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## The Feasibility of Audio-Visual Based Digital Storytelling on the YouTube Channel of Our Fairy Tales as a Learning Media

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### Abstract

The development of digital technology has encouraged the use of audiovisual learning media in literary learning in higher education. However, conventional methods still dominate literary learning, so more innovative and interesting media for students are needed. This study aims to analyze the feasibility of audio-visual-based digital storytelling on the "Dongeng Kita" YouTube channel as a literary learning medium for students of the Elementary School Teacher Education Study Program (PGSD). The research uses a qualitative, descriptive approach. Data were obtained through listening, recording, and documentation techniques for five video stories, selected purposively from a total of 723 videos on the "Dongeng Kita" channel. Data analysis was conducted using a pragmatic and pedagogical content analysis, focusing on content, presentation, language, and technical aspects. The study found that digital storytelling on the "Dongeng Kita" channel received an average score of 4.54, placing it in a very decent category. The content aspect obtained a score of 4.6, presentation 4.5, language 4.6, and technical 4.6. Digital storytelling is believed to increase students' understanding, motivation, and involvement in literary learning. This research contributes an audio-visual-based digital storytelling evaluation model that can serve as a reference for the development of technology-based literary learning media in universities.

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## INTRODUCTION

The development of digital technology has brought significant changes in the world of education, including in literary learning at the university level. This transformation encourages the integration of digital media in the learning process to increase student effectiveness and engagement. One of the media used is YouTube digital media, which is now widely used as a means of learning because it can present information flexibly and is easily accessible to students (Mu'allimatin Najihah et al., 2023). This transformation requires PGSD students to adapt to innovative learning media that align with the characteristics of students in the digital era.

Literary learning basically aims to develop the ability to appreciate, imagine, and understand the values of life. However, in practice, literary learning still faces various obstacles, such as monotonous methods and a lack of interesting media utilization. The use of appropriate learning media can increase student motivation and understanding (Mu'allimatin Najihah et al., 2023). This condition indicates a gap between modern learning needs and conventional learning practices.

Digital storytelling is a form of learning innovation that combines story elements with audio-visual technology. This medium conveys messages more compellingly by combining visual and audio elements. The use of audio-visual media has been proven to increase students' understanding and involvement, in this case, students in learning (Subyantoro et al., 2025). Therefore, digital storytelling has the potential to be an effective alternative medium for literary learning.

YouTube, as a digital platform, provides a variety of learning content that can be used effectively. This learning video allows students to repeat the material at any time, thereby increasing learning effectiveness. (Nabila et al., 2023). This makes YouTube a relevant medium in supporting literary learning in Higher Education, especially in the Elementary School Teacher Education Study Program.

Previous research has shown that the use of YouTube in learning Indonesian has given excellent results in terms of effectiveness and student response (Mu'allimatin Najihah et al., 2023). In addition, learning videos can help students understand the material more clearly through integrated visual and audio presentations.

Studies of learning videos show that the language used and the delivery of material greatly affect students' understanding. This can be seen from research that shows that the quality of speech

in learning videos affects the clarity of the material delivered (Journal et al., 2025). Thus, the presentation aspect of audio-visual media is an important factor in determining learning success.

Research on digital storytelling and audio-visual media in learning has been conducted with various focuses. Research (Setiawan et al., 2023) It shows that digital storytelling improves oral communication skills, digital literacy, and learning motivation among prospective elementary school teachers. The findings suggest that integrating digital stories can create a more interactive learning experience. In addition, (Nasir et al., 2024) A literature review revealed that the effectiveness of digital storytelling was influenced by the quality of the narrative, visual design, and media interaction. The study's results confirm that digital storytelling has the potential to be an innovative learning medium that supports student involvement.

Another study by Mawarsih et al. (2024) shows that using story-based digital media can increase students' understanding of literary materials through attractive visual presentations. Research (Benabbes & AbdulHaleem Abu Taleb, 2024) It was also found that storytelling contributes to the development of students' language skills and social interaction. However, most previous studies have focused on the effectiveness of media use or linguistic aspects. In contrast, studies specifically examining the feasibility of audio-visual digital storytelling on YouTube channels as a medium for literary learning remain limited.

