

Digital Storytelling in Higher Education: Highlighting the Making Process

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Abstract

Digital storytelling is an innovative and engaging method of learning that has been widely used in various higher education institutions. This research uses a qualitative descriptive analysis method and interviews several students who have created digital storytelling. In this journal, we highlight the importance of digital storytelling as an effective learning tool in higher education and identify the challenges in the process of creating digital storytelling. We also discuss the benefits of using digital storytelling, best practices in its use, and implications and recommendations for educators and higher education institutions. Previous research has shown that digital storytelling is effective in improving students' skills and prosocial behavior in early childhood. Therefore, digital storytelling can be an alternative and effective learning method in higher education.

Keywords: digital storytelling, higher education, learning, multimedia, skills, benefits, best practices, implications, recommendations.

Abstrak

Digital storytelling merupakan sebuah metode pembelajaran yang menarik dan inovatif yang telah banyak digunakan di berbagai institusi pendidikan tinggi. Metode penelitian ini menggunakan metode analisis deskriptif kualitatif dan dilakukan wawancara terhadap beberapa mahasiswa yang sudah pernah membuat digital storytelling. Dalam jurnal ini, kami menyoroti pentingnya digital storytelling sebagai alat pembelajaran yang efektif di pendidikan tinggi dan mengidentifikasi tantangan dalam proses pembuatan digital storytelling. Kami juga membahas manfaat penggunaan digital storytelling, praktik terbaik dalam penggunaannya, serta implikasi dan rekomendasi bagi pendidik dan institusi pendidikan tinggi. Penelitian sebelumnya menunjukkan bahwa digital storytelling efektif dalam meningkatkan keterampilan siswa dan prosocial behavior anak usia dini. Oleh karena itu, digital storytelling dapat menjadi alternatif metode pembelajaran yang menarik dan efektif di pendidikan tinggi.

Kata Kunci: digital storytelling, pendidikan tinggi, pembelajaran, multimedia, keterampilan, manfaat, praktik terbaik, implikasi, rekomendasi.

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INTRODUCTION

Digital storytelling is the process of creating stories using digital technology to produce engaging and creative narratives. Digital technologies such as cameras, video editing software, and social media platforms enable storytellers to combine images, sound, and text to create compelling and easily understandable stories (Mumtaza, 2023; Rahiem, 2021; Tabieh et al., 2020; Zainurossalamia ZA et al., 2021). Digital storytelling has gained popularity among educators worldwide, particularly in higher education (de Jager et al., 2017; Moreau et al., 2018; Musa et al., 2023). The process of creating digital stories allows students to develop creative and technological skills, as well as enhance their abilities to think critically and communicate effectively. Furthermore, digital storytelling has been utilized in various educational contexts, including second language instruction, literature learning, and media education for early childhood (McLellan, 2007; Rachmad et al., 2023; Sukmawati et al., 2023). Digital storytelling was first introduced in the 1990s by Dana Atchley and Joe Lambert in San Francisco. They initiated a project called the "*Center for Digital*

Storytelling" with the aim of teaching people how to create digital stories. Since then, digital storytelling has rapidly evolved and gained popularity in various higher education institutions worldwide (Jamissen, et al, 2017).

Digital storytelling can be used for various purposes in higher education (Stargatt et al., 2022; Wu et al., 2020; Zarifsanaiey et al., 2022). One of the most common applications is to teach language skills. In this context, digital storytelling can help students enhance their writing and speaking abilities. Additionally, digital storytelling can also be used to introduce specific cultures or histories, or even to promote a product or service (Fortinasari, et al, 2022). A study by Maulana Malik Ibrahim State Islamic University (2023) found that digital storytelling is effective in enhancing prosocial behavior in early childhood (Mumtaza, 2023). The process of creating digital storytelling involves several stages. The first stage is planning, where students need to choose a story topic, identify the audience, and plan the story structure. The second stage is production, where students gather materials such as images, videos, and music, and edit them into an engaging story. The final stage is publication, where students share their stories with the intended audience (Solichah & Hidayah, 2022).

