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Language Learning Media Development Innovation: Maximizing the Use of Artificial Intelligence (AI) Technology

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ABSTRACT

Objective: This research aims to develop viewing learning media that instill a sense of caring, responsibility, honesty, discipline, and independence in junior high school students, thereby forming a strong foundation for their future personality. This also supports the digitalization of learning and the independent curriculum program that the government has launched. **Method:** The research method used is qualitative, focusing on the development of learning media in the form of animated videos. The research design, as articulated by Creswell (2009), facilitates an in-depth exploration of the phenomenon of AI implementation in language learning media. **Results:** Leonardo AI is a platform that creates artificial intelligence characters combined with art, allowing users to easily and quickly create various characters according to their wishes. By using AI, researchers can integrate educational values including religiousness, integrity, responsibility, caring, discipline, humility, courage, patience, obedience, optimism, and hard work. **Novelty:** The research findings suggest that, in the future, teachers will be able to proactively explore various sources of information to increase their capacity to use AI to create learning media. Apart from that, schools are also expected to provide special training facilities for teachers to understand and operate AI to support the learning process.

INTRODUCTION

Technology allows the presentation of learning materials in interactive formats, such as videos, quizzes, and simulations. These formats not only attract students' attention but also encourage them to participate actively in the learning process. Indicates that the use of interactive digital teaching materials can visualize the material clearly through images, videos, and animations, which support more effective learning and improve student learning outcomes (Khotimah & Hidayat, 2022). One of the challenges currently faced is how to integrate character values based on local wisdom by utilizing technology to provide holistic and relevant learning for students. The importance of local wisdom in learning cannot be underestimated, as it helps in the preservation of local culture and identity, enabling the younger generation to understand, appreciate, and care for their own cultural heritage (Lestari & Suyanto, 2024; Ottu et al., 2024). Learning based on local wisdom is not only about respecting and understanding local culture, but is also a crucial step in preparing the young generation to become global citizens with positive character and broad insight (Rasidi et al., 2025; Tayan et al., 2024).

In an era when technology is increasingly integrated into every aspect of life, the need for learning media that not only educates academically but also strengthens students' character is urgent. Learning media and artificial intelligence, or what we know as artificial intelligence (AI), have a close relationship in increasing the effectiveness of education (Chou et al., 2022; Istiyanto et al., 2026; Zhang, 2022). Artificial intelligence

technology provides access to tools that offer a more personal, interactive learning experience that adapts to each student's needs (Mustofa, 2023). However, the use of technology in learning must also be balanced with strengthening students' character values such as honesty, responsibility, and empathy to form a strong foundation for their future.

Character learning is not only about teaching academic skills, but also about forming students' character that will guide them in facing the complexities of the real world (Anisah, 2023; Hanafiah et al., 2024). In the Independent Curriculum era, character is not just a complement, but is the core of learning. The research results show that the use of artificial intelligence (AI) technology is currently very effective in helping the learning process (Alyoussef & Omer, 2023; Mustafa, 2023). One of them is in language learning. In the independent curriculum in the field of language, there is an interesting thing, namely the addition of new language skills. Previously, language skills learning outcomes consisted of only four aspects: listening, speaking, reading, and writing (Purnam & Parwiro, 2023). However, with the advent of viewing skills, the number of skills grew to five. Viewing skills, also known as viewing, is an active process of paying attention to and understanding audio-visual media (Arrahma et al., 2024). The characteristics of audience learning are closely related to the use of technology.

Researchers found several studies related to other audience skills. However, the research focuses only on observational activities to examine how the viewing learning process is conducted in schools. Researchers also identified other relevant research on the urgency of preserving local wisdom, strengthening character values, and the digitalization of the independent curriculum. After identifying various research gaps from relevant research, researchers will continue to fill these gaps through development (Wong et al., 2022).

