# Integration of Tradition-Based Digital Storytelling Using Artificial Intelligence: Paulo Freire's Perspective and Pancasila in the Learning Process

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| Article Info | Abstract |
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| | *The purpose of this study is to integrate Paulo Freire's ideas and Pancasila into the learning process of digital storytelling, which is rooted in cultural traditions and enhanced by artificial intelligence. It is expected that by combining Freire's thought with the values embedded in the Pancasila Student Profile, education can serve as a tool to empower future generations, not only to develop intelligence but also to cultivate the courage to defend social justice and diversity. To obtain theoretical data, this research employs a qualitative approach and uses literature review techniques to examine and compare various sources. Data were collected from articles and scholarly journals relevant to the research objectives. The findings indicate that Paulo Freire's ideas and Pancasila continue to hold significant value and can be applied in modern education, which emphasizes both technology and humanity. Freire's and Pancasila's principles of "Education for Liberation" can be sustained within Indonesia's educational system through the use of technology that supports educational principles, such as individualized learning and collaborative learning. For the advancement of contemporary education, the principles of freedom, responsibility, and collaboration upheld by Paulo Freire and Pancasila provide a valuable foundation.* |

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## 1. INTRODUCTION

The Industrial Revolution 4.0 and globalization pose major challenges for education in fostering students who excel academically while remaining grounded in local cultural values (Çayir, 2023). Balancing the latest technological advancements, such as artificial intelligence (AI), with the preservation of local wisdom as a national identity is one of the crucial challenges. Both aspects are becoming increasingly important, especially in the learning process, which shapes character and national identity.

With the advancement of technology, innovation in learning media is needed to make lessons more engaging and less monotonous for students, especially in cases where learning relies solely on text. To support the diversity of students' learning styles, teaching materials must be adapted to their needs and preferences. One way to achieve this is by utilizing a multimodal design that incorporates various media components, including images, videos, text, and audio. This innovation aims to transform learning into an interactive and meaningful process that is no longer teacher-centered.

Teaching materials tailored to students' characteristics can enhance their motivation and encourage deeper learning (Furkan & Yanti, 2023; Hosseinzadeh et al., 2024). It also helps students to understand and retain the subject matter. Furthermore, the purpose of applying technology in education is to improve students' ability to use, comprehend, and critically interact with technology (Kurniawati et al., 2025).

Past learning models generally relied solely on text. However, technological advancements, particularly artificial intelligence (AI), now make it possible to create more innovative and engaging learning materials. According to several studies, the use of such learning media has proven effective as a pedagogical tool in the teaching and learning process. Educators can integrate various learning resources when designing their instructional materials (Diaz, 2024; García-Cañarte & Ocaña, 2024). The selection of media must be carried out carefully, taking into account learning needs, student demographics, and the validity of the instructional content. In addition, teaching materials should be diverse to enhance students' understanding and connect them with social sciences, natural sciences, and local wisdom.

Education based on local wisdom can help address this issue. This character education method teaches students essential values that shape national identity. It integrates learning materials, local wisdom, and character formation. Character education rooted in local wisdom instills values indirectly through local traditions as a medium for delivering lessons (Jufrida et al., 2021). Creating digital storytelling rooted in local culture is more than simply transforming stories into digital form; it is a process designed to preserve and pass on cultural identity to future generations. Regional traditions possess entertainment appeal, but they also embody morality, community values, and life perspectives that must be instilled in the nation's youth. Educators can utilize these traditions as effective and enjoyable learning materials, presented in ways that are engaging and aligned with contemporary developments.

Storytelling is a way of communicating stories or events through audio and visual means, either by narrating or singing. Storytelling is a method by which individuals can express their emotions, experiences, desires, and hopes (Rafiola et al., 2022). According to Rahiem (2021), storytelling is an effective educational method that can significantly improve children's language skills. The use of stories in early childhood education is crucial because it helps children understand the flow of a narrative and captures their interest. Storytelling not only conveys cultural and moral values (Maureen et al., 2022), but also helps children acquire better vocabulary and absorb moral lessons (Hidayati, 2019). Therefore, it is highly recommended to instill stories based on local wisdom from an early age (Darihastining et al., 2020).

Digital Storytelling (DST) is a way of documenting cultural stories or practices digitally, such as through videos, audio recordings, infographics, or other interactive media. This method is more effective in capturing the attention of younger generations exposed to digital technology, while also facilitating the preservation and dissemination of traditional knowledge. The study by Affrida et al. (2020) found that Digital Storytelling (DST) can connect traditions with modern developments, enabling indigenous communities to present their cultural narratives in a more engaging and comprehensible manner without diminishing their philosophical essence. Furthermore, Madi and Zalmi (2025) emphasize the importance of using digital technology inclusively and responsibly in preserving culture, as technology serves to empower rather than damage culture itself. Therefore,

Digital Storytelling (DST) is a collective effort to sustain culture in the era of Society 5.0 by integrating technological innovation with local wisdom.

