
Digital Storytelling as Innovative Tool in Teaching Public Speaking Course at Mts Al Amiriyyah Banyuwangi

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Abstract

This research shows that in this digital era, education is required to switch from traditional methods to more innovative ways in improving students' abilities such as digital storytelling in learning public speaking at MTs Al Amiriyyah Banyuwangi is effective in improving speaking skills and understanding English texts. This study uses a qualitative approach with a case study design, involving 2 public speaking skills teachers and 45 students from two classes at MTs Al Amiriyyah Banyuwangi. Data were collected through in-depth interviews, classroom observations. Data analysis was carried out thematically to identify themes such as student confidence and creativity. The validity of the data is maintained through triangulation, which involves the use of several data collection techniques, including in-depth interviews, observations, and documentation. By combining these methods, this study is able to cross-check and validate findings, ensuring a more comprehensive and reliable understanding of the implementation of digital storytelling in public speaking training at MTs Al Amiriyyah Banyuwangi. The results of the study show that the application of **digital storytelling** has a significant effect in improving *students' public speaking skills*. This helps students understand the structure of the story, so that the speech becomes more organized and engaging. In addition, digital storytelling boosts students' confidence through visual and narrative elements, which makes them more comfortable speaking in front of an audience. This method contributes to the mastery of technological skills, such as *video editing* and presentation creation, that are relevant to the needs of the digital age.

Keywords: Digital Storytelling, Innovative Tool, Teaching Public Speaking

INTRODUCTION

Digital storytelling is a innovative innovation in education, especially in teaching public speaking skills. This phenomenon reflects a paradigm shift in teaching methods from more conventional to more interactive and technology-based. In today's digital era, public speaking has become one of the essential skills that students need to face the challenges of the world of work and social life. However,

many students at the junior secondary level still find it difficult to develop self-confidence, the ability to organize arguments, and convey ideas effectively. Digital storytelling provides a solution by utilizing technology to combine verbal, visual, and audio narratives (Moradi & Chen, 2019). This approach not only helps students overcome nervousness, but also enhances their critical thinking skills and creativity. Students are invited to create digital stories

using a simple application where they visualize ideas through animated videos and voice narration (Alexander, 2017; Ali et al., 2024 ; Rahmat et al., 2025). This creates a more interesting and participatory learning atmosphere. In addition, the implementation of digital storytelling also fosters collaborative skills, as students often work in groups to construct their stories. This method supports the competency-based curriculum that emphasizes the development of 21st century skills, including communication, collaboration and digital literacy (González-Pérez & Ramírez-Montoya, 2022). As a result, students are not only adept at public speaking but also better prepared to face challenges outside the school environment. Digital storytelling is proving to be a transformational tool in building a more confident and competent younger generation.

Previous research on digital storytelling as an innovative approach in teaching public speaking demonstrates its considerable potential in enhancing students' communication skills. For instance, Rahiem (2021), highlighted that digital storytelling aids students in comprehending concepts through visual and auditory narratives, making the learning process more engaging and effective. Similarly, Hava (2021), through a study conducted in Egyptian secondary schools, revealed that digital storytelling increased students' active participation and reduced public speaking anxiety. In the Indonesian context, Yang et al (2022), reported that the use of digital storytelling in language learning improved students' ability to organize ideas and present arguments coherently.

However, despite these positive findings, existing literature tends to focus primarily on general language acquisition or engagement outcomes, often overlooking the specific development of structured public speaking skills, particularly within religious-based educational institutions such as

madrasahs. Additionally, while Yang et al (2022), emphasized the necessity of technological support, there remains a lack of critical discussion on the contextual barriers—such as technological disparities in rural or semi-urban madrasahs—that might limit the effectiveness of digital storytelling interventions. Furthermore, prior studies have generally adopted a broad perspective without deeply analyzing how digital storytelling specifically cultivates critical elements of public speaking, such as audience awareness, persuasive delivery, and narrative coherence.

Therefore, this study aims to fill these gaps by critically examining how digital storytelling can be strategically implemented to enhance public speaking competencies among madrasah students, taking into account both pedagogical and contextual factors unique to Islamic educational settings.

The novelty of this research lies in its specific focus on the integration of digital storytelling as an instructional strategy to enhance public speaking skills at the madrasah education level a domain that has received little scholarly attention in the Indonesian context. While previous studies in Indonesia have examined digital storytelling primarily in the broader contexts of language acquisition and literacy development, research explicitly addressing its role in fostering communication competencies, particularly public speaking, within Islamic educational institutions such as madrasahs, remains scarce. Moreover, most existing works center on general elementary or secondary education without considering the unique curricular and cultural characteristics of madrasah settings. Therefore, this study offers a distinctive contribution by bridging digital pedagogical innovation with the development of public speaking skills in the specific socio-educational context of

Indonesian madrasahs, filling a critical gap in current educational research.

