

Digital Transformation in Teaching Khmer Folklore Literature: An Approach to Preservation and Innovation

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ABSTRACT:

Digital transformation has created new opportunities for educational innovation and the preservation of cultural heritage. In this context, the teaching of Khmer folklore literature faces increasing demands to adapt to contemporary educational practices while maintaining its cultural authenticity and educational value. This paper examines the role of digital transformation in teaching Khmer folklore literature from the perspectives of cultural preservation and learner-centered pedagogy. Using a qualitative approach based on theoretical analysis and literature review, the study explores the educational potential of digital archives, multimedia resources, online learning platforms, interactive applications, and AI-supported technologies in improving accessibility, learner engagement, and the transmission of cultural knowledge. The findings indicate that digital technologies not only enhance teaching effectiveness but also contribute to documenting, preserving, and disseminating Khmer folklore as an important form of intangible cultural heritage. However, challenges remain, including unequal access to technology, limited digital learning resources, and the need to ensure cultural authenticity in digital environments. The paper proposes several orientations for integrating digital technologies into teaching practices to strengthen educational quality while supporting the sustainable preservation and promotion of Khmer folklore literature. The study contributes to current discussions on digital transformation in minority cultural education and culturally responsive pedagogy.

Keywords: digital transformation; Khmer folklore literature; cultural preservation; digital pedagogy; educational.

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1. Introduction

Digital transformation has become a major trend in contemporary education, influencing not only teaching methods and learning environments but also the preservation and dissemination of cultural knowledge. The integration of digital technologies into educational practices has created opportunities to improve accessibility,

interaction, and learner engagement while responding to the demands of the digital era. In this context, the teaching of literature, particularly folk literature associated with cultural heritage, is undergoing significant changes in both content delivery and pedagogical approaches.

Khmer folklore literature represents an important component of the cultural heritage of the Khmer

community in Southern Vietnam. Through genres such as legends, proverbs, folk songs,... Khmer folklore preserves collective memory, traditional values, linguistic identity, and community experiences across generations. Therefore, teaching Khmer folklore literature is not only an educational activity but also a meaningful way to maintain and transmit cultural heritage.

However, the teaching of Khmer folklore literature currently faces several challenges. Traditional instructional approaches often rely heavily on printed materials and teacher-centered practices, which may limit students' participation and reduce opportunities for meaningful cultural engagement. In addition, younger generations are increasingly exposed to digital environments and multimodal forms of communication, creating a need to redesign teaching practices in ways that align with learners' habits and expectations. At the same time, some folklore materials remain insufficiently digitized, making access and long-term preservation more difficult.

Digital transformation offers potential solutions to these challenges. The use of digital archives, multimedia resources, interactive platforms, digital storytelling, and artificial intelligence-supported tools can contribute to expanding access to Khmer folklore literature and creating more dynamic learning experiences. Digital technologies also support the documentation and dissemination of intangible cultural heritage, enabling broader participation in cultural preservation efforts.

Nevertheless, digital integration should not be understood merely as the application of technological tools. It requires careful consideration of pedagogical goals, cultural authenticity, and the relationship between innovation and heritage preservation. Effective digital transformation in teaching Khmer folklore literature should aim to maintain cultural values while creating opportunities for creative and meaningful learning.

This study aims to examine the role of digital transformation in teaching Khmer folklore literature from the perspective of both cultural

preservation and pedagogical innovation. Specifically, the study seeks to:

- Analyze the opportunities created by digital technologies in teaching Khmer folklore literature;
- Identify challenges and limitations in the implementation of digital teaching approaches;
- Propose orientations for integrating digital tools into teaching practices to support both preservation and innovation.

This study contributes to the discussion on digital transformation in cultural and literary education by highlighting the potential of digital approaches in preserving and revitalizing Khmer folklore literature. It also provides practical implications for teachers, curriculum developers, and educational institutions seeking to balance technological advancement with cultural sustainability.

2. Methodology

This study adopts a qualitative research approach, combined with theoretical analysis and an examination of educational practices, to explore the role of digital transformation in teaching Khmer folklore literature from the perspectives of cultural preservation and educational innovation. A descriptive-analytical approach is employed to examine the relationship between the application of digital technologies and the teaching of Khmer folklore literature within the contemporary educational context. Based on this analysis, the study proposes appropriate implementation orientations to enhance instructional effectiveness while contributing to the preservation of ethnic cultural values. Rather than measuring the effectiveness of a particular digital tool, the study focuses on analyzing the application potential, opportunities, and challenges of digital transformation in folklore literature instruction.

