



THE USE DIGITAL STORY TELLING TO INCREASE STUDENTS INTEREST IN LEARNING IN THE NEW NORMAL ERA

Helina Nova Rina¹, Dian Arief Pradana², Devi Novitasari³, St. Shabibatul Rohmah⁴

^{1,2,3,4} Department of English Education, Faculty of Teacher Training and Education,
Universitas 17 Agustus 1945, Banyuwangi

Email : ¹⁾helinanova337@gmail.com, ²⁾dianariefpradana.dap@gmail.com,

³⁾devi_novitasari87@yahoo.com, ⁴⁾shabibatul.rohmah@untag-banyuwangi.ac.id

ABSTRACT

In this globalization era, technological developments are increasing rapidly. The use of media in learning is also increasingly diverse, ranging from traditional to modern. Especially in this Covid era, as educators we are required to be creative and innovative in choosing media in learning to increase students' interest in learning. The use of technological media in learning is one way that is used so that learning can continue during face-to-face meeting restrictions. Digital Story Telling is one of the appropriate learning media during this Pandemic era. Providing material in digital form is expected to be able to be conveyed to students without reducing student learning interest.

Keywords : *Digital Story Telling, Learning Media During Pandemic, Elementary School*

1. INTRODUCTION

In Indonesia, the use of media in learning is increasing and varied. Ranging from traditional to modern using technological tools. Educators or teachers can adjust the use of learning media as needed. Especially during this Pandemic era, we as educators are required to be more creative in developing learning media so that material can be conveyed to students. In mid-March 2020, schools in Indonesia were advised to implement online or in-network learning. This is a Government policy in tackling the increasing number of victims caused by the Corona Virus. With this policy, teaching and learning activities are carried out non-face to face. Both Elementary School, Junior High School, or High School.

In this case, the teaching ability of an educator is tested. Educators are demanded to be creative in every lesson. The material must be conveyed to students without going through meetings. Many teachers find it difficult to provide material, especially senior teachers who cannot use technology. They just write down the questions on sheets of paper and then share them in the Class' Whatsapp group. By using this kind of learning, students get bored quickly and are not eager to learn anymore. The using implemented by teachers to provide electronic information and educational content for students that assist them to achieve knowledge through ubiquitous learning (Hermawan, 2020). Teachers only give assignments in grub, and students are required to study independently at home. Moreover, we don't meet students directly, so we can't control whether students are really studying or not at home.

Combining material with the right media must be considered. The use of media must also be in accordance with the material to be provided, so that it is easily accepted by students. Digital Storytelling is a media that can be used by teachers in providing material. Pradana (2021) described the findings reveal that students' perceptions and experience in using digital storytelling in the covid-19 era had strong positive perceptions. This media can attract students' interest in learning, because it combines material, pictures, video, and audio. By watching videos, teachers can convey material to students. Before using this media, the teacher must understand how to apply or create

THE USE DIGITAL STORY TELLING TO INCREASE STUDENTS INTEREST IN LEARNING IN THE NEW NORMAL ERA

Helina Nova Rina, Dian Arief Pradana, Devi Novitasari, St. Shabibatul Rohmah

Digital Storytelling first. There are several kinds of digital storytelling. There are presentations, video clips, picture clips, and much more. The easiest is the merging of picture clips. Combining one picture with another picture and then given an audio recording of the explanation from the teacher. By just watching the video, it becomes easier for students to study independently at home.

There are several online platforms that students can use to study independently at home. Such as, Rumah Belajar, Quipper School, Kelas Pintar, Ruangguru, and many more. But it will be quite difficult to implement for some elementary school students. One of the difficulties is for students who live in villages, where internet access is difficult to enter the village. Apart from being constrained by the network which cannot be accessed by the village, economic limitations also prevent students in the village from being taught using this platform. Maybe this method is suitable to be applied to students who live in cities, where the average city person has daily contact with technology. Their parents are also more sophisticated than the parents of students who live in the village. As an example of students at SDN 1 Sidodadi. This school is located in a village where the majority of the parents work as farmers. Economic limitations mean that not all students have handphone, their parents cannot afford to buy handphone for their children. And to overcome this problem, the teacher divides students into study groups. For students who don't have handphone can join with friends who have handphone.