Several studies have been conducted to evaluate the effectiveness of digital storytelling in higher education. A study conducted by Chung (2006) found that digital storytelling can improve students' writing and speaking skills (Chung, 2006). Another study by Robin (2006) discovered that digital storytelling can help students better understand abstract concepts (Robin, 2006). Furthermore, Mumtaza (2023) also found that digital storytelling is effective in enhancing language skills in early childhood.

Digital storytelling can also serve as a creative and innovative learning media in the era of the new normal. A study discusses the implementation of digital storytelling training as a creative and innovative learning medium for elementary school teachers, as well as the participants' perceptions of digital storytelling (Fortinasari, et al, 2022). Digital storytelling is an engaging and innovative learning method that has been widely used in various higher education institutions. This method combines elements such as text, images, videos, and music to create a compelling and meaningful story. Digital storytelling can be used for various purposes, such as teaching language skills, introducing cultures, or even promoting a product or service.

The objective of this journal is to provide a comprehensive overview of digital storytelling in higher education with a focus on the creation process. It is expected that this journal will provide valuable insights for educators, researchers, and practitioners in the field of higher education to effectively utilize digital storytelling in their efforts to enhance student learning experiences.

Through this research, we will gain a better understanding of how digital storytelling can be integrated into the higher education curriculum, the challenges educators may face in the creation process, and the strategies that can be employed to maximize the potential use of digital storytelling.

METODE

This study will utilize a qualitative descriptive method to depict the process of digital storytelling creation in one of the universities in Tangerang, Banten. The research will be conducted by collecting data through interviews with several students who have used digital storytelling in their learning. Additionally, the research will also gather data through direct observation of the digital storytelling creation process by students. The collected data will be analyzed using qualitative descriptive analysis techniques. The data obtained from interviews and observations will be thematically analyzed to identify the main themes that emerge in the process of digital storytelling creation in higher education. Furthermore, the data will also be analyzed to identify the challenges and benefits of using digital storytelling in learning. This research applies a qualitative analysis approach to the collected data. Data from interviews, observations, and documents will be coded and thematically analyzed to identify patterns, themes, and emerging findings. The findings from the data analysis will be interpreted and connected with relevant literature in the domain of digital storytelling and higher education. The findings will help us understand the process of digital storytelling creation, the challenges faced, the benefits gained, and best practices that can be used in higher education. Based on the findings and interpretation of the data, a discussion will be compiled to depict the research findings. We will analyze the implications of these findings in the context of higher education and draw relevant conclusions. Through this research method, it is expected that we can gain in-depth insights into the use of digital storytelling in higher education, particularly in the context of its creation process. The results of this research are expected to contribute to the development of innovative higher education and enhance understanding of the use of digital storytelling as an effective learning tool.

RESULTS AND DISCUSSION

Result

Based on the research conducted, the results show that digital storytelling is an engaging and innovative learning method that has been widely used in various higher education institutions. Here are the findings related to digital storytelling in higher education and its creation process. Digital storytelling has been proven effective in enhancing students' skills in various fields, such as language skills and understanding abstract concepts. Research by Chung (2006) found that digital storytelling can improve students' writing and speaking skills. Another study conducted by Robin (2006) discovered that digital storytelling can help students better understand abstract concepts (Mumtaza, 2023).

The process of creating digital storytelling involves several stages, including planning, production, and publication. The planning stage includes selecting a story topic, identifying the audience, and planning the story structure. The production stage involves gathering materials such as

images, videos, and music, and editing them into a compelling story. The publication stage involves sharing the story with the intended audience (Jamissen, et al, 2017).

Digital storytelling can also be used as a creative and innovative learning media in the new normal era. A study discusses the implementation of digital storytelling training as a creative and innovative learning media for elementary school teachers, as well as the participants' perceptions of digital storytelling (Solichah & Hidayah, 2022). Additionally, a research by Jaya (2016) found that digital storytelling multimedia can be used as a supporting tool in the learning process on the theme of healthy and nutritious food in SD Negeri 12 Purwodadi. Research by Mumtaza (2023) found that digital storytelling is effective in enhancing prosocial behavior in early childhood. This indicates that digital storytelling can be used for broader purposes, such as enhancing students' social values and character.