Based on previous research, there is a research gap that has not been widely studied: the feasibility analysis of audio-visual-based digital storytelling that systematically combines elements of content, presentation, language, technical aspects, and benefits. Therefore, this study makes a new contribution by using a five-aspect digital storytelling evaluation model to assess the feasibility of YouTube-based literary learning media on the "Dongeng Kita" channel.

Although there has been a lot of research on learning videos, most of it still focuses on linguistic analysis, such as speech actions in YouTube learning videos (Ghani et al., 2025). This research also highlights the role of speech in learning within pragmatic studies (Nabila et al., 2023). However, research specifically examining the feasibility of audio-visual digital storytelling as a medium for literary learning remains limited.

Based on this description, audio-visual digital storytelling has the potential to serve as a literary learning medium for PGSD students. The YouTube channel "Dongeng Kita," which presents

folklore through engaging animations, needs further study to determine its eligibility. This research aims to analyze the media's feasibility from various perspectives, providing appropriate recommendations for literary learning in universities.

## RESEARCH METHODS

This study uses a qualitative, descriptive approach to systematically and factually assess the feasibility of audio-visual digital storytelling on the YouTube channel "Dongeng Kita" as a literary learning medium. The qualitative approach was chosen because this study focuses on analyzing the meaning, context, and interpretation of video content as an object of study. The descriptive method is used to describe phenomena as they occur, without manipulating the research variables. This is in line with previous research that used qualitative descriptive methods to analyze YouTube-based learning video content (Ghani et al., 2025). In addition, this method is also widely used in pragmatic research and digital learning media because it can provide an in-depth picture of language and communication phenomena (Damayanti et al., 2022).

The object of this study is audio-visual digital storytelling on the "Dongeng Kita" YouTube channel, especially folklore videos relevant to literary learning at the university level. The research data are in the form of videos uploaded to the channel, including the elements they contain, such as narratives, visualizations, and moral messages. The research data is in the form of speech, storyline, and audio-visual elements that support the storytelling process. The selection of video as a data source is based on previous research that shows that learning videos on YouTube can be a valid data source for language analysis and learning (Journal et al., 2025). Thus, digital storytelling videos are seen as relevant objects to be analyzed in the context of literary learning.

From a total of 723 digital storytelling videos on the YouTube channel "Dongeng Kita", this study used purposive sampling techniques to determine five main videos as research samples, namely "Malin Kundang", "Timun Mas", "Bawang Merah dan Bawang Putih", "Sangkuriang", and "Lutung Kasarung". The five videos were chosen because they have a complete storytelling structure, consistent audio-visual quality, educational value relevant to literary learning, and a high level of popularity on the channel. The selection of these five videos is also based on the principle of data representation and depth of analysis in qualitative research.

The data collection technique in this study

involves observation and recording. The listening technique involves directly watching the video on the YouTube channel "Dongeng Kita" to understand its content, story structure, and audio-visual elements. Meanwhile, the note-taking technique involves recording important aspects relevant to the research's focus, such as the form of story presentation, language use, and educational value. This technique is widely used in research on speech in digital media, especially in learning videos (Rahmasari & Utomo, 2021). The use of the see-and-record technique enables researchers to collect data structured to meet research needs systematically.

In addition to the observation and recording techniques, this study also uses documentation techniques to support data collection. The documentation technique involves collecting and storing videos, screenshots, and transcripts related to the research object. This documentation is used to simplify data analysis and provide proof of the research's validity. The use of documentation in digital media research is considered important because it can provide authentic, retestable data (Widyawati & Utomo, 2020). Thus, documentation techniques are an important part of ensuring the accuracy of the data used in this study.

The data analysis technique in this study uses content analysis with a pragmatic and pedagogical approach. Content analysis involves identifying, grouping, and interpreting data according to categories such as content, presentation, and language. The pragmatic approach is used to analyze language use in digital storytelling, while the pedagogical approach is used to assess the media's suitability for learning objectives. This is in line with previous research that used content analysis to assess speech actions in digital media (Education et al., 2026). Thus, data analysis is carried out systematically to obtain valid and reliable results.

