et al, 2024)

Interactive media is altering modern education by offering innovative and engaging learning approaches. For regional languages like Lampung, video-based interactive learning tools provide an efficient technique of boosting students' understanding and retention. These tools can make teaching on the Lampung script more interesting, particularly for young learners who might find standard techniques less appealing (Purwani et al, 2024; Lesteri et al., 2024)

Despite its potential benefits, the use of interactive media for teaching the Lampung script confronts various obstacles to overcome. Educators frequently lack access to necessary resources or expertise to use technology into their teaching practices effectively. Additionally, there may be resistance from parents and communities who favor national languages over local ones. Addressing these limitations is crucial for guaranteeing the successful deployment of new teaching methods in Lampung elementary schools (Astriawan et al., 2024).

The poor incorporation of contemporary instructional technologies, such as interactive video-based learning, for the Lampung language reveals a substantial gap in educational practices. While revitalization attempts are underway, the extent to which teachers consider these tools as beneficial for teaching regional languages remains uncertain. Understanding their perceptions is essential for designing strategies to incorporate these tools into existing curriculum and improve students' learning experiences (Purwani et al, 2024)

The purpose of this study is to evaluate teachers' perspectives of the use of interactive video-based learning media in teaching the Lampung language script to Grade 2 students. Understanding these impressions is vital to evaluate the usefulness of such tools in increasing learning outcomes and resolving problems associated with teaching regional languages. This study holds major value as it leads to the creation of new and successful teaching ways for conserving regional languages like Lampung. Additionally, it emphasizes the potential of interactive learning tools to revolutionize local education systems, making language learning more engaging and accessible for young learners.

METHOD

The research adopts a descriptive qualitative technique to explore the perceptions and experiences of Lampung language teachers in the Negeri Katon District of Pesawaran. This method is particularly helpful for analysing

complicated phenomena, since it allows for in-depth insights into participants' views regarding interactive video-based learning material. The participants in this study are selected based on particular criteria: they must be primary school instructors with experience in teaching the Lampung language script. This focused sampling ensures that the data acquired is relevant and rich, offering a full knowledge of the educators' opinions. Data collecting strategies include semi-structured interviews, which encourage open-ended discussions that can reveal nuanced ideas, and classroom observations, which allow researchers to assess how these interactive tools are used in real educational contexts. This combination of methodologies helps to triangulate data, boosting the validity of the conclusions by comparing insights from multiple sources (Zacharias, 2018; Mirhosseini & Pearson, 2024).

For data analysis, a thematic analysis technique is performed to find patterns and themes within the qualitative data obtained. This involves categorizing the data from interviews and observations to categorize replies and identify major trends linked to the effectiveness of interactive video-based learning medium. The theme analysis technique is systematic, allowing researchers to make significant conclusions about instructors' opinions and experiences while also exposing potential impediments to applying innovative instructional technologies. By applying this rigorous analytical methodology, the study seeks to give useful insights into the pedagogical practices surrounding the Lampung language, ultimately influencing future educational initiatives and policies targeted at revitalizing this regional language (Richards et al, 2012; Mirhosseini, 2020).

FINDING AND DISCUSSION

Findings

The study revealed that teachers in the Negeri Katon District demonstrated various levels of expertise with interactive video-based learning material. While some educators expressed confidence in employing technology, others reported a

lack of expertise, which can hamper the efficient integration of these tools into their teaching practices. One teacher said, "I have used videos in my classes before, but I still feel unsure about how to make them engaging for my students." This perspective reflects a broader trend where familiarity with technology does not always transfer into successful instructional practices. The findings indicate that while there is a readiness to use interactive media, significant gaps in training and assistance exist.

The perceived benefits of employing interactive video-based media were especially positive among the teachers interviewed. Many educators stated that such medium boosted student engagement, understanding, and recall of Lampung script material. One teacher commented, "When I use videos, my students seem more interested and they remember the lessons better." This correlates with prior studies that shows the effectiveness of multimedia in encouraging active learning and enhancing educational results. The capacity of interactive movies to deliver information in a dynamic way allows pupils to envision concepts, which is particularly good for language acquisition.

However, certain barriers were discovered that prevent the successful use of these teaching tools. Teachers reported challenges relating to accessibility, technical skills, and time restrictions as significant hurdles. For instance, one teacher remarked, "I want to use more videos, but sometimes the internet connection is too slow or unreliable." This represents findings from earlier studies demonstrating that infrastructural limitations might greatly affect the application of technology in education. Additionally, a lack of training on how to successfully generate and utilize interactive material further exacerbates these difficulties.

Discussion

Comparing these findings with other studies on interactive media in language acquisition finds both similarities and contrasts. Previous research has repeatedly

shown that multimedia technologies can boost student engagement and learning results (Al-Ghurbani et al, 2022; Alaboudi & Alharbi, 2021; Ghasemi & Hashemi, 2011; Chouthaiwale & Alkamel, 2018). However, the distinctive setting of regional language education brings specific obstacles that may not be as apparent in mainstream language learning. For example, while many studies stress the significance of technology in strengthening standard language curriculum, the incorporation of regional languages like Lampung requires specific approaches that incorporate cultural relevance and community support (Agustina et al., 2022; Rachman & Zulfatussoraya, 2024; Rusminto et al, 2018; Ariyani et al, 2022)

The implications of instructors' judgments on the future acceptance of technology in regional language instruction are considerable. If educators regard interactive video-based media as desirable yet face challenges to deployment, it is vital for educational stakeholders to overcome these gaps. Providing focused professional development and resources could encourage wider utilization of technology in teaching regional languages. As one instructor explained, "With more training and better resources, I believe we can make our lessons much more effective." This shows that fostering an atmosphere conducive of technological integration could lead to enhanced educational practices and outcomes for Lampung language learners.

To increase teacher training and resource availability, various ideas come from this study. First, providing thorough training programs centred on both technical skills and pedagogical strategies for using interactive media is crucial. Additionally, offering reliable access to technology and internet connectivity will equip teachers to employ these tools efficiently. Collaboration with local educational institutions could help boost resource sharing and provide continuous support for educators. By addressing these crucial areas, stakeholders may create a more suitable environment for

integrating interactive video-based learning into regional language teaching.

CONCLUSION

This study emphasizes the potential of interactive video-based learning tools to promote the teaching and learning of the Lampung language script in primary schools. Teachers in the Negeri Katon District appreciate the benefits of these tools, notably in boosting student engagement, understanding, and retention. However, problems such as restricted access to resources, poor training, and infrastructural constraints obstacles their effective implementation. Addressing these limitations through targeted professional development, effective technological infrastructure, and community support is essential to fully realize the potential of interactive media. By establishing a supportive environment for educators, this strategy can assist considerably to revitalizing the Lampung language and maintaining its cultural heritage for future generations.

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