Research on learning based on local wisdom has previously been conducted by Achmad (2021), who studied learning that refers to local wisdom and found that the values contained within it can be utilized in education, as every culture possesses noble values that are beneficial in various aspects of life, such as education, economy, society, and religion. In addition, Ottu et al. (2024) stated that local wisdom can be used as a learning material. Ismawati & Ramadhanti (2022) and Juwika (2023) carried out studies on the potential use of artificial intelligence (AI) in education. They found that AI can enhance the efficiency and effectiveness of the learning process and overcome limitations that are often faced by humans in education.

New possibilities for designing a more flexible and contemporary curriculum have emerged as a result of technological advancements, particularly artificial intelligence (AI) (Barizi & Yufarika, 2025). Artificial intelligence (AI) supports more accurate assessments, better management of educational data, and individualized learning processes. This technology also helps students understand how the brain functions during learning and other factors that influence success, such as motivation, emotions, stress, and environmental conditions. In addition, principles derived from local culture and nature-based approaches are essential in the learning process.

Learning that integrates the environment and local culture can help students strengthen their identity, character, and connection with the surrounding community. Contemporary curricula, which tend to emphasize cognitive and technological aspects, often overlook the integration of these values. Therefore, comprehensive research on the incorporation of technology (AI) and local wisdom into the curriculum is necessary. It is expected that this integration will produce a learning system that is both relevant to the local context and competitive at the global level. The purpose of this study is to utilize artificial intelligence rooted in indigenous traditions to improve the quality of learning while adhering to Pancasila values as its foundation.

## 2. METHOD

By adopting the perspective of Paulo Freire and the values of Pancasila, this study aims to provide insights into how to enhance the effectiveness of learning by integrating artificial intelligence and local wisdom. This research employs a qualitative approach and collects data through a literature review, which involves examining and comparing various sources to obtain theoretical data. Data were gathered from articles and scientific journals relevant to the research objectives. The research process follows the steps proposed by Bogdan (Sugiyono, 2022), namely: orientation, which refers to the description of the collected data; reduction, which means simplifying the information obtained; and selection, which involves integrating the results of in-depth data analysis into a knowledge framework.

## 3. RESULTS AND DISCUSSION

**Digital Storytelling Based on Indigenous Traditions Using Artificial Intelligence: The Perspective of Paulo** Freire **and Pancasila**

Artificial intelligence (AI) has become an essential part of current educational technological advancements, helping to preserve local wisdom and encourage innovation in learning. Rather than

replacing the role of teachers, this digital transformation aims to improve the quality of learning by using technology that can adapt to the cultural diversity of Indonesia. AI is particularly useful in recording and preserving local cultures that are at risk of disappearing. Cultural heritage such as folktales, regional songs, and traditional craft skills can be stored in digital formats with the help of technologies such as voice and image recognition. To apply AI effectively in culture-based education, it is first necessary to identify local cultures by incorporating key figures from customs and local communities. The collected data, such as local languages, traditional music, or customary rituals, is then used as AI training material. AI models must be trained to remain neutral and unbiased toward any particular culture, and data collected directly from various regions should be used to ensure accuracy. Once prepared, AI can tailor learning experiences to meet individual needs. For example, it can present folktales that capture students' interest or provide quizzes with varying levels of difficulty depending on the vocabulary mastered by students in a given region. In addition, technology can be used to create immersive and authentic learning environments, replicating actual cultural atmospheres (Jiang et al., 2022).

In today's digital era, the rapid advancement of information technology can transcend cultural differences and erode national identity. Therefore, it is expected that in the teaching and learning process, an understanding of local wisdom will help students strengthen their literacy culture so that they are not easily influenced by foreign cultures that are increasingly accessible. Local wisdom provides noble values and valuable life lessons. According to Sakti et al. (2024), incorporating local wisdom into education is an important step to enhance a nation's resilience. Learning based on local wisdom has the ability to represent relevant social principles in a particular region. Learning rooted in local wisdom also has the capacity to integrate local values, which can foster students' respect for local wisdom as a national identity (Mursalim et al., 2025). Therefore, teachers must consistently incorporate learning materials grounded in local wisdom into their lessons.