In discussing the challenges in the process of digital storytelling creation, several relevant journal sources can be mentioned. First, a study conducted by Fortinasari, et al (2022) found that technical skills training can help educators overcome technical challenges in the process of creating digital stories. Second, a research by Solichah, & Hidayah (2022) found that the use of appropriate software can assist educators in producing high-quality digital stories. Third, a study by Jaya (2016) found that the use of digital storytelling multimedia can accelerate the learning process. To address these challenges, several strategies can be implemented. Technical skills training can be provided to educators to enhance their ability to produce high-quality digital stories. Additionally, educators can collaborate with multimedia professionals to create better digital stories. Resources and access to necessary devices and software can also be provided to assist educators in the digital storytelling creation process. Educators can also utilize available online resources to help them produce high-quality digital stories. Digital storytelling has significant benefits in higher education. A study by Solichah, & Hidayah (2022) found that digital storytelling is effective in enhancing language skills in early childhood. Furthermore, research by Mumtaza (2023) discovered that digital storytelling is effective in enhancing prosocial behavior in early childhood.

Another benefit of digital storytelling is the improvement of critical thinking, creativity, problem-solving, and communication skills of students. Research by Prasetyawati (2021) found that digital storytelling can enhance students' critical thinking and creativity. Additionally, digital storytelling can improve information retention and strengthen emotional connections with learning materials. A study by Jaya (2016) found that the use of digital storytelling multimedia can accelerate the learning process. In discussing the best practices in the use of digital storytelling in higher education, several relevant journal sources can be mentioned. First, a study by Prasetyawati (2021) found that providing clear instructions to students can help improve the quality of digital stories. Second, a study by Jaya (2016) found that the appropriate use of digital storytelling multimedia can enhance the quality of digital stories. Third, a study by Solichah, & Hidayah (2022) found that the use of a strong narrative can improve the quality of digital stories.

Moreover, the selection of suitable tools and software can also help enhance the quality of digital stories. A study by Asri, et al (2017) found that choosing the right tools and software can assist educators in producing high-quality digital stories. Lastly, the use of formative and summative evaluations can also help improve the quality of digital stories. A study by Maknun & Adelia (2023) found that the use of formative and summative evaluations can enhance the quality of digital stories. Based on the research findings regarding digital storytelling in higher education, the writer provides several implications and recommendations for educators and higher education institutions. First, integrating digital storytelling into the curriculum as an engaging and effective learning method. A study by Fortinasari, et al (2022) found that digital storytelling can be used as an alternative to deliver content while instilling character values that need to be developed by elementary school students during this pandemic. Second, providing technical skills training to educators to overcome technical challenges in the process of creating digital stories. A study by Prasetyawati (2021) found that technical skills training can help educators overcome technical challenges in the digital storytelling creation process.

Third, we recommend that higher education institutions provide resources and access to the necessary devices and software to support the use of digital storytelling. A study by Jaya (2016) found that the appropriate use of digital storytelling multimedia can enhance the quality of digital stories.

Lastly, we encourage educators and higher education institutions to support collaboration between educators and multimedia professionals to improve the quality of digital stories. A study by Asri, et al (2017) found that collaboration with multimedia professionals can assist educators in producing high-quality digital stories. Digital storytelling is an engaging and innovative learning method that has been widely used in various higher education institutions. This method combines elements such as text, images, videos, and music to create a compelling and meaningful story. Digital storytelling can be used for various purposes, such as teaching language skills, introducing cultures, or even promoting a product or service. Furthermore, digital storytelling can also be utilized as a creative and innovative learning media in the new normal era. Research also indicates that digital storytelling is effective in enhancing students' skills and prosocial behavior in early childhood. Therefore, digital storytelling can be an alternative, engaging, and effective learning method in higher education.

Discussion

Based on the research conducted, the results of interviews with students who have created digital storytelling have been included. The following is a table of interviews with students regarding the process of creating digital storytelling videos, with 10 questions conducted by 6 students.

