Utilisation of Digital Storytelling to Increase Student Learning Motivation

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Article Information:	ABSTRACT
	Digital storytelling is a form of mediated communication that uses a set of information and communication technologies with the aim of exchanging information, which is packaged into several topics with an interesting presentation style. The purpose of this study is to describe the utilization of digital storytelling that can increase the level of learning motivation of students. The research model implemented is to use quantitative methods. The quantitative method was carried out with a survey model with google forms and in-depth interviews, as well as gathering information from several students at one of the Madrasah Aliyah in the Tanah Datar area. The result of this research is that digital storytelling is very effective to be applied in schools, because it is able to bring out the enthusiasm and high motivation of students in learning. The conclusion of this research is that a teacher must be able to improvise on learning media which initially only used printed media in learning, now must be able to utilize digital storytelling as a medium that arouses students' enthusiasm. The limitation of this study is that researchers are only able to apply digital storytelling learning media in one subject. For this reason, researchers hope that future researchers can apply and develop digital storytelling in various subjects. **Keywords**: *Digital Storytelling, Effectiveness, Motivation*

INTRODUCTION

The emergence of technology cannot be separated from the digital world, because technology is very strongly related to digital (Ammar et al., 2020; Mortier et al., 2019; Sjödin et al., 2020). In this era, we find that all people use technology in their daily lives, not only in daily life but digital technology is also widely used, especially in the field of education (He et al., 2020; Sheth, 2020; Singh & Thurman, 2019). As time goes by, technology gradually begins to develop, both at home and abroad, not only that technology is also very useful in this day and age, where almost all activities use technology, especially in the world of education (Chung et al., 2020; Saldaña et al., 2019; Ye et al., 2019). They give the reason that using technology makes all activities easier and saves time.

Education is a very important thing to be obtained by humans (Cevik et al., 2021; Donnelly et al., 2020; Wishart et al., 2018). As well as education, there are also educational institutions both formally and informally to gain knowledge (Elnadi et al., 2021; Pei & Wu, 2019; Wang et al., 2018). serta mentransfer ilmu (Yang et al., 2019). At school during the teaching and learning process between educators and students and deliver humans to their true identity and have the potential to be developed so that they have noble morals, are smart in attitude and have knowledge and skills that are capable and skilled in teaching.

Education is the most important part of improving the quality of human resources (Kremen et al., 2019; Ombelet et al., 2018; Peñalva et al., 2020). Education itself has a close relationship with the interaction process, both the interaction between educators and students (Anantatmula & Rad, 2018; Li et al., 2019; Rana et al., 2020). An effort that can improve the quality of teacher teaching quality is to improve learning patterns by taking approaches and using media that can be considered effective in improving the quality of human resources so that it can create a pleasant learning environment (Amiryousefi, 2019; Leri & Theodoridis, 2019; Schildkamp, 2019). The media is important in a learning process where the media not only acts as arousing interest and motivation for students who are learning but this media also acts as activating students during class learning.

Motivating students to learn can be done by increasing an interesting activity that will be able to encourage students to actively use their senses to find new knowledge and can feel the benefits of learning (Iqbal et al., 2020; Liu et al., 2019; Martin & Bolliger, 2018). Basically, the motivation to improve the quality of human resources or learning of students varies. Some students are motivated to learn what they enjoy, while others are less motivated (Ferri et al., 2020; Hsu et al., 2018; Kuo et al., 2019). Students who are more motivated tend to have different experiences than students who are less motivated. In class, when most of the students are less motivated they tend to find learning boring and it makes the students less enthusiastic about participating in learning activities in the class.

One way to motivate students when learning is through the use of learning media (Macaro et al., 2018). For decades, students have chosen to learn through video tutorials

as opposed to reading books. APJII's 2017 survey also found that 75.5% of internet users in the age range of 13-18 years old frequently visit chat/social media services and YouTube (Sarkodie & Strezov, 2019). This phenomenon shows the need to utilize the internet and digital technology as relevant learning media through the use of technology in education. this is where the use of digital storytelling is most appropriate to be used to increase the creativity of students and can motivate students to develop their talents.

Storytelling or commonly known as storytelling has a positive impact on learning, especially on language learning (Abbas et al., 2019; Hava, 2021; Law et al., 2019). As storytelling has moved into the digital realm, it has given rise to digital storytelling, also known as the practice of combining narrative with media to produce a selection of short autobiographies, and is seeking to expand its use across all levels of schooling to motivate students (Underhill, 2020). There are also those who define digital storytelling as the delivery of stories both in the form of fiction and in the form of reality accompanied by audio, text, and images.