Research data were collected from multiple sources to ensure comprehensiveness and reliability. First, document analysis was employed

as the principal research method to synthesize and systematize previous studies related to digital transformation in education, folklore literature instruction, digital heritage preservation, and Khmer folklore literature. In addition, educational policies, digital transformation strategies in education, and academic publications from both domestic and international contexts were reviewed to establish the theoretical foundation of the study.

Furthermore, the study incorporates a descriptive investigation of educational practices to identify the current status of digital tool integration in teaching Khmer folklore literature. The investigation focuses on the extent of technology use in instructional activities, the forms of learning resources currently employed, the opportunities and challenges encountered during implementation, and the need for pedagogical innovation. Information sources were referenced from teaching practices, professional documents, and relevant educational products.

In addition, the study applies observation and descriptive analysis of teaching practices to examine the feasibility of integrating digital tools into classroom instruction. The observation process focuses on instructional organization, levels of learner interaction, the use of digital learning resources, and the degree to which Khmer cultural elements are incorporated into teaching practices.

For data processing, the study employs content analysis to identify emerging trends in digital transformation in education and to clarify the role of digital tools in teaching Khmer folklore literature. At the same time, the analytical-synthetic method is used to systematize theoretical perspectives, compare different approaches, and construct the study's central arguments. Finally, an interpretive approach is adopted to clarify the educational significance and cultural value of applying digital technologies, thereby examining the relationship between pedagogical innovation and the sustainable preservation of Khmer folklore literature.

To ensure reliability and academic rigor, the study draws upon clearly sourced materials, prioritizing scholarly publications and official documents. Data analysis and interpretation are conducted according to principles of objectivity while respecting the authenticity and original cultural values of Khmer folklore literature throughout the process of analysis and the formulation of digital transformation strategies. Through this approach, the study seeks to establish a scientific foundation for connecting the preservation of Khmer cultural heritage with innovation in teaching practices within the context of contemporary digital education.

3. Results

3.1. Literature Review and Theoretical Framework

In recent years, digital transformation has emerged as one of the most prominent trends in modern education, bringing profound changes to teaching, learning, and the preservation of cultural knowledge. Research on digital education indicates that technology functions not merely as a supporting tool but also as a catalyst for restructuring learning environments toward greater flexibility, broader accessibility, and enhanced learner interaction. From this perspective, digital transformation in education refers to the process of integrating technology across educational activities in order to innovate instructional practices, develop learning resources, improve management efficiency, and create learning experiences aligned with the context of a digital society. One of the most visible manifestations of digital transformation is the development of digital pedagogy, an educational approach that emphasizes the use of technology to facilitate knowledge construction, competency development, and active learner engagement rather than merely digitizing instructional content.

Within the fields of social sciences and humanities, the integration of digital technologies into literature education has attracted increasing scholarly attention due to its potential to expand modes of textual engagement and enrich learning experiences. In particular, for folklore

literature—which is inherently associated with oral traditions and community-based cultural contexts—digital transformation offers new possibilities for the preservation, storage, and dissemination of cultural values. Current studies suggest that teaching folklore literature should move beyond the traditional model of content transmission toward creating opportunities for learners to explore, experience, and participate actively in the reconstruction of cultural meaning.

Khmer folklore literature constitutes an important component of Vietnam's folk cultural heritage, reflecting the spiritual life, beliefs, lived experiences, and value systems of the Southern Khmer community. Literary forms such as folktales, proverbs, folk songs, religious narratives, and folk performances not only possess literary significance but also embody indigenous knowledge and distinctive cultural identities. In educational contexts, teaching Khmer folklore literature contributes to the development of language competence, the cultivation of cultural awareness, and the maintenance of intergenerational cultural continuity. However, in response to changing modes of reception and the growing influence of contemporary communication technologies, the teaching and transmission of folklore literature are increasingly confronted with the need for innovation to meet the evolving learning needs of contemporary learners.