RESEARCH METHOD

The objective of this research is to describe the systematic steps involved in producing AI-enhanced learning media and to provide insights into the processes, challenges, and outcomes associated with this innovative approach (Wong et al., 2022). This study employs a descriptive qualitative research design as articulated by Creswell (2009), which facilitates an in-depth exploration of the phenomenon of AI implementation in language learning media (Sharma et al., 2023; Rauted, 2025). This study employed a Design and Development Research (DDR) approach with a qualitative orientation to develop AI-assisted language learning media based on local wisdom (Aris et al., 2025; Hasbullah et al., 2022). The research focused on designing and describing the development process of animated learning videos using Leonardo AI as a learning media platform.

The development process involved identifying instructional needs, collecting local wisdom content in the form of Bengkulu folklore, integrating character education values into the learning materials, and transforming the content into interactive animated videos powered by artificial intelligence. Data were obtained through documentation of the media development process (Hamzani et al., 2023), analysis of local folklore resources,

and observation of each development stage using Leonardo AI. The collected data were analyzed qualitatively through data reduction, organization, and interpretation to describe the procedures, features, and educational potential of AI in developing language learning media. The findings emphasize the systematic development process, the integration of local wisdom and character values, and the opportunities and challenges of utilizing artificial intelligence in educational media development.

RESULTS AND DISCUSSION

Development of AI-Based Learning Media

The development of character education-based learning media is a strategic step that combines AI technology with a holistic pedagogical approach. This is not only to improve the quality of students' academic learning but also to foster strong moral character. The integration of character values such as honesty, responsibility, cooperation, and empathy in the curriculum and learning content is the main focus. To implement AI in the process of creating learning media, researchers first collect local wisdom content from the people of Bengkulu, specifically folklore. This development of character education-based learning media that integrates artificial intelligence (AI) technology is a strategic step in improving the quality of education in Indonesia (A'yun et al., 2026; Kurniawan et al., 2025). This approach focuses not only on academic aspects but also on developing strong, moral student character. The integration of character values such as honesty, responsibility, cooperation, and empathy into the curriculum and learning content is the main focus in this development.

In this context, AI technology can play an important role in creating interactive and adaptive learning media. AI enables the development of content tailored to students' needs and abilities, allowing each individual to learn in the way that is most effective for them (Youpika & Zuchdi, 2016). For example, the use of AI in student data analysis can provide faster and more accurate feedback, assisting teachers in monitoring students' character and academic development more effectively.

Integration of Local Wisdom and Character Education

One of the first steps in the development of this learning media is the collection of local wisdom content from the Bengkulu community. Folklore was chosen as a content source because it contains moral values that can be taught to students. Folklore not only holds local wisdom but also serves as an effective tool for conveying character values to the younger generation (Umar et al., 2025). This collection process involves interviews with community leaders and the collection of local literature, ensuring that the content used is relevant and acceptable to students.

Once the content is collected, the next step is to design learning media that integrates folklore with AI technology. This media is designed to present stories in an interesting and interactive format, allowing students to be actively involved in the learning process. Features such as interactive quizzes, group discussions, and simulations can increase student engagement. Additionally, character values contained in folklore are integrated

into learning, so that students learn not only about academics but also about morals and ethics. Folklore is a story born and developed within society, containing values and norms upheld by the community. Folklore is a cultural asset that must be preserved. Some folk tales in Bengkulu include:

Table 1. Bengkulu folklore

No	Title	Origin
1.	Singaran Pati	Bengkulu City
2.	Putri Gading Cempaka	Bengkulu City
3.	Putri Serindang Bulan	Lebong Regency
4.	Muning Raib	Rejang Lebong Regency
5.	Batu Bertajuk	South Bengkulu Regency
6.	Asal Usul Taba Padang	Kepahiang Regency
7.	Si Pahit Lidah	Kaur Regency
8.	Batu Perahu	Seluma Regency
9.	Asal Usul Mukomuko	Mukomuko Regency
10.	Anak Lumang	North Bengkulu Regency

The table above shows several Bengkulu folk tales and their regional origins. There are various other folk tales from Bengkulu, each containing moral messages for character education conveyed through the characters in the story. Teachers must consistently pursue the formation of positive character in learning, as it will guide students in facing the complexities of the real world and shape them into future generations with strong character.