This research integrates the narrative technology approach with Islamic educational values, creating a unique learning model that is relevant to the needs of madrasah students. In addition, this study focuses on the effect of digital storytelling on increasing students' self-confidence, argumentation skills, and collaboration in a community-based environment, which has rarely been the focus of previous research. The availability of simple technology and local resources can be optimally utilized in supporting technology-based learning. Thus, this research not only offers theoretical contributions but also provides practical guidelines for educators in developing innovative learning methods that fit the context of faith-based education in the digital era.

The main objective of this study was to explore how digital storytelling was utilized as an innovative tool to enhance students' public speaking skills at MTs Al Amiriyyah Banyuwangi. This objective is based on the urgent need to develop learning methods that are not only relevant to technological developments, but also capable of building 21st century skills, such as communication, collaboration, and digital literacy. Students at the madrasah level often encountered challenges in public speaking, particularly related to low self-confidence and limited practical experience. Digital storytelling provided a promising solution by combining visual, audio, and narrative elements, thereby creating an interactive and engaging learning environment. Thus, this research not only offered theoretical contributions but also aimed to develop a practical learning model that could be adopted by other madrasahs to enhance their educational quality.

In line with these objectives, this study was guided by the following research questions: (1) how digital storytelling was utilized in the teaching of public speaking at

MTs Al Amiriyyah Banyuwangi; (2) what the perceptions of teachers and students were regarding the use of digital storytelling in public speaking classes; and (3) how digital storytelling influenced the development of students' public speaking skills at the madrasah level. Ultimately, this study seeks to pioneer a contextually relevant and pedagogically sound approach to public speaking instruction through digital storytelling, thereby equipping madrasah students with the critical communication competencies essential for thriving in a digitally driven world.

METHODOLOGY

This research employed a qualitative approach with a case study method to explore the use of digital storytelling as an innovative tool in teaching effective public speaking at MTs Al Amiriyyah Banyuwangi. The study was conducted at MTs Al Amiriyyah, located in Banyuwangi, focusing on public speaking classes that incorporated communication-based subjects, such as Bahasa Indonesia, English, and Islamic Communication.

The participants consisted of 2 public speaking teachers and 45 students from two classes that specialized in communication skills training. Data were collected through in-depth interviews, observation, and documentation (Kusumastuti & Khoiron, 2019).

Semi-structured interviews were conducted with the 2 teachers and 10 selected students who participated actively in the public speaking program using digital storytelling. The interviews were conducted in Bahasa Indonesia, lasted approximately 30–45 minutes each, and were audio-recorded with participants' consent.

Observation was carried out five times during the digital storytelling learning sessions. The researchers used an observation checklist and field notes to record student

participation, technological use, and interaction during the learning process.

Documentation involved collecting supporting materials such as lesson plans, examples of students' digital storytelling projects, and public speaking assessment results (Anggito & Setiawan, 2018; Abdussamad & Sik, 2021).

Data analysis was conducted using an interactive model, which included three main stages: data reduction, data display, and conclusion drawing (Yusriani, 2022; Sari et al., 2022). During the data reduction stage, the researchers categorized and coded relevant information to answer the research questions (RQs), particularly regarding how digital storytelling impacted students' public speaking performance. The data display stage involved organizing the reduced data into a coherent narrative and visual charts to highlight key patterns. Finally, the conclusion drawing stage synthesized the findings from interviews, observations, and documentation to provide an in-depth understanding of the effectiveness of digital storytelling as a learning tool for public speaking.

RESULT AND DISCUSSION

Research Results

Based on the data collected and analyzed, this study identifies three key findings that illuminate the multifaceted role of digital storytelling in enhancing students' public speaking skills at MTs Al Amiriyyah Banyuwangi. These findings not only reveal the instructional benefits of integrating digital media into communication education but also highlight broader impacts on students' confidence, creativity, and critical communication abilities. Each finding elaborates on specific dimensions where digital storytelling contributes significantly to the development of effective public speaking competencies in the madrasah context, offering insights for both theory and practice.

