
Utilization of Digital-Based Interactive Stories in Indonesian Language Lessons as Innovative Media

Yulia Santi^{1*}, Aulia Dhani², Juniman³, Safrina⁴, Fitriana⁵, Elly Fitri⁶
^{1*,2,3,4,5,6} Universitas Almuslim, Bireuen, Aceh, Indonesia

* yuliasanti@umuslim.ac.id

DOI : <https://doi.org/10.56480/jln.v4i3.1298>

Received: August 14, 2024

Revised: September 19, 2024

Accepted: September 24, 2024

Abstract

As an innovative learning media, the Utilization of Digital-Based Interactive Stories in Indonesian Language Lessons has become a necessity in the sophisticated learning process in this digital era. This article discusses the Utilization of Digital-Based Interactive Stories in Indonesian Language Lessons to improve student collaboration. This approach provides a solution to provide meaningful experiences for students with full involvement and student action and expression in Indonesian language lessons through strong visual and audio aspects as well as integrated challenges and rewards. Although digital-based interactive stories offer various benefits to motivate students in learning, their use in the classroom also faces challenges such as technology accessibility and integration into the curriculum. This article aims to explore more deeply the potential, challenges, and practical impacts of the use of digital-based interactive stories in improving the effectiveness of Indonesian language learning in the digital era. By understanding the importance of implementing this technology, comprehensive and in-depth research on this topic is needed to improve the quality of learning

Keywords– Interactive Stories, Digital, Innovative, Learning Media



© 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

Education in Indonesia aims to develop the potential of students as a whole, both in intellectual, emotional, social, and moral aspects. In today's digital era that continues to develop, technology has played an important role in the world of education. One aspect that continues to develop is the Utilization of Digital-Based Interactive Stories in Indonesian Language Lessons as an Innovative Media. This media offers an innovative and interesting approach to help language learning effectively (Ayu, 2020). The Utilization of Digital-Based Interactive Stories offers an interesting and relevant solution in the context of modern education (Chan et al. 2019). Language education requires a variety of methods to attract students' attention, facilitate their understanding, and improve language skills. The Utilization of Digital-Based Interactive Stories allows for active and engaged learning. Overall, traditional learning methods that often develop gradually, Digital-Based Interactive Stories allow students to interact directly with the content, choose interesting story paths and engage in activities that stimulate critical, innovative and creative thinking. The Utilization of Digital-Based Interactive Stories in Indonesian Language Lessons is an interesting innovation for students. As a medium that requires innovation to improve quality and effectiveness. Digital-based interactive stories are one of the innovative media that can increase learning motivation, understand language concepts, and develop students' critical thinking skills. In utilizing this interactive story, it is a This study focuses on the utilization of digital-based interactive stories in Indonesian language learning in schools. In addition, the Utilization of Digital-Based Interactive Stories allows for personalization of Indonesian language learning. With increasingly sophisticated technological advances, interactive stories are tailored to students' ability levels and interests (Chan et al., 2019). This allows for a customized Indonesian language learning experience to increase the efficiency and effectiveness of learning. However, although digital-based interactive stories offer various benefits, their use in the context of Indonesian language learning also faces several challenges. It is important to consider aspects such as technology accessibility, user-friendly design, and proper

integration into the language learning curriculum. The Utilization of Digital-Based Interactive Stories can also increase student motivation and engagement in language learning. The strong visual and audio aspects of interactive stories naturally attract students' attention, while the challenges and rewards integrated into the story maintain students' motivation levels to engage in Indonesian language learning. This article further explores the use of digital-based interactive stories as an innovative Indonesian language learning medium, exploring its potential, challenges, and practical implications in increasing the effectiveness of language learning in this digital era.