New learning methods using new media in this pandemic era are expected to increase student enthusiasm for learning. Not only students, but with a new atmosphere like in this pandemic era it doesn't reduce the teacher's enthusiasm to continue imparting knowledge to students. The success of student learning depends on how the teacher conveys the material to students. If the teacher is enthusiastic, the teacher's positive energy will be transmitted to students.

2.METHOD

In this method, the sample is taken from the teachers of SDN 1 Sidodadi. The media used is Digital Storytelling, using Microsoft Power Point. Why use Microsoft PowerPoint? Because not all teachers are young teachers. Some are senior teachers who don't allow them to be taught using a complicated video-making application. If using Microsoft Power Point, on average all teachers have used it.

The things that must be prepared before making Digital Storytelling, such as laptops or computers, Microsoft Power Point applications, internet connections, and materials that will be given to students to be made for Digital Storytelling. After everything has been prepared, teachers must understand the features in Microsoft Power Point first. And what are the functions of these features. Like, adding pictures (background, pictures, animations, photos) and also removing pictures, adding audio (music or voice recordings of explanations from the teacher), and adding videos. After understanding these features, teachers can start creating Digital Storytelling.

When making Digital Storytelling, there are some difficulties that teachers might face in the process of making it. Like not being able to record audio directly from Microsoft Power Point. And to overcome this problem, it can be minimized by recording audio from a cellphone, then adding the audio to Power Point. Another difficulty that may occur is when adding animation. Due to the large number of animated features, it may take a little time to choose the right animation. In addition to the difficulties faced by teachers in making Digital Storytelling, teachers will experience more convenience than difficulties. The process of conveying material becomes easier, and students who study at home become easy and comfortable.



3.RESULTS AND DISCUSSION

3.1.Digital Storytelling

Storytelling has been used as a cultural means to transmit history, culture, and family relationships in the absence of a written language (Ohler, 2008). According to Robin (2016) digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music and video. Hence, this combination is to present information in a fascinating way. Digital storytelling is very similar, but has specific characteristics that make it different. One is it should be made from a personal event from the creator and generally includes music, video and a narration, plus sometimes a biography from the storyteller. These multimedia elements are blended together using computer software, or smartphone application to tell a story that usually revolves around a specific theme or topic and often contains a particular point of view.

3.2.Preparation for Online-based Digital Storytelling Learning

If the material has been made, the next step is the process of implementing the learning. In this case, during the pandemic era, all learning was done online without meetings. The learning steps are as follows:

The teacher will create a class group in the Whatsapp application where all students must enter the group first. On the previous day, the teacher will confirm in advance to students that learning will be distributed and a question and answer session the next day. In the morning before starting the lesson, the teacher will take attendance at the grub to find out if the students are ready, and who is not taking part in the online learning. After completing the absence, the teacher will start sharing the videos that were made before. The teacher will give 45 minutes for students to understand and write down what is important from the video. After that the teacher will give assignments to students in writing in a book, then take photos and distribute them to the class group. Students will be given a few hours to work on and the collection of questions is done by sending them via private messages to the teacher. Why not just send it to the grub class? Because if it is sent to the grub class, students who haven't finished or haven't even done it can see the answers of their friends who have been sent to the grub first.

Assignments are not given every day, so students don't feel pressured at home. Because just being at home will make them feel quite stressed, and if assignments are given every day, it is feared that students will feel more and more depressed, their immunity will decrease, and they will become sick. Evaluation will be carried out once a month after they have completed several assignments and received some material as well. In the evaluation process later, the teacher will also evaluate the methods of providing the material they have made. Do all students understand, or only some students, or even none of the students understand the material that the teacher has made. The teacher will report it into the student's daily journal to find out student progress and to report it to the Headmaster and Supervisor.

4.CONCLUSION

The conclusion from this study is that the use of Digital Storytelling media in learning conducted by elementary school students during the pandemic era is to increase students' interest in learning. Also to train students to be able to study independently at home. In addition to students, the use of this media also makes it easier for teachers to provide material to students without meetings. Considering that in this pandemic era, all face-to-face activities are limited or even prohibited.