Improving Structure and Storyline Skills in Public Speaking

The use of digital storytelling significantly helped students understand the importance of structure and storyline in public speaking. Students showed improvement in their ability to compose a well-organized speech, from opening, content, to closing. One of the main challenges in learning public speaking at MTs Al Amiriyyah Banyuwangi is the students' low ability to develop a clear structure and storyline in their speeches. Before the implementation of *digital storytelling*, many students struggled to convey ideas in an organized manner. Their speeches often felt unfocused, with uninteresting openings, unstructured content, and weak closings. This made it difficult for the audience to understand the message, so students lost the opportunity to communicate effectively.

With the application of *digital storytelling*, a learning approach that integrates creative narrative and digital technology, students are introduced to the importance of crafting a structured speech. This process involves creating a storyline with an attention-grabbing opening, a body that focuses on the main points, and a closing that leaves a lasting impression. Through the use of visual and audio media, students are also invited to understand how strong story elements can enhance the appeal of their presentation. In an interview with one of the students who participated in this program, let's call her AN, she said:

"At first, I was often confused about where to start my speech and what I wanted to say. After learning to use digital storytelling, I know how to make an interesting opening and organize the content of the speech neatly. I learned that a structured story is easier for the audience to understand."

This statement reflects a significant change in students' ability to structure speeches. Through *digital storytelling*, students not only understand the theory, but also practice first-hand how a good storyline can affect their communication effectiveness. This approach is proven to help students improve the overall quality of their speeches, making them more organized, engaging, and memorable to the audience.

The results of this study show that the application of digital storytelling has a positive impact on improving students' ability in public speaking, especially in developing a clear structure and storyline. This finding can be measured through several key indicators that reflect significant changes in students' speaking skills. The following are the indicators that illustrate the improvement:



Figure 1. Indicators of Improved Public Speaking

The application of digital storytelling improves students' ability to structure an organized and interesting speech. By understanding the importance of storyline, students can convey ideas more systematically and persuasively. This indicator shows that digital storytelling not only helps in building speech structure, but also improves communication skills, self-

confidence, as well as message delivery effectiveness. Through this approach, students are better prepared to face public speaking challenges with better strategies.

Positive Influence on Student Self-Confidence

Through digital storytelling activities, students become more confident in public speaking. The visual and narrative factors used in this method create a supportive learning environment, helping students overcome their fear of speaking in front of an audience.

Self-confidence is one of the key elements in successful public speaking. However, many students at MTs Al Amiriyyah Banyuwangi face major challenges in this regard. Fear of speaking in front of an audience, anxiety about others' judgment, and lack of practical experience often discourage students from performing. This problem causes the quality of learning public speaking skills to be less than optimal. Before the implementation of *digital storytelling*, most students felt nervous and lacked confidence in their abilities, hindering their potential to convey ideas effectively.

The *digital storytelling* method brings significant changes in boosting students' confidence. By utilizing visual and narrative elements, this approach creates a supportive learning atmosphere where students feel comfortable experimenting with their ideas. Digital storytelling provides a space for students to creatively express their stories in the form of images, videos and sound, reducing the pressure that usually comes with speaking directly in front of an audience. Through this process, students not only learn how to convey a message, but also how to value their own stories. In an interview with one of the students, whom we can identify as RF, she explained her personal experience:

"In the past, I was always afraid of speaking in front of people. I was so nervous that I even forgot what I wanted to say. But after learning digital storytelling, I feel more confident. I can practice speaking while seeing the results of the digital story I created, and that makes me feel more prepared. Now, I'm no longer afraid to perform in front of my friends."

RF's statement shows that the digital storytelling method not only improves technical skills, but also has a positive psychological impact. The supportive learning environment through this approach helps students overcome their fear of public speaking, thus increasing their confidence significantly. With greater confidence, students can perform better and more effectively in delivering their message to the audience.

Improving Students' Technology Skills in Supporting Public Speaking

The implementation of digital storytelling at MTs Al Amiriyyah Banyuwangi has been a significant innovation in improving students' technological skills. By utilizing presentation software, video editing, and digital narration techniques, students not only learn about modern technology, but are also able to integrate it into their public speaking skills. This has a positive impact on the quality of their presentation delivery which becomes more engaging, interactive, and relevant to the needs of the digital era. These skills are essential in preparing students to adapt in the modern world that demands good technology and communication skills. The program also provides opportunities for students to hone their creativity through digital content

creation, which ultimately increases their confidence when speaking in public.

An interview with Mr. Ilham, an information technology teacher at this institution, provides a clearer picture of the impact of digital storytelling on students: "We see a big change in students after using digital storytelling. They are not only more confident when presenting, but also able to convey messages in a more creative and professional way. One of the best examples was when they made a presentation using an interactive video to explain their social project. The results were mesmerizing, and even the parents who attended the event gave them great appreciation. In my opinion, it's not just about technology, but also about building students' characters to be ready for the challenges of the future."