Table 1. Students Interview

No	Questions	Student 1 (Good score)	Student 2 (good score)	Student 3 (average score)	Student 4 (average score)	Student 5 (low score)	Student 6 (low score)
1.	What is the first	"The first step I take	"I begin by conducting	"I seek inspiration	"I start by planning the	" My first step is to	"I don't have specific

	step in the process of creating a digital storytelling video?	is to determine the theme or story I want to convey through this digital storytelling video. I plan the overall concept before starting the production process"	in-depth research on the topic or issue I want to address in the digital storytelling video. This helps me in crafting a strong narrative	from existing digital storytelling works and take note of interesting ideas. Then, I create a story outline as the foundation for producing this video.	concept and creating a storyboard to organize the visual sequence and storyline. After that, I search for relevant visual references."	determine the goal of this digital storytelling video. Then, I plan the storyline and create a list of required shots."	steps in the process of creating a digital storytelling video. I rely more on improvisation and experimenting directly."
2.	How is the process of writing a script or narration in a digital storytelling video?	"I spend a significant amount of time writing a strong script. I focus on using the right words and structuring the storyline effectively."	"I compose the script based on the research I have conducted beforehand. I pay attention to grammar and writing style to ensure that the narration sounds engaging."	"I compose the narration freely and then revise it multiple times until I achieve a narration that aligns with the story I want to convey."	"I write the script considering the video duration and using simple yet effective sentences. I also try to regulate the tempo and tone of voice in the narration."	"I usually create a story outline first, and then I improvise while creating the narration in the digital storytelling video."	"I'm not particularly focused on scriptwriting. I prefer to work based on improvisation and spontaneous expression."
3.	What is the role of visuals in digital storytelling videos?	"The role of visuals in digital storytelling videos is crucial. I strive to create visually appealing elements that support the story being conveyed. I utilize images, graphics,	"Visuals play a vital role in digital storytelling videos. I pay attention to composition, colors, and carefully select and use images or videos to depict the desired atmosphere	"Visuals provide an additional dimension in digital storytelling videos. I aim to find relevant images or videos that align with the story and edit them effectively to suit the intended	"Visuals serve as a tool to visualize the story. I strive to use visually captivating effects that leave a strong visual impression on the audience."	"I consider visuals as an essential element in digital storytelling videos. I utilize images, videos, and visual effects to strengthen the message and make the story more engaging."	"Visuals are an integral part of digital storytelling videos. I search for suitable images and videos that align with the story I want to convey to add an appealing visual dimension."

		and videos to reinforce the message I want to deliver to the audience."	and emotions."	ambiance."			
4.	How do you do editing in the process of making digital storytelling videos?	"I use professional video editing software to edit digital storytelling videos. I cut clips, adjust brightness and contrast, and add visual effects to enhance the visual quality."	"I utilize video editing software that I am proficient in. I cut clips, perform merging, adjust timing, and add appropriate transition effects that align with the story."	"I do editing using simple video editing software. I cut clips, arrange the sequence, and add simple effects to enhance the video quality."	"I use video editing software to trim clips, arrange the sequence, and add suitable visual effects that complement the story. I also pay attention to selecting the right music and sound."	"I learned to use video editing software and performed basic editing tasks such as cutting clips, arranging the sequence, and adding background music that aligns with the story."	"I don't have access to advanced editing software. I only use simple editing tools to cut clips and arrange the story sequence."
5.	How do you add audio elements in digital storytelling videos?	"I record narration or dialogue separately and then edit it to synchronize with the video. I also add background music that suits the mood of the story to enhance the audiovisual experience."	"I use relevant background music and sound effects to strengthen the storytelling message in digital storytelling videos. I pay attention to the audio quality and edit it to ensure clarity and balance."	"I search for suitable background music that matches the atmosphere of the story I want to convey. I also add sound effects if necessary to enhance the audiovisual impact in the video."	"I look for background music that supports the emotions and narrative flow. I also consider using narration or dialogue if needed to explain the story better."	"I select background music that aligns with the atmosphere and narrative flow. I also attempt to use narration or dialogue to depict the characters in the digital storytelling video."	"I use background music that I find online and add it to the video. I don't perform further audio editing."
6.	How do you choose the target audience for your digital	"I conduct research on the potential audience interested in the topic or	"I identify the most relevant audience for my story and consider	"I don't have a specific target audience. I create digital	"I consider the audience who might be interested in my story, such as their age, interests,	"I try to think about the audience who might be interested in	"I don't really think about the audience when creating digital