In the data analysis process, the researcher follows several stages: data reduction, data presentation, and concluding. Data reduction involves selecting and focusing on data relevant to the research objectives. Data are presented in a systematic narrative description to facilitate understanding of the research results. Furthermore, conclusions are drawn from the analysis results. This stage is in accordance with the qualitative research procedures commonly used in the study of languages and learning media (Rahmadhani & Purwo Yudi Utomo, 2020). By following these stages, data analysis can be conducted in a structured, systematic manner.

To ensure data validity, this study uses

triangulation techniques, namely source triangulation and theoretical triangulation. Source triangulation was conducted by comparing data from multiple videos on the "Dongeng Kita" channel, while theoretical triangulation was conducted using relevant theories in pragmatics and literary learning. This technique is used to increase the validity and reliability of research results. The use of triangulation in qualitative research is effective in ensuring the accuracy of data (Mu'allimatin Najihah et al., 2023). Thus, the study's results are expected to be highly trusted.

The research instrument in this study is the researcher himself, as the main instrument, assisted by data analysis guidelines. The analysis guidelines are used to assess the feasibility of digital storytelling based on aspects of content, presentation, language, and educational value. Researchers also use tools such as laptops and software to access and manage research data. The use of the researcher as the main instrument is a characteristic of qualitative research that emphasizes the interpretive ability of the researcher in understanding the data (Sri Nani Herawati et al., 2022). Thus, the results of the research are expected to provide a comprehensive picture of the feasibility of digital storytelling as a medium for literary learning (Purba, 2021).

videos feature various story categories, including legends, fables, archipelago folklore, moral fairy tales, and educational children's stories.

Based on purposive sampling of 723 digital storytelling videos on the "Dongeng Kita" channel, five main videos were analyzed in depth: "Malin Kundang", "Timun Mas", "Bawang Merah dan Bawang Putih", "Sangkuriang", and "Lutung Kasarung".

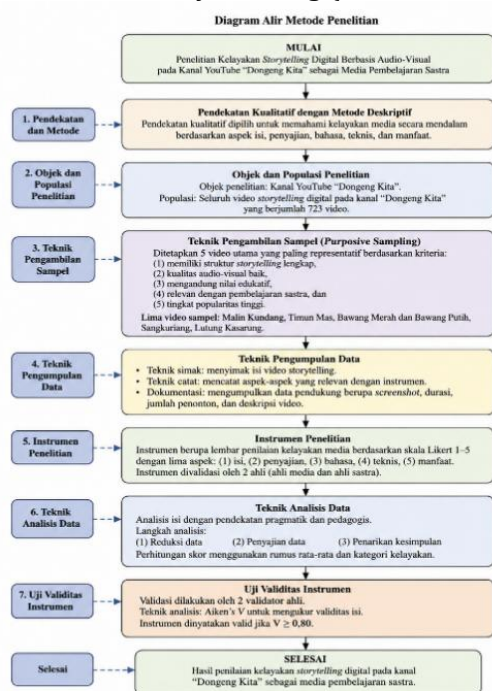
The selection of the five videos was based on several considerations, namely: (1) it has a complete storytelling structure, (2) it contains consistent audio-visual elements, (3) it contains educational and moral values that are relevant to literary learning, and (4) it has a high number of viewers compared to other videos.

**Table 1.** Research Sample

| Video           | Theme     |
|-----------------|-----------|
| Malin Kundang   | Morals    |
| Cucumber Mas    | Courage   |
| White Shallots  | Character |
| Sangkuriang     | Legend    |
| Lutung Kasarung | Culture   |

Based on Table 1, this study used five digital storytelling videos as the main sample, namely "Malin Kundang", "Timun Mas", "Bawang Merah Putih", "Sangkuriang", and "Lutung Kasarung". The five videos were chosen because they represent a variety of Indonesian folklore themes that are relevant to literary learning for PGSD students. The video "Malin Kundang" conveys a moral theme emphasizing the value of respecting parents and the consequences of disobedience. The video "Timun Mas" explores the theme of courage through the main character's struggle to face threats and difficulties. Furthermore, the video "Bawang Putih Putih" explores the theme of characters embodying the values of kindness, patience, and honesty. The "Sangkuriang" video was chosen because it features elements of legends related to the origins and cultural stories of the Indonesian people. The "Lutung Kasarung" video embodies cultural themes rooted in traditional, symbolic, and local wisdom values. The variety of themes shows that digital storytelling on the "Dongeng Kita" channel not only provides entertainment but also carries educational values that support character- and culture-based literary learning.

