BILINGUAL-BASED DIGITAL STORY TELLING INNOVATION TO GROW THE PANCASILA STUDENT PROFILE FOR PRIMARY SCHOOLS

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Article Info	Abstract
	Educators must adapt contextual teaching models with educational technology to improve the quality of teaching and learning English. Digital storytelling is a meaningful technology that can improve the quality of literacy and develop student character. This study was a need analysis study as a part of the research and development of developing bilingual-based digital storytelling to grow the Pancasila student profile. This study aimed to explore students' and teachers' needs for bilingual-based digital storytelling to realize Pancasila Student Profile for primary school. This research was qualitative mixed-method research. Data collection techniques using document analysis, questionnaires, and interviews. The research participants were 29 students and 3 teachers of Indonesian Primary Schools. Findings show that the results of students' and teachers' need state that it is necessary to develop English digital storytelling to realize Pancasila students profil for Primary School. The majority of students who have an interest in carrying out learning can use bilingual-based digital telling story-learning media. This study aids researchers and teachers in Indonesian primary schools in innovating Bilingual-based Digital Story Telling to Grow the Pancasila Students Profile in Elementary School Students.

INTRODUCTION

Facing the Era of Society 5.0, the use of technology to teach children can be a complex learning tool for children to learn, especially when learning English. One of the approaches used to teach English online is through digital storytelling. One of the teaching strategies that has evolved with technological advancement is digital storytelling (Zarifsanaiey, Mehrabi, Kashefian-Naeeini, & Mustapha, 2022). It increases active learning and participation among students by fusing storytelling with multimedia capabilities (such as text, audio, video, animation, and film). It also makes learning topics simpler and more interesting. digital storytelling is a useful tool for teachers to encourage their students to participate in class discussions, participate in lessons, and support subject comprehension (Kosara, & Mackinlay, 2013). Digital storytelling has drawn a lot of attention in recent years as a way to educate youngsters (Dewi et al., 2018; Liu et al., 2019). Different benefits of digital storytelling have been identified by various specialists.

Digital stories aid in the development of digital literacy and second language literacy for English language learners. According to linguistic structure and vocabulary, digital stories enhance listening comprehension skills (Abidin et al., 2011; Verdugo & Belmonte, 2007). Additionally, context-based linguistic reorientations are found by Ozkoz and Elola (2016) to increase the writing abilities of second language students. Producing digital stories, as demonstrated by & Rahimi & Yadollahi (2017), encourages reading. The amount of time the

students spent on the digital assignment is favorably connected with their reading, writing, speaking, and grammar development for language learners. According to Hwang et al. (2016), making digital stories makes speaking easier. enhances abilities and fosters a love of studying. Due to the interaction between writing, speaking, and listening, it has a great potential to help students learn languages (Ohler, 2013). It also empowers students to be self-assured communicators and media creators when they acquire 21st-century literacy skills and a deeper understanding of a wide range of curriculum topics (Saponaro, 2014).Finally, it fosters creativity and encourages reflection on learning and life processes (Kasami, 2018).The usage of interactive storytelling in elementary schools has recently been studied. Jones & Chapman (2017) show that children engage in sensory as they engage in multilingual digital storytelling. Multilingual Digital Storytelling (MDST) is a digital storytelling strategy that provides language and culture Anderson and Macleroy (2017). Multilingual Digital Storytelling (Anderson & Macleroy, 2016), which seeks to alter monocultural discourse and forge connections between languages, defines the theoretical approach. They explore how learning a language must go beyond a narrow, instrumental, concept-focused approach to conversation, an adapted environment, and intercultural exchange (Anderson& Macleroy, 2016). Other research confirms the value of combining digital storytelling and language learning in MDST studies: students' ability to overcome reading and writing difficulties; connect speech and literacy and do the writing process; space for children to analyze and communicate various cultural influences in lifestyles; and facilitate learning through meaning and belief.

