

Improving Student Engagement in IPAS Learning Through Storytelling Assisted by Nusantara Board Media Among Third-Grade Students at SDN Kemayoran 2 Bangkalan.

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Abstract

This study aims to analyze the improvement in students' learning engagement in Natural and Social Sciences (IPAS) through the storytelling method supported by Papan Nusantara learning media. This research employed a classroom action research (CAR) design based on the Kemmis and McTaggart spiral model. It was conducted in two cycles, each comprising the stages of planning, action, observation, and reflection. The subjects were 25 third-grade students at SDN Kemayoran 2 Bangkalan, consisting of 15 boys and 10 girls. Data were collected through observation and documentation using a structured sheet covering five engagement indicators: student attention, oral participation, active involvement in storytelling, collaborative skills, and enthusiasm in using the media. Data were analyzed using a descriptive quantitative approach by calculating the percentage of indicator achievement in each cycle. The results showed a significant and progressive increase at each stage: 28.5% (very low) in the pre-cycle, 54.8% (moderate) in Cycle I, and 85.1% (very high) in Cycle II. These findings confirm that combining the storytelling method with culturally contextual Papan Nusantara media effectively fosters a participatory learning environment. Furthermore, this study demonstrates that narrative-based pedagogy integrated with locally contextualized media enhances active engagement, encouraging teachers to adopt this replicable strategy.

Keywords– Engagement, Natural and Social Sciences (IPAS), Storytelling



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1. Introduction

Education in elementary schools aims to develop the potential of students optimally, one of which is through the activity of the learning process. In learning social studies, students are expected not only to understand the material theoretically, but also to be active in learning activities, such as asking questions, answering questions, and engaging in discussions. Especially in the material on traditional values in Indonesia, students are expected to be able to show active involvement so that learning becomes more meaningful and contextual. However, the expected condition has not been fully realized in grade III of SDN Kemayoran 2 Bangkalan. Based on the results of initial observations, the activeness of students in learning IPAS, especially in the material on traditional values in Indonesia, remains relatively low. This can be seen when the teacher asks questions, only about 1-3 students actively raise their hands and answer, while most of the other students tend to be passive and less involved in the learning process.

The low activity of students is suspected to be caused by several factors, including the use of learning methods that are less varied and still centered on teachers. (Syamsurijal et al., 2023) stated that the predominant use of the lecture method results in a learning process that tends to be teacher-centered, so that students play only a passive role and are less engaged in learning activities. In addition, the presentation of material that is not engaging also causes students to be less motivated to participate actively. Learning materials that should be relevant to students' daily lives have not been presented in a contextual and engaging manner, so students are less enthusiastic about participating in the learning process.

One of the reasons why students are not actively involved in lessons, especially Bahasa Indonesia, is the use of inappropriate methods. (Manggus et al., 2023) According to research that has been conducted, students must be actively involved in the selection of learning models and learning approaches. (Hidayati et al., 2023) Theoretically, the likelihood of success in learning increases if students

are actively involved in the learning process. Conversely, if the opposite happens, the likelihood of achieving learning goals is much lower. Therefore, this study will examine the problem of student activity as a whole. The purpose of this study is to find out the extent to which discussion techniques can affect the activeness of students in the schools mentioned earlier in (Febilasari & Yunita, 2023).

In an effort to overcome these problems, an alternative action is needed that can increase the activeness of students in learning science. One of the efforts that can be made is to apply the storytelling learning method. (Maknun & Adelia, 2023) explained that the storytelling method is a creative process that not only activates the intellectual aspect, but also the sensitivity, emotions, art, and imagination of students, so that learning becomes more meaningful. In addition, the use of learning media as a support for storytelling methods can also help clarify the material and increase the attractiveness of learning.

