



The Effectiveness of the Application of Digital Technology and Learning Videos in the Process of Writing Inspirational Stories

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ABSTRACT

This study aims to determine the effectiveness of digital technology and learning videos in the process of writing inspirational stories. The research was conducted with the experimental method of pre-experimental design (nondesign), namely one group pretest-posttest design (one class only) with the research subject of class IX-A students of SMP Negeri 1 Idanogawo totaling 32 people. The results showed that the percentage of effectiveness of digital technology and learning videos was 80.5% with a decent category and an average score of 76.5. The benefits of digital technology and learning videos include: (1) the emergence of innovative learning methods/strategies, (2) encouraging teachers to be more creative, (3) making it easier to access learning resources, (4) making it easier for teachers to deliver material, (5) making it easier for students to understand the topics discussed, (6) saving time.

Keywords: *Digital Technology, Learning Videos, Inspiration Stories*

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INTRODUCTION

The era of globalization is marked by the rapid advancement of digital technology so that it can be utilized by the entire community and even institutions/agencies. Digital technology prioritizes the use of digital means compared to human labor (Bingham dkk., 2015; Connors dkk., 2019; Sreenivas & Koneru, 2019). By implication, the application of digital technology must be synchronized with the material being taught so that it is effective and learning objectives are achieved and seeks to develop students'

interest in learning. However, it is necessary to pay attention to the existence of an accessible location. This is a challenge for teachers and learners in remote areas (Chen dkk., 2024; Iwanaga dkk., 2020; Kiegaldie dkk., 2023). In addition, teaching and learning activities at school are limited, making it difficult for teachers to achieve learning objectives. One form of digital technology is the use of the internet.

Monotonous habits that are guided by printed books can be replaced by the presence of digital technology, namely the use of various types of learning media such as learning videos (Galiher & Huffman, 2022; Shah dkk., 2018; Strauser dkk., 2015). Video as one of the media that simultaneously shows images and sound or called audio visual can be obtained through applications such as YouTube with the help of the internet. The benefits of using learning videos are to make learning more qualified, create a passion for learning so that students are motivated to learn. When associated with the process of writing inspirational stories, through the video shown, students are invited to understand the positive values in the video they see and are inspired to express their life experiences that can be emulated.

Writing activity is one aspect of language skills that must be mastered. Language is the main pillar of communicating and transferring information so that it is claimed to be an important element that must be trained to learners so that it can be applied in everyday life (Baumann dkk., 2013; Bosk dkk., 2020; Renner dkk., 2021). Language includes four skills including *listening skills*, *speaking skills*, *reading skills*, and *writing skills*. The ability to hear as well as understand the meaning of messages or information conveyed by others orally is produced by listening activities. Meanwhile, to play or pronounce words orally is obtained from speaking activities (Broese dkk., 2022; Carballo-Leyenda dkk., 2021; Kennedy dkk., 2023). Furthermore, reading skills are the ability to understand the message conveyed by the author in a reading passage. In contrast to writing skills as the ability to present the main idea in the form of meaningful writing. In its implementation, not all students have the same writing skills. This can occur due to low learning motivation, inappropriate media utilization, and the way teachers teach.

Writing trains creative individuals to express ideas, especially imaginative things. In the process, writing skills include designing, drafting, feedback, revision, editing, and submission. Writing activities build a person's confidence to share positive experiences in writing that can inspire readers, one of which is by writing inspirational stories containing narratives that can be emulated and are able to awaken every reader to empathize (Fathi dkk., 2018; Jnah dkk., 2015; Rupp dkk., 2021). The systematic writing of inspirational stories consists of orientation, complication, culmination (core) of the story, and resolution. However, writing proficiency is not the same because it is influenced by internal factors that come from within and external factors that come from outside such as family, school, and community environments. Therefore, teachers play an important role in shaping students to be qualified in line with the rapid development of the times.

Technological advances are inseparable from the scope of education which makes teachers and students continue to adjust so as not to lag behind. The use of digital technology in the process of writing inspirational stories has a positive impact, namely

students have the freedom to tell their memorable life experiences and can be used as a life guide for others. However, in its implementation there are obstacles that are classified into two factors, namely internal factors and external factors. Internal factors come from teachers, namely monotony with printed books and minimal knowledge of using technology (technology stuttering), while external factors are the unavailability of internet access and inadequate facilities. Therefore, this study aims to determine the effectiveness of the application of digital technology and learning videos in the process of writing inspirational stories (Alexandraki dkk., 2024; Baack & Alfred, 2013; Hunter dkk., 2020). The formulation of the research problem is "How is the effectiveness of the application of digital technology in the process of writing inspirational stories".

RESEARCH METHODOLOGY

This research uses a type of quantitative research with an experimental approach of *pre-experimental design* (nondesign) type, namely *one group pretest-posttest design* (one class only) (Fomina dkk., 2017; Quick dkk., 2017; Sigsgaard dkk., 2024). In order to obtain maximum data, researchers used assessment instruments including the use of digital technology, learning videos, and the suitability of writing inspirational stories starting from orientation, complication, culmination (core) of the story, and resolution (Hung & Chen, 2017; Mirza dkk., 2019; Van Der Mei dkk., 2024). The research subjects were 32 students of class IX-A of SMP Negeri 1 Idanogawo. Data were obtained by giving tests to measure students' abilities with the focus of the research object of writing inspirational stories. The eligibility criteria start from 0%-20% very inappropriate, 21%-40% inappropriate, 41%-60% quite feasible, 61%-80% feasible, and 81%-100% very feasible and the percentage is obtained by way of