Storytelling (MDST) in English class has been carried out. Evidence shows that multilingual digital storytellingcan have a significant impact on knowledge, language, and literacy (Jones & Chapman, 2017; Widodo, 2016). Although previous research has focused on the use of MDST in adult-oriented language learning, recent literature rarely focuses on the learner young, such as children aged 10-12 years (Pappamihiel, & Knight, 2016). To address this realistic void, articles address the use of multilingual digital stories in Elementary Schools throughout Indonesia. To start, we want to provide some context of English on a school basis in Indonesia. Since the 2000s, English has been included in the curriculum of Indonesian elementary schools (Hawanti 2014; Widodo, 2016). Although English elementary schools do not have an official curriculum, this ICP class follows the Cambridge curriculum and the National Curriculum of Ministry of Education and Culture.

Several researchers (e.g., Fleer, 2018; Klerfelt 2007; Leinonen & Sintonen, 2014; Marsh, 2006; Palaiologou & Tsampra 2018; Rowsell 2013) have emphasized the necessity for teachers to comprehend and be knowledgeable about digital stories in order to support and assist children in the creation of the stories. The proximal teacher, who engages, encourages, and connects with the kids throughout the process, is stressed by Letnes (2014). For example, to enable turn-taking and organize activities, the supporting teacher may be required to help students create a digital story (Fleer 2018). Klerfelt (2007) asserts that brief instructions, such as those relating to technical matters, may occasionally be helpful; as a result, while developing the narrative, a nuanced and deep interaction with youngsters is crucial.

Klerfelt (2007), Marsh (2006) Petersen (2015), Skantz berg (2017), Skantz berg, Lantz-Andersson, & Pramling (2015) studied how young children created digital stories on their own or in pairs. Other researchers, Fleer (208), Leinonen & Sintonen (2014), Letnes (2014, 2019) have examined the complete process of creating digital stories, including activities with and without digital technology. Since technology by itself does not improve the pedagogical situation, it creates new chances for meaning-making, invention, cooperation, and sharing in the framework of digital tales (Fleer, 2018; Letnes, 2014). Fleer (2017) presents the concept of digital pedagogy to capture "the unique characteristics of how teachers use digital

technologies for play, learning, and development" and to emphasize the significance of connecting and effectively integrating technology into pedagogical practice.

According to a recent assessment on the educational applications of DST across disciplines, DST is most frequently used in the humanities and social sciences, specifically in the fields of language and literacy (Wu & Chen, 2020). Numerous DST applications have been used in literacy courses for learners who are native English speakers (e.g., Vasudevan et al., 2010; Xu et al., 2011), in second or foreign language courses for non-native speakers (e.g., GarcaSanchez, 2016; Kim, 2014; Oskoz & Elola, 2016), and even in language courses that target multiliteracies for students from various linguistic backgrounds (e.g. Anderson et al., 2018; AngayCrowder, Choi, & Yi, 2013). Because storytelling is fundamentally the presentation of personal narratives, and because DST requires students to use language to communicate meanings in oral, written, and/or visual forms, it is very common in language and literacy classes (Yang, Chen, & Hung, 2020). DST also calls for pupils to be tech-savvy in order to translate their verbal expressions into digital form. DST is thus a comprehensive and integrated activity that is appropriate for language and literacy classrooms.

Starting in 2022, Indonesian educational units can choose to implement a curriculum based on individual readiness starting from Kindergarten-B class I, IV, VII, and X (Kemenristek, 2022). In the Merdeka Curriculum, English is one of the eye lessons taught. Profile of Pancasila students as part of theMerdeka Curriclum learning, it is hoped that it will be applied both in learning and in the independent learning program on the teachingschool . The Pancasila student profile is part of the Ministry of Education and Culture's vision and mission, which is very important to be implemented in educational institutions, to develop students as Pancasila students, who show the value of faith, piety to God Almighty and have noble character, critical reasoning, global diversity, mutual cooperation cooperative, independent and creative (Badan Penelitian dan Pengembangan dan Perbukuan, 2021). The main need-driven of this research is to develop digital storytelling innovations based on bilingual to foster the character of the Pancasila Student Profile in Elementary School Students. Therefore, this study was to explore students and teachers' needs for bilingual-based digital storytelling to realize Pancasila Students' Profile character for Elementary School.