THE USE DIGITAL STORY TELLING TO INCREASE STUDENTS INTEREST IN LEARNING IN THE NEW NORMAL ERA*Helina Nova Rina, Dian Arief Pradana, Devi Novitasari, St. Shabibatul Rohmah***REFERENCES**

- Bustani, B., Khaddafi, M. ., & Nur Ilham, R. (2022). REGIONAL FINANCIAL MANAGEMENT SYSTEM OF REGENCY/CITY REGIONAL ORIGINAL INCOME IN ACEH PROVINCE PERIOD YEAR 2016-2020. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 2(3), 459–468. <https://doi.org/10.54443/ijerlas.v2i3.277>
- Dreon O., Kerper R.M., Landis J. 2011, *Digital Storytelling: a tool for teaching and learning in the youtube generation*. Middle School Journal.
- Falahuddin, F., Fuadi, . F., Munandar, M., Juanda, R. ., & Nur Ilham, R. . (2022). INCREASING BUSINESS SUPPORTING CAPACITY IN MSMES BUSINESS GROUP TEMPE BUNGONG NANGGROE KERUPUK IN SYAMTALIRA ARON DISTRICT, UTARA ACEH REGENCY. *IRPITAGE JOURNAL*, 2(2), 65–68. <https://doi.org/10.54443/irpitage.v2i2.313>
- Fraenkel, R. J. and Wallen, E. N. 1996. *How to do Design and Evaluate Research in Education*. Boston: McGraw-Hill Company Inc Fortinasari P.B., Anggraeni Candradewi Wahyu, Malasari F. 2002, *Digital Storytelling Sebagai Media Pembelajaran yang Kreatif dan Inovatif di Era New Normal*, APTEKMAS Jurnal Pengabdian Kepada Masyarakat.
- Geovani, I. ., Nurkhotijah, S. ., Kurniawan, H. ., Milanie, F., & Nur Ilham, R. . (2021). JURIDICAL ANALYSIS OF VICTIMS OF THE ECONOMIC EXPLOITATION OF CHILDREN UNDER THE AGE TO REALIZE LEGAL PROTECTION FROM HUMAN RIGHTS ASPECTS: RESEARCH STUDY AT THE OFFICE OF SOCIAL AND COMMUNITY EMPOWERMENT IN BATAM CITY. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 1(1), 45–52. <https://doi.org/10.54443/ijerlas.v1i1.10>
- Henry, R. M. 2001, The power of storytelling: how oral narrative influences children's relationships in classrooms. *International Journal Education Arts*, 2(1), 1–14.
- Herlyana W., Maureen I.Y., *Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas Vii di Smp Negeri 1 Kedamean, Gresik* Universitas Negeri Surabaya
- Hermawan, C., Pradana, D. A., & Susanti, H. D. (2020, May). Developing a Problem-Based Learning Model through E-Learning for Historical Subjects to Enhance Students Learning Outcomes at SMA Negeri 1 Rogojampi. In IOP Conference Series: Earth and Environmental Science (Vol. 485, No. 1, p. 012014). IOP Publishing.
- Ilham, Rico Nur. et all (2019). Investigation of the Bitcoin Effects on the Country Revenues via Virtual Tax Transactions for Purchasing Management. *International Journal of Supply Management*. Volume 8 No. 6 December 2019.
- Ilham, Rico Nur. et all (2019).. Comparative of the Supply Chain and Block Chains to Increase the Country Revenues via Virtual Tax Transactions and Replacing Futures of Money. *International Journal of Supply Management*. Volume 8 No. 5 August 2019.
- Lasta Irawan, A. ., Briggs, D. ., Muhammad Azami, T. ., & Nurfaliza, N. (2021). THE EFFECT OF POSITION PROMOTION ON EMPLOYEE SATISFACTION WITH COMPENSATION AS INTERVENING VARIABLES: (Case Study on Harvesting Employees of PT. Karya Hevea Indonesia). *International Journal of Social Science, Educational, Economics, Agriculture Research, and Technology (IJSET)*, 1(1), 11–20. <https://doi.org/10.54443/ijset.v1i1.2>
- likdanawati, likdanawati, Yanita, Y., Hamdiah, H., Nur Ilham, R., & Sinta, I. (2022). EFFECT OF ORGANIZATIONAL COMMITMENT, WORK MOTIVATION AND LEADERSHIP STYLE ON EMPLOYEE PERFORMANCE OF PT. ACEH DISTRIBUS INDO RAYA. *International Journal of Social Science, Educational, Economics, Agriculture Research, and Technology (IJSET)*, 1(8), 377–382. <https://doi.org/10.54443/ijset.v1i8.41>



