



UTILIZATION OF DIGITAL STORYTELLING TO ENHANCE NATIONALISM IN ELEMENTARY SCHOOL CHILDREN

Wahyu Ario Pratomo¹, Irsad², Sukma Hayati Hakim³,
Widya Sartika Hasibuan⁴, Syarief Fauzie⁵

^{1,2,3,4,5}Faculty of Economics and business Universitas Sumatera Utara, Indonesia.

Corresponding email: wahyu@usu.ac.id

Abstract

The purpose of this community service is to apply character education to elementary school children in the form of learning and training conducted by applying character values with real implementation through a storytelling approach and also utilizing digital technology in making learning schedules using Pop-up media to develop knowledge and creativity of elementary school children at Sekolah Indonesia Bangkok. Each learner received a digital storytelling-based learning briefing on cultural introduction as well as practicum materials in the form of creativity known as Pop-ups. The learning method used in this activity is Project Based Learning and participatory learning from students directly where students will get a basic understanding of understanding culture then students are also directed to carry out the practice of making pop-ups as an implementation of digital literacy that has been obtained. The results of learning and practice with pop-up media in elementary school children are very important to provide a fundamental understanding of students about culture and digital media-based learning practices in elementary school children.

Keywords: *Storytelling, Pop-up, Character Education, Nationalism, Project Based Learning, Digital Literacy*

INTRODUCTION

Education is an endeavor undertaken by individuals to guide children in developing moral responsibility for their actions and to enable their growth amid various influences they encounter, based on personally established foundations (Poerbakawatja, 1976; 2014). The education a child receives fosters intelligence, creativity, and innovation, necessitating advanced education characterized by moral values. Character education broadly refers to instruction that emphasizes the moral values derived from a child's learning, allowing them to understand the implications of their actions, including recognizing behaviors to pursue or avoid. Setiawan (2023) notes that implementing character-based educational concepts must involve direct integration with ongoing learning experiences to effectively introduce character values within various subjects. The educational process requires contributions from the media, particularly technology. In this context, Setiawan (2023) explains that technology can encourage students, especially children, to engage in logical thinking, enhance knowledge through heightened curiosity, and conduct research on new ideas derived from information accessed, ultimately fostering comprehension of the intended purpose of received media.

The use of technology in character education cultivates social skills and foundational abilities for teamwork based on moral principles. This utilization of technology is reflected in activities recognized as digital literacy, which represents an individual's capability to effectively use technology to broaden knowledge, foster communication with others, analyze information, and engage in various activities that promote social competencies across personal, academic, and vocational dimensions (Estha, 2002). Field observations indicate the potential negative consequences of technology addiction, as noted by Pratiwi (2023). Excessive use of technology can lead children to become dependent on screens, which reduces opportunities for social interaction

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and physical activities. This dependency can hinder character development, resulting in diminished independence, reduced emotional empathy, and inadequate social skills that struggle to adapt to dynamic environments. Furthermore, children may experience isolation and a loss of communication with key individuals who play vital roles in fostering character development, including the ability to understand others, demonstrate empathy, and communicate effectively.

The Sekolah Indonesia Bangkok (SIB) is one of the Indonesian Schools abroad located in Bangkok, Thailand. This school aims to provide Indonesian citizens with the opportunity to learn and receive an education aligned with the curriculum developed in Indonesia. In light of the current educational system, technology plays an active role as a learning medium, broadening students' perspectives. According to Iswan (2021), the development of more active, creative, and innovative learning models serves to strengthen students' skills, with one application being video storytelling. The purpose of this storytelling is to facilitate learning that focuses on enhancing students' comprehension abilities while integrating the latest technological systems. However, the use of technology among students also presents potential negative consequences, necessitating guidance on its application to ensure a higher quality of education. To support this guidance, lessons will be delivered through video storytelling about Indonesia's national culture, alongside the application of technology in creating lesson schedules or pop-ups for elementary students at the Sekolah Indonesia Bangkok.

METHOD

In the implementation of this activity, comprehensive preparations were conducted for execution in the field. These preparations included surveying the subjects for guidance, conducting a literature review on the learning models to be employed, developing essential materials for practical activities, and creating specific guidelines for video storytelling and pop-up production. The guidance provided through technology-based learning, such as video storytelling, was designed to be sustainable, focusing on knowledge development, effectiveness in learning activities, and fostering children's creativity. This creativity was not limited to pop-up production but extended to other forms that could enhance children's learning activities, particularly through directed technological applications such as crafting, educational content creation, and activities that boost children's competencies.

This initiative was a collaboration between the Development Economics Study Program at the University of Sumatera Utara and the Sekolah Indonesia Bangkok (SIB). The implementation of technology guidance in video storytelling-based learning took place on Wednesday, October 8, 2023, from 09:00 to 12:00 ICT (Indochina Time). The event was attended by 45 elementary school students from the Sekolah Indonesia Bangkok, along with contributions from several facilitators. The activity began with a video storytelling session showcasing the culture of North Sumatra, Indonesia, followed by a video storytelling session on creating a pop-up learning schedule, with direction provided by facilitators.