This quote shows that the use of technology through digital storytelling not only teaches technical skills but also helps students build confidence, creativity and communication skills that are highly relevant for their future. Thus, the program has a holistic impact that supports students' development in various aspects.

For more details can be seen in the table below:

Table 1. Aspects of Technology Skill Enhancement

NO	Aspects	Description
1	Technology Skills	Students learn to use presentation software, video editing, and digital narration techniques to improve the quality of their presentations.

2	Creativity in Presentation	Digital storytelling allows students to hone their creativity through the creation of engaging and interactive digital content.	The table above concludes that the application of digital storytelling helps students not only improve their technology skills, but also hone their creativity and confidence. These skills are essential in the digital age, where good technology and communication skills are key necessities. The use of technology in presentations also builds students' professional attitudes that are ready to face future challenges.
3	Self-Confidence	Students become more confident in delivering messages in front of an audience thanks to the use of technology in their presentations.	Research Discussion Improving Storyline Structure and Skills in Public Speaking In this digital era, improving students' ability to organize and storytelling during public speaking through the application of digital storytelling makes a significant contribution to the development of communication skills at MTs Al Amiriyyah Banyuwangi. Theoretically, a well-organized structure and a compelling storyline are fundamental components of effective public speaking, as emphasized by Baldwin (2018), through Monroe's Motivated Sequence model, which underscores the importance of sequential message delivery: attention, need, satisfaction, visualization, and action. In this context, digital storytelling serves not only as a creative medium, but also as a practical means for students to internalize those theoretical principles in real-life situations, gradually strengthening their rhetorical skills.
4	Digital Communication Skills	Students are able to integrate modern technology with their communication skills, making them more relevant and effective in the digital age.	These findings resonate with research conducted by Fortinasari et al (2022), which show that digital storytelling improves students' abilities in communication and critical thinking by facilitating a deeper understanding of narrative structures. By integrating visual, audio, and textual elements, digital storytelling transforms traditional lecture-
5	Impact of Professionalism	The use of technology increased the professionalism of student presentations, with impressive results that even gained appreciation from parents.	

based learning into an interactive student-centered experience. Not only that, digital storytelling also expands the space for exploring students' creativity, encouraging them to develop a more authentic and effective personal communication style. The students not only internalize the theoretical framework of narrative construction but also learn to strategically capture and retain the audience's attention during the presentation. This integrative approach allows students to better align their content with the audience's expectations, strengthening the effectiveness and persuasiveness of their communication, reinforcing Aula's (2024) affirmation that digital storytelling fosters structured, creative, and impactful speaking skills.

However, it is important to recognize that the current study's reliance on a single case design may limit the generalization of its findings. Therefore, caution is needed in applying these findings to other educational contexts that have different characteristics. Future research will benefit from the use of comparative or multi-site case studies across various madrasahs to validate and expand the application of digital storytelling interventions in diverse educational settings. In addition, longitudinal studies are recommended to examine the ongoing impact of digital storytelling on students' communication competencies over time, so as to provide an overview of the effectiveness of this approach in the long term.

In practical terms, these findings imply that educators in the context of Islamic education should consider integrating digital storytelling as a core instructional strategy for cultivating 21st-century skills

among students. The systematic application of digital storytelling will also enrich classroom dynamics, creating a more active, collaborative, and meaningful learning atmosphere. The development of professional training modules for teachers in the future, focusing on digital narrative techniques and audience-centered communication strategies, will further strengthen the effective implementation of this approach. With the support of education policies that encourage digital innovation, the use of digital storytelling can be optimized to prepare young people for future global communication challenges.

Positive Influence on Student Self-Confidence

The finding that digital storytelling positively influences students' confidence in public speaking provides critical insights into addressing the psychological barriers often encountered by learners. According to Farmer et al.'s, (2022) theory of self-efficacy, confidence stems from an individual's belief in their ability to successfully perform tasks or achieve goals. Within this framework, digital storytelling serves as a scaffolding platform, enabling students to experience incremental achievements, such as constructing visual narratives or presenting their story outcomes. These small successes cumulatively enhance students' perceptions of their capabilities, fostering a stronger sense of self-efficacy over time.

This result aligns with the study conducted by Najla et al., (2022), which demonstrated that digital storytelling creates a psychologically safe learning environment where students feel encouraged to experiment and engage without fear of negative judgment. The integration of visual and narrative components shifts students' focus toward content quality rather than anxiety about

public performance. Similarly, Kartina, (2024) found that digital storytelling promotes greater engagement and self-assurance by allowing students additional time for preparation and reflective thinking, elements often missing in conventional public speaking training.