- Mahfud, M., Yudiana, IK, & Sariyanto, S. (2022). HISTORY OF BANYUWANGI KALIKLATAK PLANTATION AND ITS IMPACT ON SURROUNDING COMMUNITIES. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 3(1), 91–104. <https://doi.org/10.54443/ijerlas.v3i1.492>
- Mahfud et al (2021). UTILIZING THE USING LAWON RESIDENTIAL TRADITION AS A SOURCE OF LEARNING LOCAL HISTORY IN HIGH SCHOOLS IN BANYUWANGI. *Scientific Development Media Vol.16 No.3 October 2021*. <http://ejurnal.binawakya.or.id/index.php/MBI/article/view/1294/pdf>
- Mahfud et al (2020). Developing a Problem-Based Learning Model through E-Learning for Historical Subjects to Enhance Students Learning Outcomes at SMA Negeri 1 Rogojampi. *IOP Conf. Series: Earth and Environmental Science* 485 (2020) 012014 doi:10.1088/1755-1315/485/1/012014
- Majied Sumatrani Saragih, M. ., Hikmah Saragih, U. ., & Nur Ilham, R. . (2021). RELATIONSHIP BETWEEN MOTIVATION AND EXTRINSIC MOTIVATION TO ICREASING ENTREPRENEURSHIP IMPLEMENTATION FROM SPP AL-FALAH GROUP AT BLOK 10 VILLAGE DOLOK MASIHUL. *MORFAI JOURNAL*, 1(1), 1–12. <https://doi.org/10.54443/morai.v1i1.11>
- Manidom F.M., Rahmawati Z.D. 2018, *Implementasi Storytelling Pada Pembelajaran Daring* Universitas Islam Darul ‘Ulum Lamongan
- Nur Ilham, R. ., Arliansyah, A., Juanda, R., Multazam, M. ., & Saifanur, A. . (2021). RELATHIONSIP BETWEEN MONEY VELOCITY AND INFLATION TO INCREASING STOCK INVESTMENT RETURN: EFFECTIVE STRATEGIC BY JAKARTA AUTOMATED TRADING SYSTEM NEXT GENERATION (JATS-NG) PLATFORM. *International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS)*, 1(1), 87–92. <https://doi.org/10.54443/ijevas.v1i1.27>
- Nur Ilham, R., Heikal, M. ., Khaddafi, M. ., F, F., Ichsan, I., F, F., Abbas, D. ., Fauzul Hakim Hasibuan, A. ., Munandar, M ., & Chalirafi, C. (2021). Survey of Leading Commodities Of Aceh Province As Academic Effort To Join And Build The Country. *IRPITAGE JOURNAL*, 1(1), 13–18. <https://doi.org/10.54443/irpitage.v1i1.19>
- Nur Ilham, R., Likdanawati, L., Hamdiah, H., Adnan, A., & Sinta, I. . (2022). COMMUNITY SERVICE ACTIVITIES “SOCIALIZATION AVOID STUDY INVESTMENT” TO THE STUDENT BOND OF SERDANG BEDAGAI. *IRPITAGE JOURNAL*, 2(2), 61–64. <https://doi.org/10.54443/irpitage.v2i2.312>
- Nur Ilham, R., Heikal, M. ., Khaddafi, M. ., F, F., Ichsan, I., F, F., Abbas, D. ., Fauzul Hakim Hasibuan, A. ., Munandar, M ., & Chalirafi, C. (2021). Survey of Leading Commodities Of Aceh Province As Academic Effort To Join And Build The Country. *IRPITAGE JOURNAL*, 1(1), 13–18. <https://doi.org/10.54443/irpitage.v1i1.19>
- Nur Ilham, R., Likdanawati, L., Hamdiah, H., Adnan, A., & Sinta, I. . (2022). COMMUNITY SERVICE ACTIVITIES “SOCIALIZATION AVOID STUDY INVESTMENT” TO THE STUDENT BOND OF SERDANG BEDAGAI. *IRPITAGE JOURNAL*, 2(2), 61–64. <https://doi.org/10.54443/irpitage.v2i2.312>
- Nur Ilham, R., Likdanawati, L., Hamdiah, H., Adnan, A., & Sinta, I. . (2022). COMMUNITY SERVICE ACTIVITIES “SOCIALIZATION AVOID STUDY INVESTMENT” TO THE STUDENT BOND OF SERDANG BEDAGAI. *IRPITAGE JOURNAL*, 2(2), 61–64. <https://doi.org/10.54443/irpitage.v2i2.312>
- Nur Ilham, R., Arliansyah, A., Juanda, R. ., Sinta, I. ., Multazam, M. ., & Syahputri, L. . (2022). APPLICATION OF GOOD CORPORATE GOVERNANCE PRINCIPLES IN IMPROVING BENEFITS OF STATE-OWNED ENTERPRISES (An Emperical Evidence from Indonesian Stock Exchange at the Moment of Covid-19). *International*