From the perspective of cultural preservation, numerous studies emphasize the role of digital preservation as an effective strategy for safeguarding and promoting cultural heritage in contemporary contexts. Digital preservation involves not only converting materials into digital formats but also ensuring continued accessibility, usability, and transmission of cultural heritage across generations. In the context of Khmer folklore literature, digital preservation may be implemented through the establishment of digital archives, text digitization, audio and video documentation of oral narratives, and the development of multimedia learning materials. Alongside this, the concept of cultural sustainability highlights that preservation should not be limited to maintaining cultural forms in

their original state; rather, it should support the continued reception, interpretation, and development of cultural values under changing social conditions.

Based on this review of relevant scholarship, this study adopts several theoretical approaches to analyze the role of digital transformation in teaching Khmer folklore literature. First, Constructivist Learning Theory is employed to explain how learners actively construct knowledge through interaction with learning materials and digital learning environments. In addition, Experiential Learning Theory emphasizes the role of lived experience in cultural understanding and provides a foundation for utilizing digital resources and designing learning activities connected to Khmer cultural contexts. The study also draws on Multimodal Learning Theory to examine the educational effectiveness of integrating text, images, audio, and interactive elements in folklore instruction. Furthermore, the Digital Humanities Perspective is applied as an academic framework for connecting digital technologies with the research, preservation, and dissemination of cultural heritage.

Drawing upon these theoretical foundations, this study conceptualizes digital transformation in teaching Khmer folklore literature not merely as the application of technology to educational activities but as an integrated approach that combines cultural preservation with pedagogical innovation. This perspective provides a foundation for developing instructional models that respond to the demands of contemporary education while contributing to the preservation and revitalization of Khmer folklore literature in contemporary society.

3.2. Existing Teaching Approaches

At present, the teaching of Khmer folklore literature is still predominantly implemented through traditional instructional approaches such as direct explanation, reading comprehension activities, lectures combined with classroom discussion, and the use of printed learning materials. Instructional content generally focuses on introducing literary works and analyzing their thematic and artistic values, thereby helping

learners recognize the cultural characteristics and humanistic significance embedded in Khmer folklore literature.

In some educational institutions, teaching practices have gradually incorporated digital technologies through the use of electronic lectures, instructional videos, documentary images, and online learning platforms. A number of teachers have begun experimenting with approaches such as digital storytelling, multimedia presentations, and online learning tasks to enhance learner participation and engagement.

In addition, several experiential learning activities have been introduced, including:

- exploring Khmer folklore literature through digital resources;
- collecting and digitizing folklore materials;
- integrating learning activities with Khmer festivals and cultural spaces;
- developing digital learning products such as videos, infographics, and presentations.

However, the extent of technology integration remains uneven across educational institutions, and a systematic digital teaching model specifically designed for Khmer folklore literature has not yet been fully established.

3.3. Limitations in Instructional Resources

Although digital transformation creates significant opportunities for educational innovation, the teaching of Khmer folklore literature continues to face considerable limitations regarding learning resources and implementation conditions.

First, digital learning resources related to Khmer folklore literature remain limited in both quantity and systematic organization. Many materials still exist in the form of printed texts, traditional records, or community-based preservation and have not yet been comprehensively digitized or developed into educational databases.

Second, multimedia resources remain insufficient. Educational materials such as storytelling videos, audio libraries, digital cultural maps, interactive learning resources, and specialized learning platforms dedicated to Khmer folklore literature are still limited, creating challenges for organizing experiential and multimodal learning activities.

Third, access to and effective use of technology among teachers and learners remain uneven. Some teachers continue to experience difficulties in designing digital learning materials and integrating technology into instructional practices, while the availability of technological infrastructure and digital facilities in certain local contexts remains inadequate for implementation requirements.

Furthermore, the processes of digitization and instructional innovation also raise concerns regarding cultural authenticity. If technological factors are emphasized without sufficient academic verification or become detached from community-based cultural contexts, the transmission of folklore literature may result in oversimplification or the erosion of the original values of cultural heritage.

These realities suggest that digital transformation in teaching Khmer folklore literature should be approached as a process of comprehensive educational innovation. Within this process, the development of digital learning resources, the enhancement of teachers' digital competencies, and the maintenance of cultural sustainability play particularly important roles in ensuring both educational effectiveness and the preservation of cultural heritage.