The distribution shows that the "Dongeng Kita" channel is dominated by content on archipelago legends and moral fairy tales, with great potential for character-based literary learning. These findings show that digital platforms are not only a medium of entertainment, but can



Gambar 1. Diagram Alir Metode Penelitian

## RESULTS AND DISCUSSION

### Distribution and Classification of Digital Storytelling of the "Tale of Our Tales" Channel

The study's results show that the YouTube channel "Dongeng Kita" has 723 digital storytelling videos featuring various Indonesian folktales. The

also serve as a source of culture-based learning and digital literacy.

**Table 2.** Digital Storytelling Distribution of the "Our Tales" Channel

| Category Video            | Quantity   |
|---------------------------|------------|
| Legend of the Archipelago | 214        |
| Dongeng Moral             | 176        |
| Children's Stories        | 145        |
| Fables                    | 103        |
| Educational Stories       | 85         |
| <b>Total</b>              | <b>723</b> |

Based on Table 2, the YouTube channel "Dongeng Kita" offers a diverse range of digital storytelling content, with a total of 723 videos across several main categories: archipelago legends, moral fairy tales, children's stories, fables, and educational stories. The archipelago legends category has the highest number of videos, with 214. This number shows that the "Dongeng Kita" channel presents more folklore related to regional origins, legendary figures, and local Indonesian cultural values. The dominance of the archipelago legend category shows that digital storytelling media has an important role in introducing local culture and wisdom to students through digital-based literary learning.

The moral fairy tale category ranks second with a total of 176 videos. Content in this category generally contains moral messages such as honesty, responsibility, hard work, and respect for parents. The large number of moral fairy tales shows that the "Dongeng Kita" channel is not only oriented toward entertainment but also promotes character education through audiovisual media. Furthermore, the children's story category comprises 145 videos that present stories in simple language and attractive visuals, making them easy for students to understand. This category has the potential to support more interactive and fun literary learning for PGSD students in understanding story-based learning strategies.

In addition, the fable category has as many as 103 videos featuring animal figures with human-like characters and behaviors. Fables in digital storytelling are considered effective at conveying moral values symbolically and imaginatively, thereby increasing the attractiveness of literary learning. The category of educational stories has the least number, namely 85 videos. Nevertheless, this category still makes an important contribution by providing informative material and supporting the development of students' digital literacy. Overall, the distribution of video categories on the "Dongeng Kita" channel shows that audio-visual-based digital storytelling offers a wide variety of

content and can serve as an innovative, contextually and culturally grounded literary learning medium.

### Feasibility Analysis Based on Content Aspects

Analysis of the content reveals that digital storytelling on the "Dongeng Kita" channel is highly relevant to literary learning. Of the five videos analyzed, all have a complete intrinsic structure, including themes, characters, settings, conflicts, and mandates. In addition, each video contains strong moral values, such as honesty, courage, hard work, and respect for parents.

The stories shown contain moral values, such as honesty, hard work, and responsibility. These values are important in literary learning because they not only develop cognitive abilities, but also students' affective abilities. In addition, the story's content is conveyed in a concise, easy-to-understand manner, thus helping students analyze its structure. This aligns with research indicating that learning video content must be clear to improve students' understanding (Sari et al., 2023).

**Table 3.** Content Aspect Analysis

| Indicator            | Score      |
|----------------------|------------|
| Material suitability | 4.6        |
| Educational value    | 4.8        |
| Story structure      | 4.5        |
| <b>Average</b>       | <b>4.6</b> |

These findings show that digital storytelling on the "Dongeng Kita" channel can support literary learning in a contextually and educationally meaningful way. The results of this study are in line with (Setiawan et al., 2023) which states that digital storytelling can improve students' understanding by presenting structured, interactive stories. The similarity of these findings suggests that the main strength of digital storytelling lies in its ability to integrate educational messages with more contextual learning experiences.