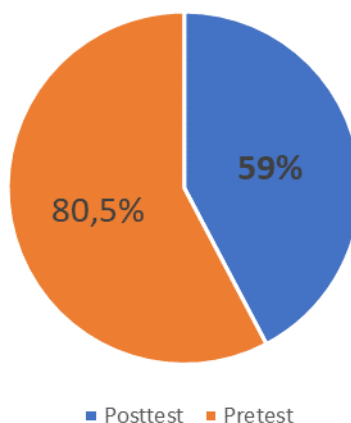
Percentage (%) = $\frac{\text{Jumlah Skor}}{\text{Skor Maksimal}} \times 100\%$

Description:

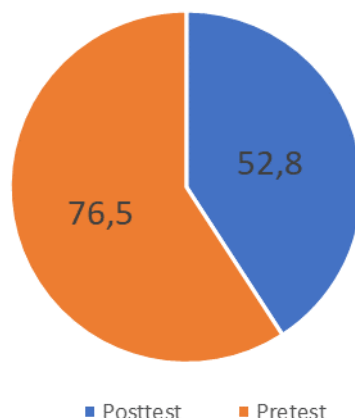
Total score : The total score obtained from all respondents.

Maximum score : The highest score from the validation questionnaire multiplied by the number of respondents (Fuadi dkk., 2022).

RESULT AND DISCUSSION



Graphic 1. Percentage of *pretest* and *posttest* of digital technology and learning videos on the inspirational story writing process



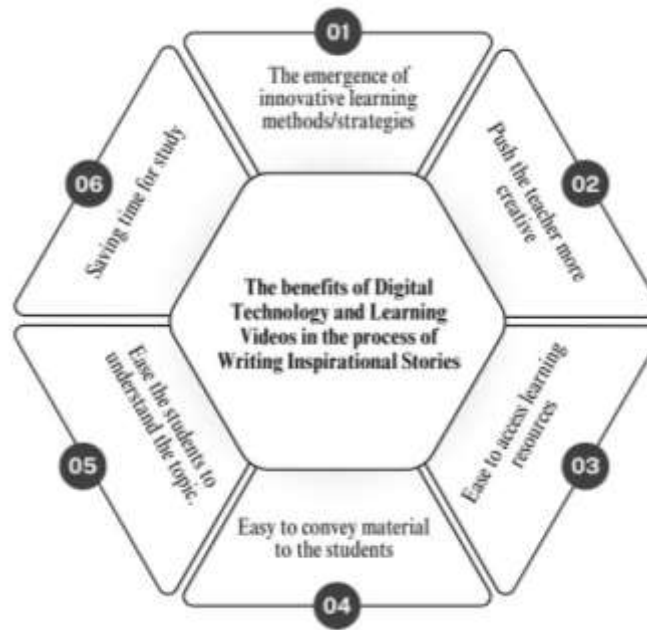
Graphic 2. Mean scores of students' *pretest* and *posttest* on digital technology on the inspirational story writing process

Table 1. *Pretest* and *posttest* studies of the application of digital technology and learning videos in the process of writing inspirational stories

No.	Study Aspect	Pretest	Posttest
1.	Digital technology	Simply	Worth
2.	Learning video	Simply	Worth
3.	Inspirational story structure (orientation, event complication, complication, resolution, coda)	Simply	Worth

In the early stages of research before the application of digital technology and learning videos in the process of writing inspirational stories, the things that researchers did to find out and obtain results before implementation (*pretest*) were (1) observing the learning process being carried out by the teacher, (2) collecting data in the form of student scores after the teacher gave a written test by telling students to write inspirational stories based on the package book, (3) processing data to get the average student score and percentage of success (Liou dkk., 2013; Precin, 2011; Sivri dkk., 2013). Thus, the researcher found the factors that cause students' ability to write inspirational stories to be categorized as sufficient at the *pretest* stage, namely (1) students' disinterest in the package book, (2) the lack of creativity in presenting the material so that it affects the learning outcomes achieved by students. The percentage results before (*pretest*) the application of technology and learning videos in the process of writing inspirational stories were 59.3% in the sufficient category with an average score of 52.8.

Based on the experiments that have been conducted, researchers obtained results that prove that digital technology and learning videos are effectively used in the process of writing inspirational stories, especially among students of class IX-C (nine) of SMP Negeri 1 Idanogawo.



Picture 1. Benefits of Digital Technology and Learning Videos on the inspirational story writing process

The experimental results of using digital technology and learning videos in the inspirational writing process show several benefits for teachers and students, namely (1) the emergence of innovative learning methods/strategies which means that teachers have found new things to trigger students' enthusiasm for learning, (2) encouraging teachers to be more creative in presenting material so that it does not seem monotonous and guided by textbooks alone, (3) making it easier to access learning resources through the internet such as YouTube or browsing academic websites, (4) making it easier for teachers to convey material to students by positioning themselves as facilitators, (5) making it easier for students to understand the topics discussed so that learning objectives can be achieved, and (6) saving time means that the teacher has enough time to complete one subject matter so that students do not miss the material.

CONCLUSION

Based on the research that has been conducted, it can be concluded that digital technology and learning videos are effective to be applied to the process of writing students' inspirational stories with a percentage of 80.5% feasible category with an average score of 76.5. Thus, digital technology and learning videos in the process of writing inspirational stories have several benefits, including (1) the emergence of innovative learning methods/strategies, (2) encouraging teachers to be more creative, (3) making it easier to access learning resources, (4) making it easier for teachers to deliver material, (5) making it easier for students to understand the topics discussed, (6) saving time.

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