	storytelling videos?	story I present in the digital storytelling video. I understand their preferences and adapt the narrative style and visuals accordingly to resonate with the target audience."	their preferences and needs. I strive to deliver the message in a way that they can understand and connect with effectively."	storytelling videos for anyone interested in the story or topic I address."	or specific background. I aim to convey the message in a way that resonates well with them."	my story, and I edit the video considering their preferences."	storytelling videos. I focus more on self-expression and personal experience."
7.	How do you evaluate the success of the digital storytelling videos that you make?	"I evaluate the success of the digital storytelling video based on the audience's responses and reactions. I pay attention to the number of views, comments, and feedback I receive. I also assess whether the message I wanted to convey is effectively delivered."	"I conduct surveys or interviews with the viewers to gauge the extent to which the digital storytelling video I created successfully delivers the intended message and emotions. I also consider the level of audience engagement and the video's viewing duration."	"I assess the success of the digital storytelling video based on how clearly the story is conveyed and the emotions it evokes in the audience. I also consider the video's reach and whether the intended message reaches the appropriate audience."	"I pay attention to the number of views and feedback I receive from the audience. If my digital storytelling video can spark discussions or inspire viewers, I consider it a success."	"I observe whether my digital storytelling video can capture the audience's attention and evoke the desired emotions. I also take into account whether the intended message is well understood by the audience."	"I measure the success of the digital storytelling video based on how effectively the story is conveyed and whether the intended message can inspire or influence the audience."
8.	How do you overcome challenges in the process of making digital	"I face various challenges, such as gathering the necessary materials,	"I often encounter technical challenges in video editing or selecting the right	"The challenges I face include managing time and obtaining the	"I face challenges in organizing the story flow and finding suitable images or	"I encounter challenges in delivering messages clearly and effectively. I overcome	"I often face challenges in creating unique and engaging story ideas. I overcome these

	storytelling videos?	scheduling shoots, and editing the video within the given time constraints. I overcome these challenges through thorough planning, teamwork, and patience."	images or videos. I overcome these challenges by learning and mastering editing software, as well as seeking solutions through research or assistance from friends or instructors."	necessary resources, such as high-quality images or videos. I overcome these challenges by planning and managing time effectively and conducting meticulous research to find the right resources."	videos. I overcome these challenges by brainstorming, seeking inspiration from other sources, and discussing with friends or instructors."	these challenges by re-editing and improving the narration or visuals if necessary."	challenges by observing and learning from others' works and engaging in discussions with friends or instructors."
9.	How do you improve the quality of the digital storytelling videos you make?	"I always seek constructive feedback from friends, instructors, or the audience to improve the quality of my digital storytelling videos. I regularly engage in self-evaluation and learn from previous experiences."	"I continuously learn and keep up with the latest technology and trends in digital storytelling video production. I also strive to enhance my editing skills and explore new software to improve the quality of my videos."	"I always seek references and learn from successful digital storytelling videos. I pay attention to the elements that make those videos high-quality and try to apply those principles in my own video production."	"I strive to constantly improve my editing and storytelling skills. I also pay attention to feedback from friends and instructors to identify areas that need improvement."	"I ask questions to friends or instructors to receive advice and input that can enhance the quality of my digital storytelling videos. I also try to collaborate with peers to learn and exchange experiences."	"I am open to criticism and feedback from others to improve the quality of my digital storytelling videos. I also learn from mistakes and try new things in every project I undertake."
10.	What is your message or suggestion for	"I suggest conducting in-depth research on the topic to be	"I recommend starting by creating a clear plan and story	"I suggest trying new things and not being afraid to experiment	"I advise being open to criticism and suggestions from others. Learn from	"I recommend taking courses or training related to	"I don't have any specific message or advice for other students who