In today's digital era, almost all people in the world use technology in all forms of activities, which in their activities technology has a very large role (Du et al., 2018; Liu et al., 2020; Zhou et al., 2020). such as a teacher who conveys material where usually in the delivery of a material the teacher only relies on a book in the learning process, but with this technology, it helps a teacher in delivering the material in a shorter time (König et al., 2020). storytelling can also be used as a strategy in an effort to increase motivation in the achievements achieved by students in an educational institution in the world, especially in education in Indonesia.

The purpose of this research is to find out the extent and how the utilization of digital storytelling media as an online-based learning media in one of the Junior High Schools in the Tanah Datar district. The research was conducted to find out what are the obstacles faced by teachers and students in using this digital storytelling media. Problems encountered are such as difficulties or difficulties in using this digital storytelling media. The factors that cause such obstacles in digital storytelling media are inadequate internet networks so that lecturers and students have difficulty using this media. In connection with the obstacles faced in the above problem, the researcher will discuss the extent to which the utilization of digital storytelling media is used to increase the learning motivation of students at Pattimura University.

RESEARCH METHODOLOGY

This research was conducted with a quantitative method with a survey model and an in-depth interview with one of the lecturers who used digital storytelling media as teaching material The survey was conducted simultaneously in line with the research objectives, namely to obtain data and analyze the opinion of one of the lecturers regarding the use of digital storytelling as a learning medium to increase the motivation of online students to learn at Pattimura University (Liao et al., 2019). While the interview process is carried out in depth which is useful for getting a more complete explanation of the extent to which the utilization of digital storytelling is used in the

school environment (Virani et al., 2020). The place where this research was conducted was at Pattimura University during the odd semester learning in 2022. The reason for choosing this place is because the online learning process in general has not been eliminated anymore and the teacher can conclude how the utilization of this digital storytelling media during distance learning.

Data collection in this study was carried out using survey techniques, namely by making some questions in advance on google form about the utilization of digital storytelling media. The link from the questionnaire that has been made is then distributed to several students and to one of the lecturers who use this digital storytelling media (Zheng et al., 2020). The questions contained in the google form are related to the utilization of digital storytelling media as a learning media that is useful for increasing the learning motivation of students at Pattimura University (Yue et al., 2019). After conducting a survey and continued by conducting an in-depth interview with one of the teachers who used digital storytelling media at Pattimura University. The questions asked by the researcher were answered clearly and completely related to the utilization of this digital storytelling media.

The data that has been obtained from this research is then collected and then presented using quantitative methods, namely by calculating the percentage that has been obtained from each answer to the questions in this google form. The percentage that has been obtained is then presented in the words of the researcher in tabular form and discussed using several opinions of experts and also from researchers who have previously conducted research related to the utilization of digital storytelling media. It is in the discussion section of the research results that the researcher's argument is narrated and developed by placing the researcher as the arbiter of the many conclusions contained by previous researchers.

RESULT AND DISCUSSION

The survey that the researchers have done before through a questionnaire on google form has been filled in by 5 Pattimura University lecturers. From each question that has been given in this questionnaire states that lecturers at this school generally know the media of digital storytelling and they understand how to use this media in the learning process in college. In general, students at Pattimura University know this media and also understand how to use digital storytelling media, this media is considered very useful and very suitable for use as an online-based learning media. This media is very useful for increasing the motivation of students in learning, this media provides a convenience in the teaching and learning process and makes the learning process more effective and efficient and can increase student learning motivation. The disadvantage of this media is that it requires internet network access that must be smooth and adequate. Behind the advantages and disadvantages of digital storytelling media, this media is considered very capable of encouraging and increasing student learning motivation.

Table 1 Article Body Length Weight

No	Question	Answer/ percentage	Description
1	Is storytelling learning needed in lessons?		Of the 5 lecturers who filled out google from, it is known that 4 lecturers said they agreed with the use of Digital storytelling and 1 other lecturer said it was very necessary.
2	Can the use of digital storytelling help the learning process?	80% of lecturers agree and 20% strongly agree that storytelling is needed in learning.	4 teachers agreed with this digital storytelling media used to help the learning process and 1 other teacher said strongly agreed with the use of this media.
3	Can the use of digital storytelling add insight to students?	80% of lecturers agree and 20% of lecturers strongly agree that the use of Digital storytelling helps the learning process.	5 lecturers strongly agreed with the use of digital storytelling media to add insight to students.
4	Will students focus on learning by using digital storytelling media?	100% can add insight.	4 lecturers agreed and 1 lecturer strongly agreed that the use of digital storytelling media would make students focus on learning.
5	Can the use of digital storytelling motivate students?	80% of lecturers agreed and 20% of lecturers strongly agreed that the use of Digital storytelling can make students focus on learning.	5 teachers strongly agreed with the use of digital storytelling media as a useful media to increase the motivation of students.
6	Does the use of digital storytelling require a very good internet network?	100% of lecturers strongly agree that the use of digital storytelling media can motivate students.	4 lecturers strongly agree that digital storytelling media requires an internet network while 1 other lecturer agrees that the