### Feasibility Analysis Based on Presentation Aspects

The presentation aspect is one of the main strengths of digital storytelling media. The two-dimensional animation used helps students understand the storyline more clearly. Additionally, the use of background music and sound effects creates an emotional atmosphere that supports the understanding of the story. The analysis showed that the presentation aspect of the YouTube channel "Dongeng Kita" 's digital storytelling received a very decent rating, with an average score of 4.5. These findings show that the quality of audiovisual media presentations plays an

important role in supporting the effectiveness of literary learning for PGSD students. The presentation aspects in this study include visual quality, audio, narrative, and audio-visual synchronization. Based on the analysis, the audio and narration indicators obtained the highest scores. This shows that the use of voice intonation, pronunciation clarity, and background music in digital storytelling can create a more engaging and communicative learning atmosphere. In addition, synchronization between visual and audio elements is considered to help students understand the story's content more concretely and systematically. Narrative in storytelling is conveyed with clear, expressive intonation, helping the audience understand the story's emotions. Presentations like this have proven to be effective in increasing student involvement in learning (Education et al., 2026). Thus, from a presentation perspective, this medium is suitable for literary learning.

The two-dimensional animation used in digital storytelling on the "Dongeng Kita" channel is considered to clarify the storyline and character development, so students can more easily understand the conflict and moral message conveyed. The consistent use of colors, character illustrations, and story settings provides a more interactive learning experience than conventional literary learning. These findings are in line with previous research that stated that audio-visual media can increase students' attention and engagement in the learning process because they combine visual and auditory elements simultaneously (Subyantoro et al., 2025). Thus, the presentation aspect is one of the main factors that support the feasibility of digital storytelling as a technology-based literary learning medium.

**Table 4.** Presentation Aspect Analysis

| Indicator                    | Score      |
|------------------------------|------------|
| Visual quality               | 4.4        |
| Audio and narration          | 4.7        |
| Audio-visual synchronization | 4.5        |
| <b>Average</b>               | <b>4.5</b> |

Based on Table 4, the audio and narrative indicators received the highest score of 4.7. This shows that the quality of the voice, the narrator's intonation, and the use of background music can increase the appeal of digital storytelling. Meanwhile, the visual quality indicator obtained a score of 4.4 because some videos still use simple animations. However, overall, the aspect of presentation remains in the very feasible category, so it can support literary learning that is more

interesting, interactive, and easy to understand for PGSD students.

### **Feasibility Analysis Based on Language Aspects**

The language used in digital storytelling tends to be clear, simple, and easy to understand. The narrative is composed of effective sentences to help students understand the story's content more systematically. The analysis showed that the language aspect of the YouTube channel "Dongeng Kita" received an average score of 4.6, placing it in a very decent category. These findings show that the language used in digital storytelling has been adjusted to the characteristics of literary learning for PGSD students. Language aspects in this study include language clarity, readability, and conformity to Indonesian language rules. Based on the analysis, the language clarity indicator received the highest score because the video's narrative was conveyed in a clear, simple, and easy-to-understand manner. The use of effective sentences and coherent language structure helps students understand the story's content without difficulty in interpreting its meaning and the moral message conveyed.

In addition, digital storytelling on the "Dongeng Kita" channel demonstrates adherence to Indonesian language rules, making it an example of good language use in literary learning. The use of simple but still interesting diction makes it easier for students to follow the storyline systematically. Good narrative readability is also supported by synchronization between text, sound, and animation, so that the story's message is received more clearly. These findings are in line with research (Journal et al., 2025) which states that the quality of language in learning videos significantly affects students' understanding of the material presented. Thus, the language aspect is one of the important components that support the effectiveness of digital storytelling as an audio-visual-based literary learning medium.

**Table 5.** Language Aspect Analysis

| Indicator           | Score      |
|---------------------|------------|
| Language clarity    | 4.7        |
| Readability         | 4.6        |
| Conformity of rules | 4.5        |
| <b>Average</b>      | <b>4.6</b> |

Based on Table 5, the language clarity indicator received the highest score, 4.7. This shows that students find the language used in digital storytelling very communicative and easy to understand. Meanwhile, the indicator of rule conformity received a score of 4.5 because some informal language was still found in certain dialogues. However, overall, the language aspect is

very feasible and able to support more effective, contextual, and interesting literary learning for PGSD students. These findings also support research (Journal et al., 2025) which shows that the quality of language in learning media greatly affects students' understanding. Using simple, communicative language makes it easier for students to understand the story's content and value.