The learning method employed in the guidance for video storytelling-based learning was Project-Based Learning (PBL), which was conducted participatively, requiring direct contributions from the students. Project-Based Learning is a strategy that allows students to select and design their approach to completing tasks. This method emphasizes student engagement in understanding concepts through in-depth investigation and discussion of specific issues, ultimately leading to the formulation of solutions for challenges encountered during project execution. The goal is to train students to think scientifically, logically, and systematically (Zaenal and Murtadlo, 2016: 159). Following this, students were guided to apply the tutorials presented in the video storytelling to create a pop-up, which served as an evaluation of the effectiveness of the storytelling. Interactive discussions among students fostered a deeper understanding of the learning process, facilitated direct communication, and monitored the use of technology in enhancing students' creative learning experiences.

RESULTS AND DISCUSSION

This activity commenced with a brief presentation on Indonesian culture in general, followed by a video storytelling session about Indonesia's national culture, which was divided into two parts: an introductory session through video storytelling and an advanced understanding session that included a question-and-answer segment.



Figure 1. Broadcast Culture Videos.

In the material session, students were taught an understanding of the importance of nationalism in a particular student who is not in his or her own country of origin through a cultural understanding focused on North Sumatra Province. This material is explained using an interactive discussion method that aims to provide a fundamental understanding and encourage students' interest in understanding culture as a whole and more broadly.



Figure 2. Practical Tortor Video



Figure 3. Video Students watch Videos

After the material session, the activity continued with a question-and-answer segment in which students were asked about their understanding of the culture presented in the storytelling video. Students were given the opportunity to ask further questions regarding the cultures found in North Sumatra.

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Figure 4. Practical session on Creating Pop-up

The Learning for students was conducted through the digital storytelling of North Sumatran culture, which was presented live. The objective of this storytelling video was to focus on providing a fundamental understanding of culture for early childhood participants in the training program titled "Utilization of Digital Storytelling to Enhance Nationalism in Elementary School Children," which was structured with various types of questions. The foundational questions designed to enhance the students' learning capabilities are as follows:

1. What is the largest lake in North Sumatra?
Competency: The ability to identify the geographical location and cultural heritage of the Batak community.
2. What is the name of the palace located in the center of Medan?
Competency: The ability to understand local historical buildings and cultural heritage found in the city of Medan.
3. Name one of the dances featured in the cultural introduction video.
Competency: The ability to recognize and strengthen local identity and pride in cultural heritage.
4. Name one of the ethnic groups in North Sumatra.
Competency: The ability to acknowledge the existence and uniqueness of the various ethnic groups in North Sumatra.
5. Name one type of traditional house found in North Sumatra.
Competency: The ability to understand the diversity and enhance knowledge about the various cultural diversities present in North Sumatra.

After the video storytelling session has concluded, students will proceed to the application phase of video storytelling, focusing on both cultural content and the integration of technology in learning (specifically, the creation of a pop-up school schedule). During the pop-up creation process, participants will receive initial instruction through a video demonstrating the effectiveness of creativity in the form of pop-ups for school students, followed by guidance from facilitators. In the practical session for creating pop-ups, facilitators will assess the students' creative abilities and the collaboration formed, in accordance with the early childhood knowledge possessed by the participants, to produce engaging pop-ups.



Figure 5. The results of Pop-up Practicum

The results of this activity will be assessed from various evaluation perspectives to determine the level of success of the instructional guidance provided to students. The evaluation will focus on how effectively the media used supports learning and technology, as well as the students' foundational abilities and knowledge in comprehending the different sessions. Additionally, it will include an assessment of the developmental needs of the students. The final evaluation for the students will consist of a quiz that must be answered quickly and accurately, followed by a practical learning session using pop-up media. The final evaluations will be as follows:

1. Using visual media to assess the extent of the impact of learning through digital storytelling on students.
2. Using visual media to evaluate the success of the learning process conducted through digital storytelling for students.
3. Using visual media to determine the level of understanding among students regarding cultural introductions through digital storytelling.
4. Using visual media to assess the degree of understanding among students in the practical application of pop-ups as a learning medium.
5. Using visual media to evaluate students' success in the practical process of creating learning materials using pop-ups.
6. Using visual media to assess the effectiveness of teamwork among students during the practical process of creating learning materials with pop-ups.

The results obtained from this study are as follows: (1) Students at the Sekolah Indonesia Bangkok (SIB) demonstrated a strong understanding of video storytelling-based learning, (2) Students effectively comprehended the use of technology media in a directed manner, and (3) Students were able to implement the learning derived from the technology presented in a tangible format.

CLOSING

Conclusion

The training program "Utilization of Digital Storytelling to Enhance Nationalism in Elementary School Children" was conducted based on Project-Based Learning (PBL), a method that effectively directs students' critical thinking skills in comprehensively understanding scientific concepts and implementing them in projects that require solutions. The expected output of this training is to foster a focused approach to technology use while enhancing students' creativity, accompanied by a sense of nationalism rooted in the characteristics of Indonesian culture.

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