			use of digital storytelling media requires internet access.
7	Is digital storytelling useful during a pandemic?	80% of lecturers strongly agree that digital storytelling media requires internet access while 20% agree.	4 teachers strongly agreed with the use of digital storytelling media during the pandemic while 1 other lecturer said he agreed with the use of digital storytelling media during the pandemic.
8	Can students use digital storytelling media well?	80% of teachers strongly agree with the use of digital storytelling media during the pandemic while the other 20% of teachers agree with the use of digital storytelling media during the pandemic.	4 lecturers said they agreed with students being able to use this digital storytelling media while 1 lecturer said they strongly agreed with students being able to use this media.

8 Can students use digital storytelling media well?   80% of teachers strongly agreed with the use of digital storytelling media during the pandemic while the other 20% of teachers agreed with the use of digital storytelling media during the pandemic.

4 lecturers said they agreed with students being able to use this digital storytelling media while 1 lecturer said they strongly agreed with students being able to use this media.

The purpose of making the table above is to collect data obtained from several teachers who have filled in the Google from link that has been distributed by researchers. After distributing this questionnaire link to several Pattimura University lecturers, the lecturers have filled out the questionnaire, as shown in the table above. The following is an explanation of the table above. Of the five lecturers who filled out the questionnaire link, there were four lecturers who agreed that this digital storytelling media was needed and one lecturer strongly agreed with the use of this media.

Then four lecturers said the use of digital storytelling media helped the learning process while one other lecturer stated that this media really helped the learning process. Of all the lecturers who have filled in the questionnaire link that has been distributed by researchers said that this digital storytelling media is very helpful for teachers in helping to add insight to students. Furthermore, four lecturers said they agreed that using digital storytelling media could increase the focus of students, while one other lecturer said that

they strongly agreed with the use of digital storytelling media to increase the focus of students. And of the five lecturers strongly agree with the use of this digital storytelling media to increase students' learning motivation because the existence of this media will make students more enthusiastic and more motivated in learning and can also save time in learning.

Of the five lecturers who filled out the questionnaire link that had been distributed by the researcher. there are four people strongly agreeing with the use of this digital storytelling media requires a very good internet network, and one other person agreed that the use of this media really requires an internet network. From the results of the research, the lecturer considers that this media is very easy to access with a smooth internet network, but if the internet network is not smooth then this media will be difficult to use. Then of the four lecturers said that this digital storytelling media was very useful in learning during a pandemic, while one other lecturer agreed with the use of this media during a pandemic.

From the data that has been collected by researchers, there are 4 lecturers who understand using this digital storytelling media in the learning process, while one other person agrees and is good at using this media. it's just that there are several teachers who don't understand using this application. With the understanding of the lecturer in using this media, the lecturer is required to be able to use this media during the learning process in order to increase student learning motivation.

DISCUSSION

Digital storytelling is a practice of combining personal narrative with media to produce a selection of short autobiographies that are useful for motivating students in learning. Digital Storytelling is also a delivery of news both in the form of fiction and in the form of reality accompanied by audio, text, and images, storytelling can also be used as a strategy in an effort to increase motivation in achievement achieved by students. With the development of internet access and technology, it is now easier for every community to find useful platforms according to their uses.

In today's era, we find many young people who often use technology to produce their own work and efforts. which is developing at this time such as Vlog videos or youtube applications where this application is closely related to technology and is also used as a money-making medium, this media is also very widely used among today's youth. Not only that, there are also various applications and media that can be used by today's youth to develop their work and creativity. As time goes by technology gradually begins to develop, both inside and outside the country, not only that technology is also very useful in this day and age.

Nowadays, storytelling is something that is rarely done by educators in the world of education and even its role and function have been replaced by technology such as television and playing games on computers. The current era is indeed dynamic, although it does not always have a positive impact. Apart from all that, stories also have the power, function and benefits as a medium of communication, as well as a method in building the personality of students. The way of telling stories is also an element that

makes the story more interesting and liked by the learners. Without realizing it, storytelling is something that we often do and has become a habit for us.