4. Discussion

4.1. Digital Tools and Teaching Applications

In the context of digital transformation in education, the application of digital tools in teaching Khmer folklore literature not only contributes to pedagogical innovation but also expands opportunities for preserving, accessing, and disseminating cultural values within digital environments. Rather than approaching folklore literature primarily through printed texts and

direct instruction, digital technologies enable learners to engage with content through more interactive, multimodal, and experiential forms of learning. Several categories of digital tools demonstrate significant potential for effective application in teaching Khmer folklore literature.

One important category is digital archives, which function as systems for storing, managing, and providing access to digitized cultural resources. In the context of teaching Khmer folklore literature, digital archives may include folktales, proverbs, folk songs, audio recordings of oral narratives, images of festivals and cultural activities, as well as materials documenting artisans and traditional performance practices. The use of such repositories enables learners to access original cultural sources, enhances opportunities for independent learning, and strengthens the connection between instructional content and authentic cultural contexts. At the same time, digital archives serve as an effective strategy for safeguarding folklore heritage against the risk of gradual disappearance in contemporary society.

In addition, multimedia learning materials have become an increasingly effective means of supporting folklore instruction. Multimedia resources integrate text, images, audio, video, and graphic elements to enhance learners' comprehension and engagement. In teaching Khmer folklore literature, instructional materials may take the form of storytelling videos, documentary films on Khmer festivals, infographics introducing literary characters and plot structures, digital cultural maps, or audio libraries featuring folk songs and oral narratives. The integration of multiple modes of representation allows learners not only to interpret literary texts but also to experience associated cultural elements such as language, music, everyday cultural spaces, and performance traditions, thereby enhancing both experiential learning and literary understanding.

Beyond learning materials, interactive learning platforms also provide opportunities to innovate instructional organization by promoting collaboration and continuous feedback. These

platforms enable teachers to assign reading tasks, organize group discussions, facilitate the development of digital learning products, conduct formative assessment, and distribute learning resources flexibly. In the context of teaching Khmer folklore literature, learners may engage in activities such as creating mind maps of folktales, participating in online discussions about cultural values embedded in literary works, or designing media products to introduce traditional narratives. Through these activities, learners move beyond passive knowledge reception and become active participants in dialogue, collaboration, and co-construction of learning.

An emerging approach that has attracted increasing attention is AI-assisted learning. The advancement of Generative Artificial Intelligence (Generative AI) creates new possibilities for supporting both teachers and learners in searching for information, developing reading comprehension questions, designing learning activities, generating content summaries, and facilitating idea expression. In teaching Khmer folklore literature, AI can function as a support tool for exploring multiple interpretations of literary characters, themes, and cultural values. However, the use of AI should be guided by the principle of supporting rather than replacing learners' processes of thinking, analysis, and experiential engagement. Teachers therefore play a critical role in guiding learners to evaluate information sources critically, verify content accuracy, and use technology responsibly.

Another approach particularly suitable for folklore instruction is digital storytelling, which combines traditional storytelling practices with digital technologies to recreate narratives through images, audio, video, and interactive elements. In the context of Khmer folklore literature, digital storytelling enables the preservation of oral narrative traditions while simultaneously innovating modes of reception to better align with contemporary learners. Students may participate in activities such as adapting folktales into short videos, designing digital comics, producing storytelling podcasts, or creating narrative products from personal perspectives. These activities not only increase learner

motivation and engagement but also create opportunities for learners to actively participate in reconstructing, interpreting, and disseminating the values of folklore literature in digital environments.

Overall, the application of digital tools in teaching Khmer folklore literature should not be viewed merely as a change in instructional media. Rather, it contributes to the development of multimodal learning environments, expands access to cultural heritage, and strengthens the integration of cultural preservation with educational innovation within the broader context of contemporary digital transformation.

4.2. Opportunities for Cultural Preservation

Promoting digital transformation in teaching Khmer folklore literature not only creates opportunities for pedagogical innovation but also opens important possibilities for cultural preservation in the context of contemporary society. As many traditional cultural values face increasing challenges to their transmission due to changing modes of cultural reception and the influence of globalization, digital technology is increasingly recognized as an effective tool for preserving, disseminating, and reconnecting cultural heritage with communities. In the case of Khmer folklore literature, digital transformation creates significant opportunities through heritage documentation, expanded accessibility, and the strengthening of intergenerational cultural transmission.