In the world of Indonesian language education, Digital-Based Learning Media presents innovative, creative and effective learning methods to overcome the challenges of the current era in Indonesian Language Learning which is increasingly diverse (Widiastini, 2021). The use of Digital-Based Interactive Stories as a medium for learning Indonesian to offer interesting and relevant solutions to meet current needs. In the challenges of modern learning, changes in the way students interact with technology and learning content require learning methods that suit their preferences and learning styles. The use of Digital-Based Interactive Stories can respond to this need by providing an interesting, interactive, and relevant learning experience for the digital generation. As for student engagement, to increase student engagement in language learning, it is important to provide an interesting and challenging learning environment. The use of Digital-Based Interactive Stories enables engaged learning and allows students to actively participate in the learning process, which can increase their motivation and learning outcomes. Furthermore, in the personalization of learning, each student has unique learning needs. The use of digital interactive stories allows for the personalization of learning that is tailored to the needs, interests, and ability levels of individual students. This can help increase the effectiveness of learning by ensuring that each student gets a relevant and meaningful learning experience. Then in language education innovation, language education needs to continue to develop in line with technological developments and changing learning needs. Research on the use of digital

interactive stories as a language learning medium is an important step in identifying and exploring the innovative potential of this technology in improving the effectiveness of language learning. By understanding the urgency of using digital interactive stories as an innovative language learning medium, in-depth and comprehensive research on this topic is crucial in efforts to improve the quality of language learning in this digital era. Previous research that is relevant to this research is Alqahtani's research (2015), this study conducted a review of the literature related to the use of digital interactive stories in language learning. The study provides an in-depth understanding of the various approaches, strategies, and implications of using this technology in the context of language learning. Furthermore, Murad et al.'s research. (2023), the results of their study investigated the effectiveness of using digital interactive stories in developing students' speaking skills in English as a foreign language. The results of this study can provide insight into the impact of using digital-based interactive stories on students' communication skills.

This study provides an understanding of the experiences of teachers and students in using this technology and its impact on language learning. In addition, research conducted by Sylviana and Qurrotani (2024) shows that learning media is an important component in learning. Along with the times, the selection of learning media must be adjusted to the use of technology. Then Li and Walsh (2011), the content of their research is a case study of an investigation into the implementation of digital interactive stories in learning Mandarin as a foreign language. The use of digital comics accessed on students' gadgets is a relevant learning medium when following technological advances. Almost every student has a gadget, making the learning process easier. Both are used to convey criticism of a phenomenon/event using satire. With these similarities, digital comics on Instagram are right to be used as an innovative Indonesian language learning medium. This can help teachers in designing learning, so as to achieve learning objectives. Another research result was stated by Payanti (2022), the result of this research is that digital comic media is very interesting to be developed into a learning media, especially by utilizing the Make Beliefs Comix

page which has many advantages, including being able to be used without having to download the application, can be used by users who are not skilled in drawing, easy to operate, and cost-effective. While the drawbacks of this page are that it requires a good internet connection and requires a laptop or computer to make it easier to use. These studies are valuable references in developing articles on the use of digital-based interactive stories as innovative Indonesian language learning media, by providing a theoretical basis and empirical support for discussions on the topic. The results of this study are supported by the research of Devista and Kadafi (2021) on the use of the Make Beliefs Comix Web page, on a case study in the use of digital interactive stories in learning vocabulary in an elementary school in Indonesia. The results of this study can provide motivation and insight into the potential of how to use technology to improve vocabulary mastery in students.

2. Method

The type of research used in this study is qualitative research that uses a variety of observation techniques, interviews, and surveys to collect data. Data were obtained through direct observation, interviews, and surveys during a certain specified period of time. The objects of this study were students from various levels of education, ranging from elementary school, junior high school, high school, to college. The sample was selected purposively to cover variations in age level, education level, and background of each student. Qualitative data from interviews and observations were analyzed thematically, while quantitative data from surveys were analyzed using descriptive statistical methods. The results of the analysis were used to identify relevant patterns, findings, and trends related to the use of digital interactive stories as an innovative Indonesian language learning medium.

Data from the analysis results were used to interpret research findings and produce conclusions related to the effectiveness, challenges, and practical implications of the use of digital interactive stories in Indonesian language

learning. These conclusions are linked to relevant learning theories and can be used as a basis for policy and practice recommendations.