Although various studies have examined strategies for increasing student engagement in elementary schools, research that specifically integrates storytelling methods into science education particularly regarding local content such as traditional Indonesian values in lower grades remains very limited. Most existing studies use storytelling methods in the context of Indonesian language or literacy instruction (Yunelda et al., 2025; Zuhriyah & Fradana, 2025). However, few studies have explored its application in the IPAS subject, which features socio-cultural content. Furthermore, previous research has generally been conducted in urban settings with better access to learning resources, and thus does not reflect the context of students in areas like Bangkalan, which possess a rich and distinctive local tradition. It is this gap that highlights the need for classroom action research that directly tests the effectiveness of the storytelling method in enhancing student engagement in IPAS learning within that context.

The content on Indonesian traditional values in the IPAS curriculum is rich in cultural elements, local wisdom, and social values that are abstract for third-grade students. To understand this type of content, students need an approach that goes

beyond mere memorization and instead fosters contextual and emotional understanding. The storytelling method is considered pedagogically very suitable because it works on two dimensions simultaneously: the cognitive dimension through the delivery of structured information, and the affective dimension through the engagement of students' emotions and imagination. (Maknun & Adelia, 2023) explains that the storytelling method is a creative process that engages not only students' intellectual faculties but also their sensitivity, emotions, artistic sensibilities, and imagination, thereby making learning more meaningful. Specifically, traditional Indonesian values of a narrative nature such as mutual cooperation, customs, and local cultural wisdom can naturally be packaged into stories relevant to students' experiences, making abstract material concrete and easy to understand. Thus, storytelling is not merely a method of conveying information but a bridge between cultural knowledge and the experiences of lower-grade students.

In practice, the storytelling method works best when carried out in a structured manner: starting with an opening to spark students' imagination, followed by the telling of the story interspersed with questions and answers, and concluding with a closing to summarize the story's message (May Indah sari & Fitri Maisyurah, 2024). By following a clear sequence, teachers can create a more engaging learning environment, making it easier for younger students to understand traditional values without getting bored too quickly. Marlinda et al., (2024) revealed that the use of the paired storytelling method significantly improved elementary school students' speaking skills and classroom participation. Yunelda et al., (2025) In their literature review, the authors concluded that storytelling whether in its traditional form or aided by visual media consistently improves elementary school students' confidence in speaking, vocabulary mastery, and active engagement. Zuhriyah & Fradana, (2025) also found that the storytelling method using folk tales has proven effective in capturing students' attention, sparking their imagination, and fostering emotional engagement in the learning process.

The novelty of this study lies in the application of a storytelling method specifically designed for the context of IPAS instruction rather than Indonesian language instruction incorporating content on local cultural Indonesian traditional values in third grade elementary school classrooms in the Bangkalan region of Madura. This study also integrates the use of learning media to support storytelling, aiming to enhance the appeal and comprehension of the material, while addressing the limitations of previous research that has not examined this combination in IPAS instruction in lower-grade classes.

Based on the above description, the researcher is interested in conducting a classroom action research study titled “Improving Student Engagement in IPAS Learning through the Storytelling Assisted by Nusantara Board Media among Third Grade Students at SDN Kemayoran 2 Bangkalan” The objective of this study is to determine the extent to which the storytelling method can increase student engagement in IPAS learning, particularly regarding the subject of traditional values in Indonesia, as identified in the problem statement above.

2. Method

This research was conducted at SDN Kemayoran 2 Bangkalan, which is located on Jl. KH. Moh. Toha, Kemayoran, Bangkalan District, Bangkalan Regency, East Java 69116. The researcher determines the method of data collection with the aim of obtaining data to identify the problem to be researched. The techniques used to collect data in this study are observation and documentation.

The Classroom Action Research (CAR) model used in this study is based on the Kemmis and McTaggart models. Kemmis and McTaggart establish that the components of action and observation are interrelated; both are important components in conducting Classroom Action Research (CAR) to directly monitor any changes or impacts of actions, implementation processes, and must be accompanied by observation activities (Ade Rahayu & Arna Saskia, 2025) . Here is a classroom action research design using the Kemmis and McTaggart models:

Figure 2.2: The Kemmis and McTaggart Action Research Model (2016)



(Source: (Madik et al., 2024))