First, one of the most significant contributions of digital transformation to cultural preservation lies in its capacity to document and preserve folklore resources over the long term. Unlike traditional modes of transmission that rely primarily on oral communication and collective memory, digital technologies make it possible to convert cultural materials into formats that can be stored, managed, and accessed over extended periods. In the context of Khmer folklore literature, documentation efforts may include the digitization of folktales, proverbs, and folk songs; audio recording of oral narratives performed by cultural practitioners; video documentation of traditional performances; the development of

digital databases containing information on characters, plots, and cultural contexts; and the preservation of materials related to festivals and community practices. This process not only reduces the risk of cultural loss but also creates conditions for preserving cultural values within educational and academic environments. Furthermore, these digital resources become valuable foundations for research activities, the development of instructional materials, and curriculum design.

In addition to preservation, digital transformation also provides opportunities to expand access to Khmer folklore heritage beyond geographical boundaries and traditional modes of reception. Whereas learning and engaging with folklore literature previously depended largely on printed materials or direct participation in cultural environments, learners today can access these resources through digital libraries, online repositories, multimedia materials, digital learning platforms, digital storytelling products, and open educational resources. Diversifying channels of access makes folklore literature more accessible and engaging for learners, particularly younger generations who increasingly acquire knowledge through digital environments. At the same time, the widespread availability of digital platforms contributes to extending Khmer folklore literature to broader audiences beyond local communities, creating opportunities for cultural dissemination and promotion. Nevertheless, expanded accessibility must be accompanied by efforts to ensure content accuracy and maintain meaningful connections between digital learning and authentic cultural experiences in order to avoid fragmented interpretations or detachment from cultural contexts.

Another important opportunity created by digital transformation is the strengthening of intergenerational cultural transmission. Folklore literature has traditionally been created and sustained through storytelling practices, the sharing of lived experiences, and the transmission of community values across generations. However, in contemporary society, changing patterns of information consumption and increasing generational distance have reduced

opportunities for direct engagement between younger generations and traditional cultural forms. The integration of digital technologies into teaching creates conditions for developing new forms of connection between older and younger generations by recording oral narratives and indigenous knowledge from cultural practitioners, developing learning materials based on community resources, organizing educational activities that combine authentic cultural spaces with digital environments, and encouraging learners to participate in recreating and producing cultural content. Through this process, learners become not only recipients of knowledge but also active participants in preserving and disseminating folklore values. The creation of digital products such as storytelling videos, podcasts, virtual exhibitions, and community-based learning projects can establish new forms of cultural transmission that align with contemporary learners' modes of engagement while maintaining connections with cultural traditions.

Overall, digital transformation not only supports the preservation of Khmer folklore heritage but also contributes to maintaining its vitality by expanding accessibility and creating adaptive forms of cultural transmission suited to contemporary educational and social contexts. This provides an important foundation for integrating the goals of cultural preservation and educational innovation, thereby contributing to the continued promotion and revitalization of Khmer folklore literature in the digital era.

4.3. Opportunities for Pedagogical Innovation

Digital transformation not only creates favorable conditions for cultural preservation but also opens significant opportunities for innovating teaching practices toward the development of learner competencies. In the teaching of Khmer folklore literature, the integration of digital tools contributes to redefining the roles of teachers and learners by shifting from a knowledge-transmission model toward the organization of learning experiences, enhancing interaction, and encouraging active student participation. Rather

than merely receiving content through lectures and memorization, learners are provided with opportunities to engage directly in the processes of exploration, interpretation, and knowledge construction. These changes influence not only instructional methods but also contribute to the formation of flexible, open, and learner-centered learning environments.

One of the most prominent opportunities created by digital transformation is the enhancement of student engagement and learning motivation. In traditional instructional models, students often encounter folklore literature primarily through reading texts and listening to teacher explanations, resulting in relatively passive learning experiences. By contrast, digital learning environments enable more active participation through digital learning materials, videos, visual resources, multimedia storytelling, and interactive activities. As a result, folklore literature is no longer treated solely as content to be received but becomes a cultural experience through which learners actively explore and construct meaning. For example, instead of simply reading a Khmer folktale in a textbook, students may engage with visual or audio storytelling materials, investigate the cultural context of the narrative, participate in interactive questioning, or share personal interpretations of characters and cultural messages. Such approaches contribute to increasing learning motivation, strengthening learner autonomy, and fostering deeper engagement with traditional cultural values.