3. Result and Discussion

Time is passing so fast and technology is developing so rapidly, the world of education is also experiencing a massive transformation with the emergence of various new technologies. One of the increasingly popular technologies that can be utilized in the learning process is digital-based interactive stories. The use of digital-based interactive stories combines traditional narrative elements with interactivity elements that allow users to actively participate in the learning experience. In the context of language learning, the use of digital interactive stories offers an innovative and engaging approach to improving children's language skills.

Android Application Interactive Stories for Children and Adults

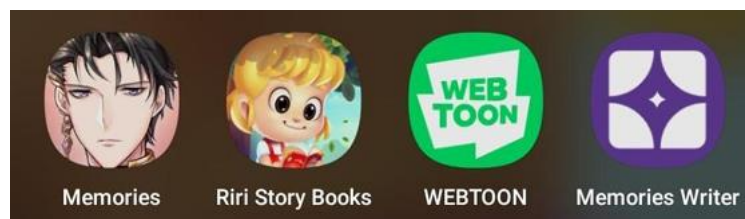


Figure 1. Interactive Story Android Application for Children

The Android application "Riri Story Book" is one example of an interactive story designed specifically for children. This application presents various entertaining and educational stories, with additional interactive features that enrich the reading experience for children. Here are some of the main features and benefits of the "Riri Story Book" application.

a. A Variety of Very Interesting Stories

"Riri Story Book" presents a variety of interesting and educational children's stories. These stories are designed to entertain while providing moral messages or learning to children.

b. Fun Interaction

One of the main advantages of this application is the fun interactive features. Children can interact directly with elements in the story, such as

characters, objects, or story backgrounds. This provides a more lively and exciting reading experience for children. characters, objects, or story backgrounds. This provides a more lively and exciting reading experience for children.

c. Interesting Animations and Sounds

"Riri Story Book" uses interesting animations and sounds to enrich the story. Moving animations and realistic sound effects make the story more interesting and entertaining for children.

d. Interactive Learning

In addition to being entertaining, this application also provides interactive learning features. Children can learn new vocabulary, simple math concepts, or moral values through interactive activities provided in the story.

e. Safe Parental Control

This application is equipped with a safe parental control feature. Parents can monitor children's activities in the application and manage usage time better.

f. Accessibility and Ease of Use

"Riri Story Book" is easy for children to access and use. The child-friendly interface makes this application easy for children to understand and navigate on their own.

g. No Internet Connection Required

Another advantage of this application is that some stories can be downloaded and enjoyed offline, without requiring an active internet connection. This allows children to continue to enjoy the stories wherever they are.

The "Riri Story Book" Android application is a good example of the use of interactive stories for children. With a variety of interactive features, engaging stories, and creative learning approaches, this app can be an effective tool in entertaining and educating children in this digital era.



Figure 2. An interactive story for adults

The "Memories" app is an example of an interactive story for adults that offers an immersive and emotional reading experience. Here is an explanation of the "Memories" app.

a. Deep Personal Experience

The "Memories" app is designed to provide an immersive reading experience by presenting stories that are emotionally and thought-provoking. These stories may focus on themes relevant to adult life, such as love, loss, personal growth, and so on.

b. Interaction and Engagement

Users of the "Memories" app can interact with the stories through a variety of interactive features. They may have the opportunity to choose story branches, make decisions that affect the storyline, or even participate in activities or puzzles integrated into the story.

c. Customization and Personalization

The app may also provide customization features that allow users to customize their reading experience. For example, users can choose visual display preferences, language, or audio preferences for reading the story.

d. Enhanced Engagement with Multimedia

The "Memories" app may integrate various types of media, including text, images, audio, and possibly video. This helps create a

more dynamic and engaging reading experience, and enhances the visual and audio appeal of the story.

e. Anytime, Anywhere Accessible Experience

Users can access the stories in the “Memories” app anytime and anywhere through their Android devices. This allows them to enjoy the stories according to their schedule and needs, without being limited by a specific time or location.

f. Increased Engagement with Social Features

There may be social features that allow users to share their reading experiences, provide reviews, or discuss stories with a community of other users. This can increase user engagement and expand their reading experience through interaction with others.

g. Emphasis on Emotional Experiences and Personal Reflection

The stories in the “Memories” app may be intended to stimulate emotions, trigger reflective thinking, and deepen users’ understanding of themselves and the world around them.