The stages in this model consist of four parts: (1) planning, (2) action, (3) observation, and (4) reflection. Through the process of reflection, one can decide whether to repeat the cycle or not (Madik et al., 2024). The first stage is planning, which involves developing learning modules and research instruments, as well as conducting initial observations to assess classroom conditions. After that, the implementation stage is carried out by implementing learning using the storytelling method according to the learning plan. Next is the observation stage, which uses observation sheets. The goal is to observe the learning process and student activities. Observation is the process of reviewing a certain situation or phenomenon in a certain location to collect data or information according to the goals to be achieved. Observation is carried out by taking documentation/photos and recording what has been observed (Zanariyah, 2024). Documentation includes the collection of data from documents, archives, or other written materials related to the research subject (Ardiansyah et al., 2023). The final step is reflection, which involves evaluating learning outcomes to identify mistakes and make improvements for the next cycle.

Table 1. Research Schedule

No.	Activity Phase	Week 1 (Pre-Cycle)	Week 2 (Cycle 1)	Week 3 (Cycle 2)
1.	Preparation and permission requests	✓		
2.	Pre-cycle observations	✓		
3.	Development of preliminary instruments		✓	
4.	Testing of preliminary instruments		✓	
5.	Data collection		✓	
6.	In-depth data analysis			✓
7.	Preparation of the draft final report			✓

- **First week (preparation):** focus on instrument validation and logistical preparations
- **Second week (fieldwork):** focus on in-depth observations, interviews, and documentation.
- **Third week:** a critical period for data reduction and analysis, as well as writing and finalizing the draft of the final research report.

Content validity of the observation instrument was established through theoretical alignment with the student engagement framework proposed by (Fredricks et al., 2004) which encompasses behavioral, cognitive, and emotional engagement. Indicators 1, 4, 5, 6, and 7 represent behavioral engagement, indicator 2 represents cognitive engagement, while indicator 3 reflects cognitive and emotional engagement. Therefore, the seven indicators collectively represent the construct of student engagement in storytelling-based IPAS learning.

Prior to implementation, the observation instrument was reviewed and discussed with the classroom teacher and academic supervisor to ensure the relevance and clarity of each indicator in measuring student engagement.

To ensure data reliability, classroom observations were conducted by the classroom teacher acting as a collaborative observer. Prior to the implementation of the action, the researcher and the observer discussed the observation indicators and

scoring procedures to establish a shared understanding of the observed student behaviors.

During the pre-cycle stage, the classroom teacher conducted the learning process while the researcher observed students' initial engagement levels. In Cycle I and Cycle II, the researcher implemented the learning activities using the storytelling method and the Papan Nusantara media, while the classroom teacher served as the observer responsible for completing the observation sheet. The same observation instrument, indicators, and scoring criteria were consistently used throughout all stages of the study to maintain consistency in data collection.

To strengthen the trustworthiness of the findings, observation data were supported by learning documentation and reflective discussions conducted after each cycle. These discussions were used to verify observational findings and identify improvements for subsequent cycles.

The data analysis techniques applied to Cycle I and Cycle II were conducted by calculating the total evaluation scores for each cycle using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency for which the percentage is sought

N: Total frequency/number of individuals

The success indicator used by this researcher, which takes into account student engagement in IPAS learning, is considered successful if the percentage of student engagement is $\geq 76\%$ and the results fall into the “High” category, based on the following criteria:

Table 2. Criteria for completeness of student activity

Precentage	Criteria
81-100%	Very high
61-80%	High
41-60%	Moderate
21-40%	Low
0-20%	Very low

3. Result and Discussion

To increase student participation in the learning process, the initial plan of the research is designed in several cycles until the target of student participation is achieved. However, in its implementation, this study only carried out as many as two cycles because the indicators of student activity had achieved the goals determined by the researcher. In the pre-cycle stage, initial observations were made to assess the level of student involvement and enthusiasm before the application of the Storytelling method. This observation aims to map the dynamics of the classroom and identify the factors that cause low student participation in learning the material, especially in science subjects.