Implementation of Leonardo AI in Learning Media Development

In the Independent Curriculum era, character is not just a complement but is the core of learning. To make character education in these stories more engaging for students, the tales can be presented as videos. Learning videos, which combine audio and visual elements, convey learning messages, including concepts, principles, procedures, and theoretical applications, that help deepen understanding of the material (Tayan et al., 2024) presenting these stories as animated videos simplifies information delivery and introduces students to more folklore from Bengkulu Province. These animated stories can also serve as supplementary material for teachers in junior high school literature classes in Bengkulu City. Additionally, such videos help in preserving Bengkulu folklore, ensuring it remains alive and does not become extinct.

One AI platform that is effective in developing learning media in the form of animated videos is Leonardo AI. Video creation using the Leonardo AI platform is integrated with artificial intelligence technology to produce video content. Leonardo AI provides a variety of templates that can be adapted to specific learning needs.



Figure 1. Leonardo AI page view

Leonardo AI is a platform that enables the creation of artificial intelligence characters combined with art, allowing users to design various high-quality characters quickly and easily. The platform includes features such as 3D Texture Generation, Image Generation, and AI Canvas, making it possible to create engaging imaginary friend characters for students to understand folklore in 3D animated form better. Leonardo AI also facilitates the animation process by integrating with tools like Runway ML for easy, rapid conversion of 3D images into animated videos. Additionally, voiceovers can be added using Text-To-Speech applications. To get started with Leonardo AI, users must first register and authenticate on the platform, which provides a streamlined way to develop animated learning videos with the help of AI.

One of Leonardo AI's main strengths is its user-friendly design. Its intuitive interface allows users without a technical background to create animated videos efficiently. The platform provides customizable templates aligned with various educational themes, enabling educators to produce content that is relevant and engaging for students. This aligns with the Universal Design for Learning (UDL) approach, which promotes flexibility in how information is presented and how students demonstrate their understanding. The videos created with Leonardo AI are of high visual quality, enhancing students' engagement with the material. Dynamic animations and appealing graphic elements improve information retention. The platform also allows integration of interactive features such as quizzes and discussions, which further increase student involvement in the learning process.

Leonardo AI is also effective in conveying character values within educational content. By embedding elements of character education—such as honesty, responsibility, and cooperation—into animated videos, educators can help students learn and apply these values in their studies. This focus on character education aligns with Indonesia's curriculum goals, aiming to cultivate a generation that is not only knowledgeable but also morally sound (Pasaribu et al., 2024; Youpika & Zuchdi, 2016; Zainuddin et al., 2025). Once authenticated, users can upload or select media materials, including videos, images, and audio files, to incorporate into their video projects.



Figure 2. Display of leonardo AI animation video results

Users can use the editing features to arrange the sequence of video clips, set each clip's duration, and select transitions between clips. Additionally, Leonardo AI allows users to add customizable text, graphic overlays, and background music or sound effects. One of Leonardo AI's advantages is its ability to offer automatic recommendations for appropriate edits, transitions, and other visual enhancements, which users can leverage to improve video quality efficiently. Researchers can also integrate character values into videos created with Leonardo AI. By utilizing the text and graphics features, values such as honesty, cooperation, responsibility, and empathy can be embedded in the content through narrative, dialogue, and visual elements, making the videos not only informative but also educational and inspiring (Chang, 2023; Mustafa, 2023; Utamaningsih et al., 2024).

Relevant studies suggest that character values that can be integrated into learning include: (1) religious values (faith, piety, gratitude); (2) responsibility; (3) social care (e.g., compassion, willingness to help, cooperation); (4) discipline; (5) humility; (6) courage; (7) intelligence; (8) patience; (9) obedience; (10) optimism; (11) hard work; (12) accepting defeat gracefully; and (13) keeping promises. This aligns with research emphasizing that technology in learning should also strengthen students' character values, such as honesty, responsibility, and empathy, to build a strong foundation for their future.