The “Memories” app offers a reading experience that goes beyond ordinary stories. Through the integration of interactive features, customization, and the use of multimedia, the app aims to create an immersive, engaging, and meaningful reading experience for adult users.



Figure 3. Digital interactive stories

What are the benefits of digital interactive stories as an innovative learning medium? The benefits of digital interactive stories as an innovative learning medium include:

a. Interactivity as an Interesting Learning Tool

Digital interactive stories offer a more interesting learning experience compared to conventional learning methods. Through elements such as animation, sound, images, and direct interaction, interactive stories can invite high interest and involvement from learners. Thus, the language learning process no longer feels monotonous, but more lively and exciting.

b. Contextual Situation Simulation in Language Learning

Digital interactive stories also allow learners to practice in contextual situations that are similar to real life. By presenting stories that are relevant to everyday life or certain situations, learners can more easily understand and apply vocabulary, grammar, and expressions in the target language. This helps learners to acquire more practical and relevant language skills.

c. Interactive Feedback for Performance Improvement

One of the advantages of digital interactive stories as a learning medium is its ability to provide direct feedback to learners. Through various interactive mechanisms such as quizzes, games, or other interactive tasks, interactive stories can provide instant feedback on learners' performance. This allows learners to quickly identify their mistakes and improve their understanding of the language.

d. Collaboration and Learning Community

Digital interactive stories can also facilitate collaboration and community-based learning. With features such as discussion forums, story-sharing platforms, or multiplayer games, learners can interact with each other, share experiences, and support each other in the language learning process. This creates an inclusive learning environment and supports more effective language growth.

e. Accessibility and Flexibility

Finally, digital-based interactive stories offer greater accessibility and flexibility in language learning. By being accessible through various

devices such as computers, tablets, or smartphones, learning can be done anytime and anywhere according to individual needs. This allows learners to learn independently and adjust their learning pace according to their preferences and time availability.

Utilization of Digital-Based Interactive Stories as Innovative Indonesian Language Learning Media

Digital interactive stories provide a dynamic and engaging learning environment for language learners. By utilizing elements such as animation, sound, images, and direct interaction, interactive stories provide an engaging and engaging learning experience. Learners can be actively involved in the learning process, creating an immersive and memorable learning environment. Through interactive stories, learners have the opportunity to practice their language skills in relevant and authentic contexts, strengthening their understanding of vocabulary, grammar, and pronunciation of the target language.

Challenges in Utilizing Digital-Based Interactive Stories as Language Learning Media and How to Overcome Them

The main challenges in Utilizing Digital-Based Interactive Stories as language learning media include accessibility, availability of quality content, and learner engagement. To overcome these challenges, steps need to be taken such as ensuring wider accessibility by providing interactive stories through various platforms and devices, developing interesting, relevant, and high-quality interactive story content that suits learners' needs, encouraging active learner engagement through interesting interactive features, such as quizzes, games, and interactive tasks, providing support and training to educators in using interactive stories as an effective learning tool.

The Role of Technology in the Utilization of Digital-Based Interactive Stories in Supporting Indonesian Language Learning

Technology plays a crucial role in the development and implementation of digital interactive stories as a language learning medium. Technology enables the integration of multimedia elements such as animation, sound, and images synergistically, creating a more engaging and interactive learning experience. In

addition, technology also supports personalization of learning, allowing learners to learn according to their individual needs and preferences. In addition, technology also supports personalization of learning, allowing learners to learn according to their individual needs and preferences. In addition, technology also facilitates instant feedback and adaptive learning, helping learners to improve their language skills effectively.

The use of Digital-Based Interactive Stories as a language learning medium offers an innovative and effective approach to improving language skills. By combining elements of narrative, interactivity, and digital technology, interactive stories are able to create interesting, relevant, and immersive learning experiences for language learners that can improve the effectiveness of language learning in this digital era. Although there are challenges that need to be overcome, with the right strategy, digital interactive stories can be a very effective tool in strengthening learners' language skills.