Table 3. Student activity percentage stage

Stages	Activeness Percentage
Pre-cycle	28,5%
Cycle I	54,8%
Cycle II	85,1%

As a result of observations on the level of student participation before using the Storytelling Method, the author obtained an average score of 50 of which 28.5% is in the category of "Very low" because 28.5% is below 40%. These results are obtained from all the values of seven activities:

Table 4. Student Activity Indicators

No.	Student Engagement Indicators
1.	Students take notes on key points while the teacher is telling a story.
2.	The students were able to identify at least one traditional value from the story.
3.	Students ask questions or share their opinions.
4.	The students answer the questions asked by the teacher.
5.	The students are listening to or paying attention to the teacher.
6.	The students are listening to a classmate giving a presentation.
7.	The students actively participated in the discussion.

Based on the results of observations in the pre-cycle, it shows that third grade students of SDN Kemayoran 2 are still not participating during learning activities. This is evident from the indicators they obtained, which proved that the students have not achieved the author's goals. The learning activity of 25 students has not reached 76%. Their average learning participation was only 28.5%, which is the "Low" category through classically calculating, only 3 students achieved the learning completeness criteria. In addition, there are shortcomings in the learning process that cause students to be less involved in learning. Teachers still use the lecture and question and answer learning approach as done before. (Muhammad Azril et al., 2023); (Alfatonah et al., 2023) stated that one of the external factors that causes students' learning difficulties in science subjects in elementary school is a monotonous learning method, which makes students easily bored, less motivated, and ultimately less able to understand the material presented by the teacher. The students' passive attitude stems from the conventional learning approach used by teachers, namely the monotonous lecture and question and answer method. Without engaging stimulus media, students easily get bored, lack motivation, and ultimately struggle to understand the material. Behaviorally, students seem reluctant to note important points, rarely ask questions or express opinions, and ignore the teacher's explanation. This condition proves that abstract concepts like "Indonesian traditional values" can't be effectively absorbed by elementary students if they only rely on passive listening.. This has an impact on student participation when learning is still

lacking. To remedy this, the author will review the shortcomings at the next meeting using *the storytelling* method.

When the application of the *Storytelling Learning Method* was carried out, namely in the first cycle, the level of student learning participation with the *Storytelling* Method was obtained with an average score of 96 and 54.8% showed the "Medium" category because 54.8% was below 60%. The results of this observation show that grade III students of SDN Kemayoran 2 are still lacking in learning activity, as shown by the indicators they obtained, which have not reached the researchers' goals. In this first cycle, the level of student activity has not been achieved because many students have not met the indicators of activeness such as not answering questions asked by the teacher, not listening to friends who are doing *presentations/storytelling*, and students do not tend to look passive in discussions. (Kero & Wewe, 2024) explain that the main obstacle in the story method in elementary school often arises due to the lack of stimulus media that is able to provoke students' enthusiasm visually and motorically. There were 25 students with learning participation that had not reached 76%, or the "High" category. A total of 25 students were involved in the science subjects in the first cycle, only 10 students achieved the learning completeness criteria. (Maknun & Adelia, 2023) explained that in the application of *the storytelling* method, teachers play the role of facilitators who provide learning resources and guide students, so that students have the opportunity to develop thinking and imaginative skills. This is supported by (Colina et al., 2025) who state that storytelling is active and creative learning, where teachers have a strategic role in developing students' cognitive abilities and imagination. However, the results of the first cycle show that the *storytelling* method used by the researcher has not been able to fully increase the learning activity of students in IPAS subjects about Indonesian traditional values.

At the next meeting, the research was conducted using manipulative learning media in the form of "Papan Nusantara" as a supporting media of the *storytelling method*. The "Papan Nusantara" media is a media that can be touched/played directly by students. In the media, there are components of traditional values in Indonesia

such as religious values, mutual cooperation values, and moral values. In addition, there are several cards with pictures of various traditions in Indonesia. Students can attach the picture card to the "Nusantara Board" according to the values contained in the tradition on the picture.

Based on the results of observations of student activity levels in second cycle, grade III students of SDN Kemayoran 2 have experienced an increase in their learning activity level after using the storytelling learning method and learning media as support. The results achieved an average score of 149 and 85.1% indicated the category of "Very high". It can be seen from the scores collected by the students that they have reached the criteria set by the author. Of the 25 students involved in social studies learning in the first cycle, 22 students have achieved the learning completeness criteria. Thus, the third grade students of SDN Kemayoran 2 have understood the IPAS material thoroughly.