	other students who want to make digital storytelling videos?	conveyed in the digital storytelling video. Don't be afraid to be creative and innovative, and don't forget the importance of honing your editing and storytelling skills."	outline before initiating production. Learn from successful works and don't hesitate to seek feedback from others to improve the quality of your videos."	in the creation of digital storytelling videos. Remember to pay attention to fundamental elements such as storytelling, visuals, and audio."	experiences and mistakes, and continuously strive to enhance the quality of the digital storytelling videos you create."	digital storytelling video production. Learn from reliable sources and don't hesitate to ask experienced individuals. Practice consistently and remain explorative in your work."	want to create digital storytelling videos. Everyone has different approaches and styles in their creativity, so follow your instincts and enjoy the process."
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Based on the interview table above, several conclusions can be drawn regarding the process of creating digital storytelling videos. Generally, it involves planning and determining the overall story concept before starting production. Scriptwriting or narration is an important part of creating digital storytelling videos. Students with good grades tend to spend time writing strong scripts, considering grammar and writing style, while students with lower grades tend to focus more on improvisation. Visual elements play a significant role in digital storytelling videos. Students tend to use images, graphics, and videos to reinforce the message they want to convey to the audience.

The editing process involves cutting clips, arranging sequences, and adding visual effects. Students with good and average grades tend to use more advanced video editing software, while students with lower grades tend to use simpler editing tools. The addition of audio elements, such as background music and sound effects, is also considered important in digital storytelling videos to enhance the audiovisual experience. Identifying the target audience is a crucial step in creating digital storytelling videos. Students with good grades tend to research potential audiences and adapt their narrative and visual styles accordingly.

The evaluation of the success of digital storytelling videos is based on audience responses, the number of views, comments, and feedback received. Challenges faced in the process of creating digital storytelling videos include gathering materials, managing time, and resource management. Students with good grades tend to overcome these challenges through careful planning, teamwork, and patience. To improve the quality of digital storytelling videos, students tend to seek constructive feedback, keep up with technological advancements and trends, and learn from successful works. Advice for other students interested in creating digital storytelling videos includes conducting in-depth research, being creative and innovative, paying attention to fundamental elements like storytelling, visuals, and audio, and being open to criticism and suggestions from others.

CONCLUSION

Digital storytelling is an engaging and innovative learning method that has been widely used in various higher education institutions. In the journal article titled "Digital Storytelling in Higher Education: Highlighting the Making Process," we highlight the importance of digital storytelling as an effective learning tool in higher education. We found that digital storytelling can enhance students' motivation, engagement, and understanding. By using multimedia elements such as text, images, audio, and video, digital storytelling creates an interactive and engaging learning experience. The process of creating digital storytelling involves planning, scriptwriting, gathering and editing media, narrative arrangement, the use of tools and software, and evaluation and improvement of digital stories. We identified several challenges that educators may face in the process of creating digital storytelling, such as the need for technical skills, limited access to devices and software, and time constraints to produce high-quality stories. However, we also found that selecting appropriate tools and software, providing skill training, and collaborating with multimedia professionals can help overcome these challenges. Digital storytelling has significant benefits in higher education, such as improving students' critical thinking, creativity, problem-solving skills, and communication skills. Additionally, digital storytelling can enhance information retention and strengthen emotional connections with learning materials. Therefore, we recommend integrating digital storytelling into the curriculum, providing technical skill training for educators, providing resources and access to necessary devices and software, and supporting collaboration between educators and multimedia professionals. In previous studies, digital storytelling has also been proven effective in enhancing students' skills and prosocial behavior in early childhood. Therefore, digital storytelling can be an alternative, engaging, and effective learning method in higher education. In implementing digital storytelling, best practices that can be used include providing clear instructions to students, integrating appropriate multimedia, using strong narratives, selecting suitable tools and software, and using formative and summative evaluations to improve the quality of digital stories.

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