### Feasibility Analysis Based on Technical Aspects

The technical aspect shows that the media has high-quality audio and visuals and is easily accessible on the YouTube platform. The analysis showed that the technical aspect of the YouTube channel "Dongeng Kita" 's digital storytelling received an average score of 4.6, placing it in a very decent category. These findings show that the technical quality of audio-visual media has an important role in supporting the effectiveness of digital-based literary learning. The technical aspects of this study include video and audio quality and media accessibility. Based on the analysis, the accessibility indicator received the highest score. This shows that digital storytelling on the "Dongeng Kita" channel is easily accessible to students anytime, anywhere via the YouTube platform. This ease of access allows students to independently repeat learning materials, supporting flexible learning in the digital era.

In addition to accessibility, the quality of audio and video in digital storytelling is considered quite good in supporting story delivery. Clear video visualization and stable audio help students better understand the story's content. The consistent use of animated illustrations and clear, easy-to-understand narratives makes the medium more engaging and easier to understand. However, some videos still use low-quality animation, so their video quality indicator scores lower than others'. These findings are in line with research (Nabila et al., 2023) which states that the technical quality of digital learning media significantly affects students' learning comfort and effectiveness. Thus, the technical aspect is one of the main supporting factors in determining the feasibility of digital storytelling as an audio-visual-based literary learning medium.

**Table 6.** Technical Aspect Analysis

| Indicator      | Score      |
|----------------|------------|
| Video quality  | 4.3        |
| Audio quality  | 4.5        |
| Accessibility  | 5.0        |
| <b>Average</b> | <b>4.6</b> |

Based on Table 6, the accessibility indicator received the highest score of 5.0. This shows that the digital storytelling content on the "Dongeng Kita" channel is very accessible to students via the YouTube platform, without the need for special devices. Meanwhile, the video quality indicator obtained a score of 4.3 because some videos still use simple two-dimensional animations. However, overall, the technical aspect falls into the very feasible category, so digital storytelling media is considered able to support flexible, interactive, and technology-based literary learning for PGSD students. These findings are in line with research (Nabila et al., 2023) which states that the technical quality of digital media, especially accessibility and audiovisual quality, affects students' learning comfort. Ease of access through the YouTube platform allows students to learn flexibly.

### Supporting Factors and Barriers

The main supporting factors of this medium are attractive animation visualizations, accessibility, flexibility, and high educational value. However, there are some obstacles, such as dependence on the internet network and potential distractions from other content on YouTube.

### Pedagogical and Novelty Implications

This research makes a new contribution in the form of a digital storytelling evaluation model based on five aspects: content, presentation, language, technical aspects, and benefits. In contrast to previous research that focused solely on linguistic analysis, this study integrates learning media analysis with quantitative, data-based evaluation approaches.

In addition, this study also expands the study of digital storytelling by using big data in the form of 723 digital storytelling videos as a research context. Thus, this research is not only descriptive, but also provides a model for media evaluation that can be replicated in digital-based literary learning in higher education.

### CONCLUSION

This study concluded that audio-visual digital storytelling on the YouTube channel "Dongeng Kita" was found to be highly feasible as a literary learning medium for PGSD students, with an average score of 4.54 across content, presentation, language, and technical aspects. The results of the study show that digital storytelling media have the potential to increase student involvement, motivation, and understanding by presenting folklore that conveys moral, character, and cultural values in an engaging, easy-to-understand manner. This research also made a

contribution in the form of a five-aspect digital storytelling evaluation model that can serve as a reference for assessing technology-based literary learning media. In practice, the results of this research can be used by lecturers, students, and media developers as an alternative to innovative digital media in literary learning. Theoretically, this study strengthens the study of integrating digital storytelling and audio-visual-based literary learning in higher education. The next research is suggested to develop a study of the effectiveness of digital storytelling on learning outcomes using experimental methods and to expand the research object to other digital platforms to obtain more comprehensive results.

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