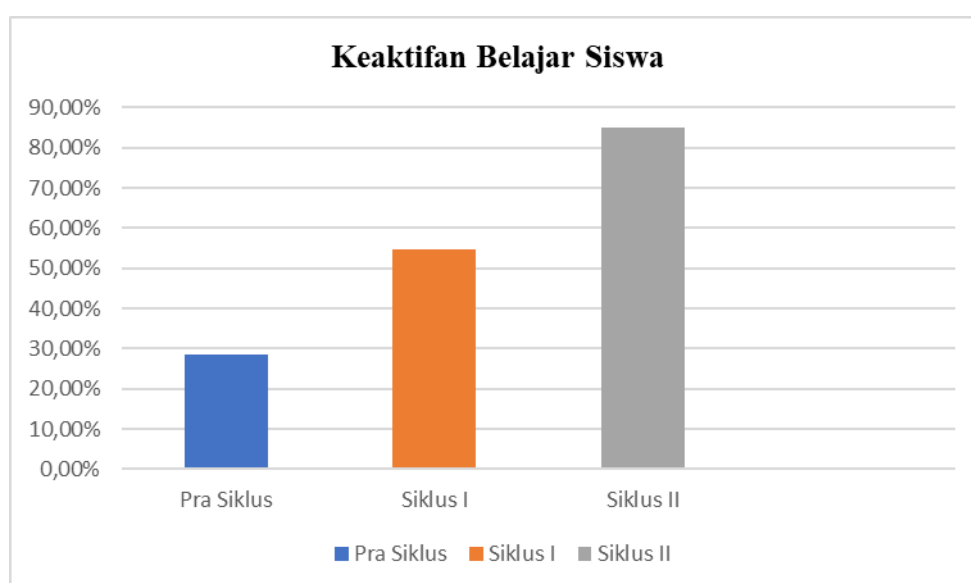


Figure 1. Student Activity Diagram

From the diagram above, it can be seen that grade III students of SDN Kemayoran 2 have not been actively involved in learning science on the subject of traditional values in Indonesia, with a percentage value before action of 28.5%. Only

3 students out of 25 students actively participated in the learning process at the pre-cycle stage. After taking action in phase I, the percentage score in the first cycle increased to 54.8%, with the number of students 10 out of 25 students experiencing an increase in learning activity. Students began listening more attentively compared to the pre-cycle baseline. The narrative format of storytelling successfully triggered their imagination, making the abstract concept of “traditional values” more relatable. Despite the narrative engagement, a significant number of students remained passive during discussions. They hesitated to answer direct questions or present their own thoughts. The analysis of the first cycle data shows that *the storytelling* method used by the researcher has not been able to fully increase students' learning activity in science subjects about Indonesian traditional values. In cycle 2, the percentage value of activity increased to 85.1%. There were 22 students who had achieved the criteria for the success of the action after using the "Papan Nusantara" media as a supporting media. The “Papan Nusantara” allowed students to physically touch and manipulate components representing religious, mutual cooperation, and moral values. When matching picture cards of regional traditions to the board, learning shifted from passive listening to active problem-solving. The classroom environment became noticeably dynamic. Students who were silent in Cycle I began actively debating with peers about where to place their cards. The combination of a compelling story and a hands-on game eliminated the fear of giving a wrong answer, directly boosting their motivation to speak up, ask questions, and present. Because third-grade students operate within the concrete operational stage, the visual cards and physical board served as a bridge. It simplified heavy cultural concepts into concrete, playful data that they could internalize easily. From this data, it can be concluded that *the storytelling* method can increase student learning activity. This is in line with the findings (Zuhriyah & Fradana, 2025) which states that the application of the storytelling method through folklore has been proven to be able to attract students' attention, arouse imagination, and arouse emotional involvement in the learning process, so that the values conveyed are easier to understand and internalize by students.