In addition, digital transformation creates conditions for the development of interactive learning, which shifts education from one-way knowledge transmission toward environments characterized by dialogue and knowledge construction. In the teaching of Khmer folklore literature, interactive learning enables students to engage with teachers, peers, and literary texts through various activities such as asking questions, providing online feedback, participating in discussion forums, analyzing cultural materials, and completing learning tasks in a structured sequence. Digital tools also support the design of inquiry-based activities, including constructing relationship maps among

characters, analyzing cultural symbols embedded in folktales, and engaging in scenario-based learning tasks. Through these interactive processes, learners not only acquire knowledge but also develop reflective abilities, analytical thinking, and interpretive skills within specific cultural contexts.

Another important opportunity lies in expanding collaborative learning. Digital transformation enables the organization of group learning activities that extend beyond the spatial and temporal constraints of traditional classrooms. In the teaching of Khmer folklore literature, collaborative learning encourages students to exchange ideas, share responsibilities, and collectively construct understanding of learning content. Digital tools support multiple forms of collaboration, including online group work, co-editing learning products, project-based learning, and sharing and evaluating products through digital platforms. For example, students may collaboratively develop a digital collection of Khmer folktales, conduct projects exploring Khmer festivals in connection with folklore texts, or design presentations and communication products that introduce the cultural values embedded in traditional narratives. Such collaborative processes contribute not only to the development of communication and teamwork skills but also to expanding learners' perspectives and fostering deeper understanding of community culture.

At the same time, digital transformation creates opportunities to promote creative production and the development of learner-generated outputs. Whereas traditional teaching models often position learners as reproducers of acquired knowledge, digital environments allow them to become creators of content and active participants in cultural representation through diverse forms of expression. Learning products may include folklore storytelling videos, literary podcasts, digital comics, cultural infographics, virtual exhibitions, electronic reading journals, or media projects related to Khmer folklore literature. For instance, after studying a Khmer folktale, students may create a project titled *Retelling the Story from a Character's Perspective*

in video format or develop a digital storytelling version combining visual and audio elements. These activities enable learners to apply knowledge in authentic contexts, develop linguistic and aesthetic competencies, enhance personal expression, and gradually cultivate awareness of preserving and disseminating traditional cultural values.

Overall, digital transformation not only changes the tools used to support teaching but also promotes innovation in educational philosophy and instructional organization. In the teaching of Khmer folklore literature, digital technologies contribute to building learner-centered environments that strengthen participation, interaction, collaboration, and creativity, thereby creating conditions in which cultural preservation and educational innovation can be pursued simultaneously within contemporary educational contexts.

4.4. Challenges

Although digital transformation creates numerous opportunities for both cultural preservation and pedagogical innovation in teaching Khmer folklore literature, its implementation in practice continues to encounter multiple challenges that require systematic recognition and response. These challenges are associated not only with technological infrastructure but also with the digital competencies of teachers and learners, while simultaneously raising concerns regarding the preservation of cultural authenticity in digital environments. Without adequate preparation in terms of resources and pedagogical orientation, the integration of technology into education may reduce instructional effectiveness and undermine broader goals of cultural preservation. In this context, three major challenges can be identified: limitations in digital infrastructure, digital literacy gaps, and issues related to authenticity and cultural representation.

First, limited digital infrastructure remains one of the most significant barriers to implementing digital transformation in the teaching of Khmer folklore literature. The organization of digital learning activities requires coordinated support in

terms of technological devices, internet connectivity, learning management platforms, and digital educational resources. However, disparities in access to technology persist across educational institutions and geographical regions. In certain areas, particularly those with large Khmer populations, shortages of technological equipment, unstable internet access, and limited availability of digital learning resources have negatively affected the implementation of instructional activities. At the same time, specialized digital resources designed specifically for teaching Khmer folklore literature remain insufficient in both quantity and systematic organization. These limitations reduce opportunities to implement interactive learning activities, online instruction, and the creation of digital learning products, thereby constraining efforts to innovate teaching practices.