In addition, artificial intelligence (AI) helps in recording and safeguarding conventional knowledge that may otherwise be lost. AI contributes to the preservation of cultural heritage so that it can be enjoyed by future generations through the digitization of folktales, regional songs, and orally transmitted traditions (Zhu & Liu, 2025). Students in schools can access this collection of local cultural data through digital platforms, making the learning process more engaging and more closely connected to their daily lives. However, many obstacles hinder this implementation. The most prominent challenge is the disparity in technological access between urban and rural areas (Amalia et al., 2022). Not all schools have reliable internet connections and sufficient hardware, which limits the utilization of AI (Alditia, 2024). To provide equal technological infrastructure, governments, educational institutions, and companies must collaborate. In addition, continuous competency development and ongoing training are essential for teachers so that they can maximize the use of AI technology in the learning process.

Digital storytelling (DST) based on local traditions has been proven effective in improving students' learning quality. This finding is supported by global research showing that Digital Storytelling (DST) generally enhances students' speaking skills by combining stories, visual media, and emotional elements (Nair, 2021; Wu et al., 2020). DST encourages longer and more fluent speech. Because students have a narrative framework and visualization, they become more confident in speaking (Setiawan, 2023). According to Rodríguez (2021), culturally rooted stories can increase

students' sense of ownership of the learning material. DST also facilitates repeated recordings without requiring students to speak directly in front of their classmates. This aligns with Setiyorini (2025), who emphasized that user-friendly platforms such as voice recordings and WhatsApp videos can build confidence through repeated DST practice. A study by Azizah (2024) showed that simple DST applications, such as Kinemaster and Canva, make the production process easier. According to this study, user-friendly applications can improve pronunciation accuracy and fluency in students' work. In addition, learning through DST encourages students to collaborate in situations where they share ideas about selecting visual elements, structuring stories, and determining background music. Solissa's (2024) findings confirm that DST enhances social values and helps students work together.

Digital Storytelling (DST) using AI offers a new style for the dialogical approach initiated by Freire. Online forums, organizational social media, and virtual classrooms allow people to interact without geographical boundaries. However, questions arise as to whether these digital interactions are truly dialogical or merely an illusion that disguises one-way communication. Freire did not oppose technology in education, according to Boyd (2016). Instead, he encouraged teachers to critically evaluate technology, consider its influence, and use it to seek and generate knowledge collectively. Therefore, rather than reinforcing the power of a particular group, technology should serve as a tool to ensure equal access to knowledge.

The idea of Paulo Freire's critical pedagogy has inspired several positive practices in Indonesia:

1) Community-based education is a learning approach that prioritizes active community involvement throughout the educational process, from planning to implementation. According to Umberto Sihombing, communities plan and organize education by utilizing technological advancements to improve their quality (Anwar & Shawmi, 2023). Paulo Freire shared a similar perspective (Aisyah & Rani, 2023). John Dewey emphasized that community-based education aims to develop local potential, increase community contributions, and advance institutional innovation to enhance the quality and reach of education (Setiawan et al., 2022). Community-based education is a model that highlights the important role of communities in the educational process and seeks to empower them through the utilization of resources and technology. This approach also aims to mobilize local assets, increase citizen participation, and encourage institutional innovation to ensure that everyone has equal access to education.

   Community-focused education helps students develop better critical thinking skills because it provides them with real-life experiences and opportunities to collaborate with various community groups (Kollo & Suciptaningsih, 2024). By engaging in projects that involve the community, students can apply the knowledge and skills they have learned in real-world contexts. This encourages them to think critically about different issues. In addition, interaction with community members from diverse backgrounds and perspectives helps students to experience empathy and become more open-minded. Both of these qualities are essential for effective critical thinking when facing complex problems (Kollo & Suciptaningsih, 2024).

2) The perspective of critical education states that a local curriculum is an educational plan that prioritizes critical thinking, problem-solving, and social justice within a particular community or region (Zarmin, 2022). This curriculum development approach, which focuses on local issues and perspectives, aims to provide education that is more relevant, meaningful, and impactful for students and their communities. The main objective of this curriculum is for students to actively

interact with their surroundings, question oppressive structures, and contribute to creating positive change in their environment (Isnaeni).

The increase in social awareness and students' willingness to participate in activities is one of the major benefits of incorporating critical education into the local curriculum. Students become better prepared to identify and address the sources of social problems in their communities by enhancing their critical thinking and problem-solving skills (Manikutty et al., 2022). This can produce citizens who are more caring and knowledgeable while instilling a strong sense of social responsibility in the younger generation. In addition, students can experience the connection between education and everyday life by linking learning materials to local issues and values. As a result, the learning process becomes more relevant and memorable (Ahmad Dhomiri et al., 2023). Ultimately, incorporating critical education into the local curriculum can be a way to build a more just and equitable society for all its citizens.