Therefore, in cycle II, it is necessary to develop learning by using learning media as support. In line with the research of (Ferdy Fahrurrazi & Sri Setia Putra Jayawardaya, 2024) (Nasution & Sari, 2026) which states that learning supported by media can help students in learning, making them more motivated to learn. Ultimately, this will encourage students to be active in the classroom. In line with this (Nisfi Sana et al., 2025) state that teaching methods that encourage active student participation have been shown to enhance two-way interaction between teachers and students, create a more conducive learning environment, and increase student engagement in asking questions, answering, and discussing during the learning process. According to (Kurniawati et al., 2025) research, the learning process may not be effective or efficient without media. It is crucial to use media as a tool to convey messages clearly and concretely because elementary school students are in the concrete operational development stage.

According to (Ahliyanto et al., 2025) Media is very important in the learning process because it can affect students' motivation, interest, and attention. In addition, media helps students understand abstract concepts by making them easier to understand. Media also helps to simplify the material and make lessons easier to understand. The results of (Setyaningsih & Hidayat, 2025) show that using Google Classroom media as a learning tool has many benefits for students and teachers. Students become more diligent in reading and more actively commenting on statements and questions. The use of interactive learning media has been proven to help achieve the learning goals that have been set. This is because this media can make the learning process fun and interesting, making students active and motivated to participate in the (Raudah et al., 2024) learning process. According to (Tiurlina et al., 2023), the use of used goods as a learning medium can bring classroom situations to life because they are very interesting and attentive to students, especially if students are directly involved in the creation and creation of their own learning media. The study, conducted by (Fatmawati & Jasiah, 2025), shows that Wordwall-based learning media increases students' activeness, increases their motivation, and improves their understanding. It is characterized by a positive response of students

to interactive and fun displays and learning activities. The results of (Saiful Anwar & Jasiah, 2025) research also show that Educaplay's game-based learning media can make learning better and more fun. In addition, the use of Augmented Reality (AR) media in various learning contexts has shown some positive results. For example, students' motivation to learn has increased and their overall learning achievement has improved in 2024. In the (Putri et al., 2024) study, the use of wordwall media is very important to encourage students to actively participate. Multimedia-based interactive learning media helps increase students' motivation and activeness during the learning process. The use of this media helps teachers deliver material better and makes the classroom more dynamic and fun for (Falentina Siku Openg et al., 2024).

The increase in activeness that continues to rise from each cycle gives an idea that the collaboration between the storytelling method and the media of Papan Nusantara is indeed the key to making the classroom atmosphere more lively. Introducing a colorful, interactive board game created an immediate spike in curiosity simply because it broke the daily classroom routine. As a few adaptive students began enjoying the board game in Cycle II, their enthusiasm acted as positive peer pressure, encouraging previously reserved students to join the activity. Grade III students no longer feel bored because the material on traditional values that used to feel heavy, is now more fun to understand through stories and pictures that they can play directly. This condition is in line with the findings of (Puspitasari et al., 2025) who explained that storytelling activities supported by creative visual media are very effective in attracting children's attention and triggering them to be more active in moving and interacting in the classroom. Research findings (Dewi et al., 2018) clearly demonstrate that contextual learning can improve student learning outcomes and make the learning process more meaningful. With the results that have reached this target, the use of these methods and media has proven to be a real answer to overcome the problem of low student participation in science subjects. The transition from a rigid lecturer to an active facilitator allowed the teacher to give better positive reinforcement, creating a safer space for students to participate without fear of failure.

4. Conclusion

Based on the results of the classroom action research that has been carried out in two cycles in grade III of SDN Kemayoran 2 Bangkalan, it can be concluded that the activeness of students in social studies learning before the application of the storytelling learning method is still relatively low, which is shown by only 1-3 students who are active in learning. The activeness of students began to increase, although it was not optimal after taking action in the first cycle through *the storytelling* method. Furthermore, in cycle II with improved actions through the use of learning media, the activeness of students increased significantly until it reached most students in the class. Thus, the application of *storytelling* learning methods supported by the use of media can increase students' activeness in IPAS learning.

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