Beyond infrastructure, digital literacy gaps among teachers and learners also constitute a significant challenge. Although technology use in education has become increasingly widespread, the ability to effectively utilize digital tools for pedagogical purposes remains uneven. For teachers, the challenge extends beyond operating technological devices and includes the capacity to design digital learning materials, select appropriate tools aligned with subject content, organize learning activities on digital platforms, and assess student outputs within technology-supported environments. For learners, access to technology does not necessarily translate into the development of digital learning competencies. Many students may be proficient in using digital devices but continue to encounter difficulties in identifying reliable information sources, evaluating educational materials, processing information, and employing technology to construct knowledge. Such disparities in digital literacy may lead to superficial or symbolic uses of technology, ultimately reducing learning effectiveness and limiting the educational potential of folklore literature in digital contexts.

In addition to technological conditions and digital competencies, a challenge that is particularly significant in teaching Khmer folklore literature concerns authenticity and

cultural representation. Khmer folklore literature exists not merely as written texts but is deeply embedded in language, oral traditions, cultural spaces, rituals, and community contexts. When transferred into digital environments, these cultural dimensions may be simplified or detached from their original contexts. Potential consequences include the digitization of content that loses oral and performative characteristics, simplification of narratives to suit technological platforms, reliance on unverified materials, or cultural representation that lacks sufficient contextual understanding of community practices. Furthermore, the growing use of technologies that support content creation introduces additional demands for verification and academic review to ensure that cultural values are represented in ways consistent with the characteristics of the Khmer community. This suggests that digital transformation in teaching folklore literature should extend beyond changes in format and must prioritize preserving cultural depth and the authenticity of heritage.

Overall, challenges related to digital infrastructure, digital literacy, and cultural authenticity demonstrate that digital transformation in teaching Khmer folklore literature is a complex process requiring the integration of technological investment, human capacity development, and quality assurance mechanisms for educational resources. Comprehensive recognition of these challenges provides an important foundation for proposing appropriate solutions aimed at improving teaching quality while supporting the sustainable preservation of Khmer folklore literature within contemporary educational contexts.

4.5. Recommendations

To maximize the effectiveness of digital transformation in teaching Khmer folklore literature in ways that both preserve cultural values and innovate educational practices, it is necessary to implement systematic solutions that combine the development of digital learning resources, enhancement of teachers' competencies, mobilization of community cultural resources, and maintenance of a balance

between technology and cultural identity. Digital transformation should not be understood merely as the introduction of technology into classrooms; rather, it should be viewed as a process of restructuring teaching and learning environments through the integration of educational innovation and cultural heritage preservation. Based on the opportunities and challenges identified in this study, several strategic directions are proposed to enhance the effective application of technology in teaching Khmer folklore literature.

First, priority should be given to the development of digital learning resources as a foundational condition for digital transformation. Digital learning materials not only support pedagogical innovation but also contribute to preserving, disseminating, and reconstructing cultural values within contemporary educational environments. The development of these resources should follow principles of diversity, openness, and interconnectivity among different sources of information. Such resources may include digital libraries of Khmer folklore literature; databases of folktales, proverbs, folk songs, and performance materials; multimedia resources in the form of videos, audio recordings, and infographics; digital storytelling products; and open educational resources designed to support both classroom instruction and independent learning. Throughout the development process, it is essential to ensure scientific rigor, pedagogical quality, and, most importantly, cultural authenticity so that teachers and learners can effectively utilize these materials across diverse educational contexts.

In addition to learning resources, enhancing teachers' digital competencies (teacher training) should be regarded as a central strategy for transforming technological potential into meaningful educational outcomes. Teachers are not merely users of technology but key actors responsible for organizing and guiding the learning process. Therefore, professional development initiatives should focus on strengthening competencies related to designing and using digital learning materials, integrating technology into literature instruction, organizing

interactive learning activities, assessing learning outcomes in digital environments, and employing educational technologies appropriately and responsibly. At the same time, teachers should deepen their understanding of Khmer cultural characteristics in order to select, adapt, and deliver folklore content in ways that align with educational objectives and learners' modes of reception. The integration of technological competence and cultural competence is expected to enhance the overall quality of teaching in digital environments.