Research findings show that digital-based interactive stories create a dynamic and engaging learning environment for language learners. Elements such as animation, sound, and images are used to present an interesting and engaging learning experience. In addition, learners can also practice language skills in the context of relevant and authentic situations, strengthening their understanding of vocabulary, grammar, and pronunciation of the target language. However, there are still challenges in utilizing digital interactive stories, such as accessibility, availability of quality content, and learner engagement. Steps such as ensuring wider accessibility, developing engaging content, and providing support to educators are identified as ways to overcome these challenges.

Technology plays an important role in supporting digital interactive stories as a language learning medium. The integration of multimedia elements and personalization features allows for a more engaging and effective learning experience. Technology also facilitates instant feedback and adaptive learning, allowing learners to improve their language skills effectively. Digital interactive stories are not only an innovative learning tool, but also an effective way to enrich the language learning experience in this digital era. By continuing to

overcome challenges and utilizing the potential of technology wisely, we can maximize the benefits of utilizing digital interactive stories as an innovative and effective language learning medium.

The findings of the study show that the Utilization of Digital-Based Interactive Stories creates an engaging and dynamic learning environment for language learners, while solutions to existing challenges include ensuring wider accessibility, developing engaging content, and providing support to educators. By utilizing technology wisely, digital interactive stories become an innovative and effective language learning tool, enriching the language learning experience in today's digital era.

4. Conclusion

This study concludes that the use of Flipbook and Kahoot significantly enhances the reading abilities of second-grade students at SMPN 33 Padang. The marked improvement in average scores from the pretest to the posttest indicates that these interactive media not only increase students' reading skills but also foster greater motivation and engagement in the learning process. The positive outcomes of this research support the notion that integrating digital tools into teaching can effectively address challenges in reading comprehension. Therefore, educators are encouraged to adopt innovative teaching strategies that incorporate technology to improve student learning outcomes in reading.

References

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Ayu, D. P. 2020. Pembelajaran bahasa Indonesia berbasis e-learning di era digital. *Prosiding SAMASTA: Seminar Nasional Bahasa dan Sastra Indonesia*. 56–61.
- Chan, F., Budiono, H., dan Setiono, P. 2019. Pengembangan multimedia interaktif dan instrumen penilaian berbasis keterampilan proses dasar di sekolah dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan*

Pembelajaran Sekolah Dasar. 5(1), 9-17.
<https://doi.org/10.30651/else.v3i1.2330>

Devista, J. R. dan Kadafi, T. T. 2021. Pemanfaatan laman web make beliefs comix dalam pembuatan media pembelajaran bahasa Indonesia berbasis komik digital. *Jurnal Pendidikan.* 30(2), 153-164.
<https://doi.org/10.32585/jp.v30i2.1531>

Li, L. dan Walsh, S. 2011. Seeing is believing: looking at EFL teachers' beliefs through classroom interaction. *Classroom Discourse.* 2, 39-57.
<http://dx.doi.org/10.1080/19463014.2011.562657>

Maisarah. 2022. Urgensi pengembangan media berbasis digital pada pembelajaran bahasa Indonesia. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia).* 2(1), 65-75.

Murad, T., Assadi, J., dan Badarni, H. 2023. Digital Storytelling and EFL Speaking Skill Improvement. *Journal of Language Teaching and Research.* 14(5), 1189-1198. <https://doi.org/10.17507/jltr.1405.06>

Payanti, D. A. K. D. 2022. Peran komik digital sebagai media pembelajaran bahasa yang inovatif. *Sandibasa I (Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia I).* 1(1), 464-475.

Sylviana, I. S. dan Qurrotani, L. 2024. Pengembangan media pembelajaran berbasis komik digital pada materi peninggalan sejarah kelas IV SD. *Jurnal Pedagoik Pendidikan Dasar.* 11(1), 1-9.

Widiastini, N. K. 2021. Pengaruh literasi digital melalui pemanfaatan melajah.ID terhadap hasil belajar membaca. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia.* 10(2), https://doi.org/10.23887/jurnal_bahasa.v10i2.723219-228.