THE USE DIGITAL STORY TELLING TO INCREASE STUDENTS INTEREST IN LEARNING IN THE NEW NORMAL ERA

Helina Nova Rina, Dian Arief Pradana, Devi Novitasari, St. Shabibatul Rohmah

- Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS), 2(5), 761–772. <https://doi.org/10.54443/ijebas.v2i5.410>
- Pradana, D. A., Prastika, E. A., & Pambayun, R. N. (2021, August). A narrative analysis of students' perceptions and experience in using digital storytelling for engaging speaking skill in covid-19 era. In Seminar Nasional Teknologi Pembelajaran (Vol. 1, No. 1, pp. 637-649).
- Rahmaniar, R., Subhan, S., Saharuddin, S., Nur Ilham, R. ., & Anwar, K. . (2022). THE INFLUENCE OF ENTREPRENEURSHIP ASPECTS ON THE SUCCESS OF THE CHIPS INDUSTRY IN MATANG GLUMPANG DUA AND PANTON PUMP. International Journal of Social Science, Educational, Economics, Agriculture Research, and Technology (IJSET), 1(7), 337–348. <https://doi.org/10.54443/ijset.v1i7.36>
- Rico Nur Ilham, Irada Sinta, & Mangasi Sinurat. (2022). THE EFFECT OF TECHNICAL ANALYSIS ON CRYPTOCURRENCY INVESTMENT RETURNS WITH THE 5 (FIVE) HIGHEST MARKET CAPITALIZATIONS IN INDONESIA. Journal of Economics, 11(02), 1022–1035. Retrieved from <http://ejournal.seaninstitute.or.id/index.php/Ekonomi/article/view/481>
- Robin B.R. 2016, *The Power of Digital Storytelling to Support Teaching and Learning Digital Education*
- Sinurat, M. ., Heikal, M. ., Simanjuntak, A. ., Siahaan, R. ., & Nur Ilham, R. . (2021). PRODUCT QUALITY ON CONSUMER PURCHASE INTEREST WITH CUSTOMER SATISFACTION AS A VARIABLE INTERVENING IN BLACK ONLINE STORE HIGH CLICK MARKET: Case Study on Customers of the Tebing Tinggi Black Market Online Store. MORFAI JOURNAL, 1(1), 13–21. <https://doi.org/10.54443/morai.v1i1.12>
- Sinta, I., Nur Ilham, R. ., Authar ND, M. ., M. Subhan, & Amru Usman. (2022). UTILIZATION OF DIGITAL MEDIA IN MARKETING GAYO ARABICA COFFEE. IRPITAGE JOURNAL, 2(3), 103–108. <https://doi.org/10.54443/irpitage.v2i3.467>
- Wayan Mertha, I. ., & Mahfud, M. (2022). LEARNING HISTORY BASED ON WORDWALL APPLICATIONS TO IMPROVE STUDENT LEARNING RESULTS CLASS X IPS IN MA AS'ADIYAH KETAPANG. International Journal of Educational Review, Law And Social Sciences (IJERLAS), 2(5), 507–612. <https://doi.org/10.54443/ijerlas.v2i5.369>
- Wang S., Zhan H. 2010, *Enhancing Teaching and Learning with Digital Storytelling* International Journal of Information and Communication Technology Education
- Yordan A., Fahyuni E.F. 2021, *Child-friendly IRE Learning Through Digital Storytelling in the Covid-19 Pandemic* Nazhruha: Jurnal Pendidikan Islam
- Yusuf Iis, E., Wahyuddin, W., Thoyib, A., Nur Ilham, R., & Sinta, I. (2022). THE EFFECT OF CAREER DEVELOPMENT AND WORK ENVIRONMENT ON EMPLOYEE PERFORMANCE WITH WORK MOTIVATION AS INTERVENING VARIABLE AT THE OFFICE OF AGRICULTURE AND LIVESTOCK IN ACEH. International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS), 2(2), 227–236. <https://doi.org/10.54443/ijebas.v2i2.191>