Another important direction involves integrating community cultural resources into the teaching process. Since Khmer folklore literature is fundamentally rooted in community life, educational activities are likely to become more meaningful and effective when connected to authentic cultural contexts. Digital transformation should therefore be implemented through the identification and integration of local cultural resources. This may involve collaboration with cultural practitioners, researchers, and Khmer communities in the development of educational materials; recording and archiving oral storytelling practices; organizing project-based learning activities grounded in community resources; combining cultural experiences with the production of digital learning outputs; and establishing digital repositories based on local cultural materials. Mobilizing community resources not only enriches instructional content but also contributes to maintaining the vitality and continuity of cultural transmission within contemporary educational settings.

Alongside expanding the use of technology, particular attention should be paid to maintaining a balance between technology and cultural identity. Although technology creates significant opportunities for educational innovation, its application in teaching Khmer folklore literature should be guided by principles of respect for and preservation of traditional cultural values. Digital transformation should avoid two opposing tendencies: on the one hand, preserving culture in a closed and static manner that limits adaptation to modern educational contexts; and

on the other hand, adopting technology in ways that oversimplify content or detach it from its original cultural context. Technology should therefore be regarded as a means of facilitating access to and dissemination of cultural values rather than replacing authentic cultural experiences. To achieve this balance, efforts should focus on verifying and standardizing digitized content, preserving linguistic and cultural contexts specific to the Khmer community, combining face-to-face and digital learning approaches flexibly, and encouraging learners to reinterpret and create cultural products while respecting traditional values.

Overall, the development of digital learning resources, enhancement of teachers' competencies, integration of community cultural resources, and maintenance of a balanced relationship between technology and cultural identity provide the foundation for a model of teaching Khmer folklore literature that responds to the demands of digital transformation while contributing to the sustainable preservation and promotion of ethnic cultural values in contemporary education.

5. Conclusion

This study has examined the role of digital transformation in teaching Khmer folklore literature from a perspective that integrates cultural preservation and educational innovation. Drawing upon theoretical perspectives on digital transformation, digital pedagogy, heritage preservation, and contemporary educational approaches, the study demonstrates that integrating digital technologies into the teaching of folklore literature is not only an inevitable trend in contemporary education but also a meaningful strategy for sustaining and promoting traditional cultural values within a rapidly changing social context.

The findings indicate that digital tools and technology-based instructional approaches have the potential to expand access to Khmer folklore literature through the digitization of educational resources, the development of cultural archives, the use of multimedia learning materials, the implementation of interactive learning

environments, and the support of creative learning products. These applications enrich learning experiences, increase student engagement, and enable folklore literature to be experienced through forms that are more compatible with contemporary educational environments.

At the same time, the study confirms the dual role of digital transformation in teaching Khmer folklore literature.

First, digital transformation contributes to the preservation of Khmer folklore heritage through the documentation, archiving, and dissemination of cultural resources in digital formats. The development of digital repositories, open educational resources, and multimodal forms of cultural transmission helps maintain access to heritage, supports intergenerational cultural transmission, and reduces the risk of the erosion of traditional values.

Second, digital transformation creates opportunities for innovating teaching practices through approaches that emphasize learner competency development, interaction, collaboration, and creativity. Within digital learning environments, learners are not merely recipients of content but active participants in constructing knowledge, recreating cultural meanings, and disseminating cultural values through diverse learning outputs. As a result, the teaching of Khmer folklore literature expands beyond knowledge transmission to encompass cultural experience and the development of broader learning competencies.

However, the study also indicates that the implementation of digital transformation should be approached carefully in order to maintain a balance between technological innovation and the preservation of cultural authenticity and identity. Technology should be regarded as a means of supporting preservation and education rather than replacing the core values embedded in folklore literature.

Based on the findings, several directions for future research are proposed. First, empirical studies should be conducted to evaluate the

effectiveness of digital teaching models in supporting the reception and learning of Khmer folklore literature across different educational levels. Second, future research may focus on the development and validation of specialized digital learning resources designed specifically for teaching Khmer folklore literature. Third, continued investigation is needed into the role of emerging technologies in supporting education and cultural heritage preservation, alongside deeper exploration of the relationship among digital transformation, cultural education, and

sustainable development within contemporary educational contexts.

Overall, digital transformation opens a new pathway for teaching Khmer folklore literature, in which cultural preservation and educational innovation are not treated as separate objectives but as interconnected and mutually reinforcing processes. Through this integration, digital transformation contributes to sustaining the relevance of folklore literature in contemporary life while enhancing the quality of education in the digital era.

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