Three key points underscore the significance of embedding Pancasila values within the national education curriculum, namely the integration of digital storytelling rooted in local traditions and the strategic utilization of artificial intelligence (AI):

1) Pancasila values are widely disseminated through artificial intelligence (AI), particularly via digital platforms that appeal to younger generations. According to Zulfa (2025), AI can be employed to convey Pancasila messages across the internet more persuasively and engagingly. For instance, algorithmic systems that prioritize nationalist content and educational chatbots may serve this purpose. Consequently, technology is not merely a technical instrument; it also embodies an ideology.

2) Although AI offers numerous opportunities to adapt the curriculum, several ethical issues must be taken into account. According to research conducted by Khatimah (2025), the use of AI in education may give rise to concerns such as privacy, algorithmic bias, and the potential reduction of human interaction in the teaching and learning process. Baker and Hawn (2022) further argue that predictive algorithms in educational systems can exacerbate social inequality if the training data lacks diversity. Therefore, to ensure that the development of artificial intelligence aligns with principles of justice in society, Pancasila values are crucial—particularly the second principle of just and civilized humanity and the fifth principle of social justice.

3) Zulfa et al. (2025) emphasize that national education faces two major challenges: adapting to global technological changes and preserving national identity. Although artificial intelligence (AI) can support the Pancasila Student Profile by offering flexible and value-based learning, it requires the application of Pancasila as a fundamental moral principle in curriculum design. Therefore, the benefits of AI in Indonesian education should extend beyond merely enhancing efficiency; it should also serve as a tool to strengthen national identity.

According to the author, Paulo Freire's ideas on education as a method of liberation are aligned with this study. Freire (1970) emphasized the importance of education in freeing individuals from systemic oppression by fostering critical consciousness. Grounded in Pancasila values, the use of artificial intelligence (AI) can be regarded as a form of digital liberation. This entails employing technology to reinforce social justice and national identity, rather than merely enhancing technical capabilities. Consequently, the incorporation of AI into the national curriculum may serve as a means of emancipation rather than a tool of control. One distinction

between Freire's concept and the integration of Pancasila into AI is that Pancasila functions as a moral compass, providing ethical guidance in navigating the digital information landscape. In other words, the national ideology can be utilized to strengthen global theories of technological ethics by offering a normative foundation more attuned to Indonesia's context.

**Integrating** Digital **Storytelling Based on Indigenous Traditions through Artificial Intelligence: A Paulo Freire and Pancasila Perspective**

Advancing digital storytelling rooted in local culture is an effort intended to preserve and transmit cultural identity to future generations, rather than merely converting stories into digital form. Beyond providing entertainment, indigenous traditions offer essential moral lessons, social norms, and life philosophies that should be learned from an early age. These narratives can serve as effective and engaging learning materials when presented in ways that are both appealing and relevant to contemporary contexts (Qureshi et al., 2025). Incorporating local cultural elements into digital storytelling techniques is crucial for safeguarding cultural heritage and instilling character values. Folktales, myths, and legends rich in local wisdom can function as a foundation for building appropriate social and cultural values in shaping students' identities. Through learning rooted in their local culture, students gain a deeper understanding of their environment and strengthen their pride in their cultural heritage. Digital storytelling that highlights local cultural themes thus provides two primary benefits: it serves as an effective medium for learning and as a tool for cultural preservation (Sawitri, 2024).

A new approach that employs digital technology to reconstruct and share local cultural heritage through various media, such as narrative visualization, audio recordings, video, and animation, is known as digital storytelling. Applications such as Canva and CapCut, which incorporate local cultural elements into more engaging digital formats, have facilitated educators in developing learning materials. Training programs for educators can further support the creation of digital storytelling about local culture by utilizing basic animation, audio recordings, and images. This demonstrates that digital storytelling not only enhances learning but also contributes to keeping culture alive in the digital era.

Kasmawati et al. (2024) found that students' interest and cultural understanding can be enhanced through learning that incorporates local wisdom. Elementary school students experience more relevant and profound learning outcomes through the use of digital storytelling. Consequently, digital storytelling techniques serve as an effective method for character development in children by presenting narratives that resonate with their everyday lives. Furthermore, Wirda (2025) emphasizes that community participation in the creation of digital media grounded in local culture is essential, as it has the potential to increase content authenticity and strengthen students' connection to their cultural environment. Such involvement ensures the sustainability of cultural preservation programs. In addition, Saputra (2025) argues that interactive and exploration-centered learning environments can foster children's social and cognitive development. The use of technology in digital storytelling enables students to actively engage with content, cultivate curiosity, draw conclusions, and even create new stories based on their own cultural experiences.