Storytelling is an art that conveys stories of reality or fiction in the form of images, text, audio, and even video. Storytelling is also a description of life in the form of personal experiences, ideas, beliefs, learning about life through a story. Digital storytelling is usually personal or narrated factual material. Digital storytelling is generally used as mental therapy, teaching and learning process, and as a form of documentation of a communication from an educational institution. Digital storytelling is a technology-based short story that is generally accompanied by an illustrative text and sound that is displayed for a few minutes in the performance of a material in a class.

Storytelling is also commonly referred to as the oldest but also the newest literary science. Although the terms of storytelling change from time to time and even from year to year always have updates, but storytelling still has a goal which is to meet the basic needs of students in educational institutions. Humans coexist with events that occur as long as the events they tell and they convey to others in the form of stories, be it stories that are spoken or stories that are witnessed directly. They express their imagination and impressions in the form of stories as an effort to explain so that others understand what we mean so that they understand each other.

Digital storytelling is said to have successfully met the standards of the world of education and also provides convenience for those who use this media and digital storytelling is one of the ways humans convey material or information to others. Digital storytelling can improve students' ability to increase student learning motivation and can enrich the insight of students' experiences. Educators and students strongly agree in using this digital storytelling media in the learning process in order to increase student learning motivation in an educational institution. In achieving the goals of digital storytelling, of course, it is necessary to be creative from educators and students in developing digital storytelling media so that learning in a class becomes effective and efficient.

In this digital era, almost all people rely on technology in all forms of activity. As one example, the younger generation who may be more skilled in utilizing information technology, they can use existing technology as a place to create very interesting and useful works that have educational and entertaining properties, provided that there is no element to drop or insult other people's work or insult religion. It is also possible that in the world of education, technology is also used in the learning process, which is useful to assist a teacher in explaining the material he wants to convey to students.

The concept of digital storytelling is made uniquely with media with the main purpose of providing information to listeners. In general, the storytelling test has components in the form of stages accompanied by educational objectives in the form of strategies to increase student motivation in this globalization era. Digital storytelling has been in great demand by all circles, especially the millennial generation and educators who are in an educational environment where utilizing this media greatly helps the learning process. The advancement of information communication technology makes it

very easy for everyone to access the internet, there are many social media platforms that allow users to express themselves, either by writing in the form of text, photos, audio, even a video.

Media plays a very important role in learning. The use of media not only arouses students' interest and motivation to learn, but can also energize students during classroom learning. As one example is learning Mathematics, math is one of the subjects that can make students bored and desperate in their learning activities. Math is a difficult subject. Everyone must learn it because it is a means of solving everyday problems. So in cases like this, the role of teachers is very important in dealing with cases like this, they are required to be able to increase student learning motivation in this math learning.

Learning motivation can be increased with interesting activities that encourage students to actively use their five senses to discover new knowledge and feel the benefits of learning. In general, students' learning motivation is not the same. Some students are highly motivated to learn what they love, while others are less motivated. Highly motivated students tend to have a different learning experience to less motivated students. In the classroom, when most students have low motivation to learn, learning becomes boring and students become sleepy and less enthusiastic about learning activities in the classroom.

One way to increase student learning motivation in a lesson is by using media, so that the use of media in learning can increase student learning motivation, because students prefer learning that uses technology in it. The use of storytelling can foster student interest and motivation to learn and this media is considered quite effective in developing the talents of students, and this media is predicted to be able to develop ideas contained in each individual student. Digital storytelling is also an alternative to develop learning in the 21st century.

Digital storytelling learning using video media can motivate students to learn and increase their reactivity. the use of digital storytelling media shows an increase in student interest and motivation to learn. Motivation is usually defined as a person's state that is able to arouse, maintain behavior. Meanwhile, according to some experts he suggested that learning motivation is influenced by four perceptual factors: attention, relevance, trust, and satisfaction. So that by paying attention to these four factors, it can increase student learning motivation in a learning process and can also develop the potential potential possessed by students so as to create a pleasant learning environment.

CONCLUSION

The results of this study reveal that this technology is not only used or utilized in the scope of economics, politics and business, but technology has developed to the aspect of education. The influence of technology and science that is very fast also has a positive impact and a negative impact. The positive impact of the development of science and technology is the spread and opening of information and knowledge throughout the world and makes education very easy to implement in any condition. If

the development of this technology is not controlled properly, negative impacts will arise, such as the emergence of changes in behavior, ethics, rules, or morals of life that are contrary to the norms that exist in society. To address this, the role of education is very important to develop the positive impact of technology and improve the negative impact of technology, in order to form students who excel.

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