Compared to traditional live practice methods that offer minimal preparatory support, digital storytelling acts as an intermediary medium, facilitating a more personalized, inclusive, and emotionally supportive learning experience. Through this creative process, students can channel their ideas and emotions more confidently before engaging in live presentations, thereby effectively mitigating stage fright a common barrier in developing public speaking competence. In this sense, digital storytelling contributes not only to technical skill development but also to students' psychological empowerment, enhancing their overall communication success (Trimboli, 2020).

Nevertheless, it is important to note that this study's findings are derived from a single-case design at one madrasah, which may limit the broader applicability of the results. Future research should consider multi-institutional comparative studies or experimental designs to validate and expand understanding of how digital storytelling influences students' confidence across different educational contexts and cultural settings. Additionally, longitudinal research tracking changes in students' public speaking anxiety and self-efficacy over extended periods would provide a deeper comprehension of the long-term psychological impacts of digital storytelling integration.

In practical terms, these findings suggest that educators should intentionally integrate digital storytelling into public speaking curricula, not only as a technical skill builder but as a means of fostering

emotional resilience. Professional development programs for teachers, focusing on designing and implementing digital narrative projects, could significantly enhance the sustainability and effectiveness of this pedagogical approach.

Improving Students' Technology Skills in Supporting Public Speaking

The implementation of digital storytelling at MTs Al Amiriyyah Banyuwangi demonstrates a significant contribution to integrating technology with the development of students' public speaking skills. Theoretically, these findings support the digital pedagogy framework proposed by Jones et al., (2020), which emphasizes leveraging technology to enrich the learning experience. Digital storytelling not only equips students with technological competencies but also offers an innovative medium for effectively communicating their ideas. This outcome aligns with the broader literature, indicating that technology-based learning enhances student engagement and fosters critical 21st-century skills such as critical thinking, creativity, and communication (Mukherjee, Blundell, & Nykvist, 2024).

Furthermore, while previous studies have established that technology-based approaches can boost students' confidence in public speaking Mukherjee, Blundell, & Nykvist, (2024), the findings from MTs Al Amiriyyah add an important new dimension by demonstrating how digital storytelling can simultaneously cultivate character development and adaptability to modern challenges. This underscores the relevance of preparing students for a digital society where technical proficiency and communication capabilities are vital for success (Boss & Krauss, 2022).

Importantly, the program also extends the discourse on technology

integration within value-based education frameworks. In the specific cultural context of MTs Al Amiriyah, digital storytelling transcends its function as a pedagogical tool to become a medium for reinforcing community values, collaboration, and personal creativity. These findings suggest that technology adoption in educational settings should not be limited to academic achievement but should also aim for holistic personal development, positioning digital storytelling as an innovation with the potential for broader application in character-based education (George & Barrios, 2024).

However, it must be acknowledged that the present study is limited by its single-case design within one madrasah setting, which may constrain the generalizability of its findings. Future research should consider conducting cross-institutional studies across different types of madrasahs and general education schools to examine how digital storytelling impacts students' cognitive, social, and emotional development in varied contexts. Moreover, experimental or quasi-experimental designs could help establish causal relationships between the use of digital storytelling and improvements in public speaking competence and character formation.

In practical terms, the success of the digital storytelling program at MTs Al Amiriyah suggests that educational policymakers and curriculum developers should strategically embed technology-based, value-driven learning models within public speaking and character education programs. Additionally, training initiatives should be designed for teachers to integrate digital storytelling meaningfully, ensuring that technological tools serve not only skill development but also character and community values enhancement.

CONCLUSION

This research shows that the application of digital storytelling has a real impact in improving students' public speaking skills, especially at MTs Al Amiriyah Banyuwangi. First, digital storytelling helps students understand the importance of good structure and storyline, so that their speeches become more organized, interesting, and easy to understand. Secondly, this method positively contributes to the improvement of students' self-confidence. Through visual and narrative elements, students feel more comfortable experimenting and performing in front of an audience, which reduces the fear of public speaking. Third, the application of digital storytelling effectively improved students' technological skills, such as video editing and presentation creation, which are relevant to the needs of the digital era. These findings support the concept of "digital pedagogy" and extend previous studies by emphasizing how technology not only improves academic skills, but also builds students' character. Overall, digital storytelling is proven to be an innovative and effective learning method, which provides a holistic impact in the development of students' communication skills, self-confidence, and technological capabilities, preparing them to face the challenges of the modern world.

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