The author argues that, in preserving Indonesia's diversity, local wisdom should be integrated into digital narratives supported by artificial intelligence. This approach aligns with the concept of

liberatory education developed by the Brazilian revolutionary educator Paulo Freire. It is possible that Indonesia's education system will move toward empowerment and social relevance by combining Freire's ideas with Pancasila values. Freire established an egalitarian dialogue between teachers and students, emphasizing the importance of critical consciousness in education. According to him, education should not merely involve teachers depositing information into students—a method he referred to as the 'banking model of education,' in which students are treated as passive recipients without opportunities for critical thinking. Freire criticized this model for perpetuating social injustice and limiting students' capacity for independent understanding. Instead, he emphasized that education must be dialogical and collaborative, enabling students to think and actively participate in the learning process (Asman, 2023; Madkan et al., 2025).

This idea is consistent with the principles contained in Pancasila, particularly the fourth principle, which emphasizes 'Democracy guided by the inner wisdom of deliberations among representatives,' highlighting the importance of consensus and active participation of all parties. Freire's theory of dialogical education, which stresses collaborative learning between teachers and students as equal individuals, reinforces the values of cooperation and democracy that are characteristic of Indonesian culture. Freire also underscores the importance of adapting education to the social conditions of students. This means that the learning process must align with students' contexts and needs, making it easier for them to understand and relate the material to their own experiences. Such a method is highly effective in instilling Pancasila principles in everyday life. As the nation's foundation, Pancasila must be embedded in every aspect of education. It should not only be studied but also internalized as a guide for life and reflected in daily practice.

In accordance with the fifth principle of Pancasila, 'Social justice for all the people of Indonesia,' Freire also emphasized the importance of education in realizing social justice. He argued that liberatory education not only teaches individuals to overcome their own problems but also encourages them to contribute to societal progress. Education that focuses on social justice fosters students' awareness of issues within their environment and motivates them to collaborate in bringing about positive change. Implementing Freire's ideas within the Indonesian education system, however, is not without challenges. The primary difficulty lies in the need to transform teachers' mindsets and the traditionally vertical and dominant educational structures. For Freire's dialogical approach to succeed, teachers must receive training to facilitate learning processes that more actively engage students and cultivate reflective abilities. Moreover, it is essential to adapt Freire's concepts to the cultural diversity and social conditions present in Indonesia.

According to the author, there are highly promising prospects for this integration. By combining Paulo Freire's ideas on liberatory education with Pancasila values, it is possible to establish an educational system that emphasizes students' comprehension of subject matter alongside the development of profound social awareness, independence, and empowering critical thinking skills. This educational approach will foster a generation better prepared to uphold national identity that values justice and diversity while simultaneously addressing global challenges.

Education is essential for transforming both society and individuals, as Paulo Freire stated: 'Education does not change the world. Education changes people. People change the world.' Freire argued that education is a tool for fostering individual growth and empowerment, rather than

merely a mechanism for producing change in the world. He believed that education provides individuals with knowledge, analytical thinking skills, and the awareness necessary to resist injustice and take concrete action. Education enables broader transformation, which in turn reshapes and influences the world toward justice and equality. Integrating Freire's ideas with Pancasila principles inspires hope that education can serve as a platform for empowering future generations who are not only knowledgeable but also courageous in advocating for social justice and diversity. Freire's quotation reminds us of the power of education in shaping resilient individuals capable of making a positive and sustainable impact on their environment. Together, we can build an Indonesia that is more inclusive, just, and socially conscious (Bolin, 2017; Pietersen, 2022).

## 4. CONCLUSION

A learning method that integrates local wisdom and artificial intelligence can strengthen students' identity, enhance their appreciation of cultural diversity, and facilitate intercultural communication. In the field of education, the use of traditional practices in digital storytelling serves two purposes: to improve the quality of learning and to preserve and expand local culture in an era increasingly dominated by globalization. This study is expected to assist teachers and policymakers in designing curricula that are more aligned with the context and needs of society. Pancasila values and Paulo Freire's ideas remain relevant and applicable in modern education, which prioritizes both technology and humanity. Within Indonesia's education system, the application of technology consistent with educational principles—such as individualized learning and collaborative learning— can realize Freire's vision of 'Education for Liberation' and the ideals of Pancasila. From the perspectives of Paulo Freire and Pancasila, the principles of freedom, responsibility, and cooperation serve as essential guidelines for modern education.

## 5. ACKNOWLEDGMENTS

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