After completing the editing, users can review the video with Leonardo AI's preview feature, making any additional revisions if necessary. Once the final version is ready, users can export the video in their preferred format and resolution. Exported videos can be saved locally or shared directly on social media platforms or websites. Leonardo AI also provides a video project storage system, allowing users to manage and organize their work. Exploring advanced features like animation, special effects, and team collaboration further enhances the quality and creativity of the videos produced.

Educational Implications and Benefits

The use of AI in developing learning media based on local wisdom has significant implications for character development. Content enriched with local wisdom not only educates students about their cultural heritage but also serves as an effective platform for instilling moral and ethical values upheld by society. For example, traditional stories in learning media teach values like honesty, simplicity, and mutual respect.

However, the application of AI technology in the context of local wisdom is not free from several challenges. One of them is the lack of deep understanding of local wisdom among learning media developers. This results in a lack of content that is authentic and relevant to the local cultural context. Apart from that, inadequate technological infrastructure and limited access to resources are also obstacles in developing quality learning media. To overcome these challenges, close collaboration is needed between educational institutions, the government, and related stakeholders. Training and coaching programs for learning media developers in understanding and integrating local wisdom with AI technology are a crucial step (Saleh et al., 2025; Seechaliao, 2024). Apart from that, investment in educational technology infrastructure and the development of content based on local wisdom are also priorities to improve the quality of the learning media produced.

CONCLUSION

Fundamental Findings: Leonardo AI offers a platform integrated with artificial intelligence technology to facilitate high-quality video creation and editing. Through various features such as templates, automatic editing, and AI analysis, users can easily produce professional and engaging video content. In addition, Leonardo AI allows researchers to insert character values into videos, making the resulting content not only informative but also educational and inspiring. Users can take advantage of various additional resources provided by the platform to maximize usage potential and improve the quality of the final results. **Implication:** The implementation of AI technology in developing learning media based on local wisdom has great potential to make a significant contribution to strengthening student character and digital transformation in education in accordance with the vision of the Independent Curriculum. With synergy and a shared commitment, Indonesian education can leverage local wisdom as an important asset in building a generation that is intelligent, cultured, and globally competitive. One AI that can be used to develop learning media is Leonardo AI. **Limitation:** This study is limited to the development of AI-based learning media without conducting classroom implementation or effectiveness testing. Furthermore, the findings are based solely on the use of Leonardo AI and Bengkulu folklore, which may not fully represent the potential application of other AI platforms or local cultural contexts. **Future Research:** As a suggestion for the future, it is hoped that the use of AI in the learning process can be maximized. Teachers can proactively explore various sources of information to increase their capacity to use AI to create learning media. Schools are also expected to provide special training facilities for teachers to understand and operate AI-based learning tools. This training should include software use, data analysis, as well as technology integration in the curriculum.

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AUTHOR CONTRIBUTIONS

Nafri Yanti conceived the study, developed the conceptual framework. **Arono** was supervised the research process, coordinated the project, and led the manuscript preparation. **Fina Hiasa & Agus Trianto** contributed to the conceptual framework, literature review, and validation of the research instruments. **Rio Kurniawan & Desti Fatin Fauziyyah** contributed to statistical analysis, data visualization, and interpretation of the results. All authors reviewed, revised, and approved the final version of the manuscript.

CONFLICT OF INTEREST STATEMENT

The authors confirm that there are no conflicts of interest, either financial or personal, that may have influenced the content or outcome of this study.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors acknowledge the use of digital tools, including AI-based technologies, as support in the research and writing stages of this article. Specifically, Grammarly was employed for correcting writing and grammar errors. All outputs generated with digital assistance were critically evaluated and revised to ensure academic rigor and ethical standards were upheld. The final responsibility for the manuscript rests entirely with the authors.

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