RESEARCH METHOD
Research Design
This study adopts a qualitative mixed-methods research design, signifying its commitment to a multifaceted and comprehensive exploration of the research question. The qualitative aspect of this mixed-methods approach places an emphasis on a deeper understanding of the phenomenon under investigation, recognizing the value of context, experience, and meaning. The qualitative-driven mixed methods approach is particularly well-suited for research endeavors that seek to explore the intricacies of context and individual experiences, thus contributing to a richer comprehension of the subject matter (Creswell et al., 2006; Hall & Ryan, 2011; Hesse-Biber, 2010). In the context of this study, the research endeavor is dedicated to the development of bilingual-based digital storytelling as a pedagogical tool. Its primary goal is to foster the growth of Pancasila students' profile character. This approach aligns with the broader educational agenda of nurturing character development in students, a critical component of holistic education. By incorporating digital storytelling and bilingual elements, this research endeavor is not only innovative but also culturally and contextually relevant, offering a unique lens through which to explore the multifaceted nature of character development among Pancasila students. Thus, this qualitative mixed-methods study holds the potential to offer valuable insights into both the effectiveness of this instructional approach and the broader implications for character education in the context of Pancasila.

Subject

The research participants were 29 students (14 females and 15 males with a mean age of 11 years) and three teachers (two females and one male) of Indonesian Elementary Schools. For this study, fifth-grade elementary school students' increased interest in language learning (Indonesian and English) was observed. While using this documentation technique consists of a learning process, data is being gathered for a study on bilingual-based learning activities for grade fifth primary school.

Table 1.
Teachers' General Information

Participants	Age	Educational background	Gender	Year of primary teaching
Teacher 1	32	Bachelor of primary education	Female	7
Teacher 2	33	Bachelor of primary education	Female	8
Teacher 3	37	Bachelor of primary education	Male	12

Instruments

In the needs analysis stage, interviews and the distribution of needs analysis questionnaires were carried out. The interview was conducted by a class V teacher and the principal of an elementary school in Bantul, Yogyakarta. Then for the activity of distributing a needs analysis questionnaire carried out on June 23, 2023, there were 29 students in elementary schools. Data collection techniques using document analysis, questionnaires, and interviews. Document analysis consists of analysis of available curriculum, Indonesian and English syllabus, and Indonesian and English textbook. Students have been given a questionnaires to complete. Students were given a variety of questionnaires for the survey that were designed to analyze their needs. Semi-structured interviews with the subjects were requested. 20–30 minutes were allotted for these interviews. The researcher conducted the interviews in the participant's first language (L1), and portions that were included in the results were translated into English. After being transcribed, the interview material underwent qualitative analysis.

Data Analysis

This study employed a comprehensive data analysis methodology that integrated both quantitative and qualitative approaches, reflecting a commitment to a holistic and multifaceted examination of the research subject. In order to capture the nuances and complexities inherent in the educational setting, observers were enlisted to actively participate in the study as they observed teachers and students engaging in various learning activities. The adoption of this mixed-methods approach allowed for a more comprehensive exploration of the research questions, harnessing the strengths of both quantitative and qualitative data. The qualitative data analysis process in this study adhered to the phases, which encompassed data collection, data condensation, data displays, and the subsequent drawing of conclusions (Miles, Huberman, & Saldana, 2014). This systematic approach to qualitative data analysis ensured a rigorous and structured exploration of the observational data, facilitating a coherent narrative of the findings. This narrative form of data evaluation added depth and context to the quantitative findings, providing a more holistic understanding of the research subject (Miles, Huberman, & Saldana, 2014).

Concurrently, the quantitative data analysis sought to quantify specific aspects of the research, particularly focusing on the rise in the curiosity attitude among the participants. By employing established statistical methods, this quantitative analysis computed numerical values to measure and substantiate the changes in curiosity attitudes. Such a quantitative approach added precision and rigor to the assessment of this specific aspect of the study. The

research data analysis serves as a visual representation of the sequential phases of the data analysis process, providing a clear and structured overview of the methodology employed in this research endeavor. This integration of quantitative and qualitative data analysis methods, coupled with the systematic phases of data collection and evaluation, enhances the robustness and comprehensiveness of the study's findings, contributing to a more holistic understanding of the implementation of teacher activities and the impact on curiosity attitudes within the educational context.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The purpose of this activity is to understand the needs of teachers and students regarding bilingual-based digital telling stories in learning. Analysis of the needs of literature studies and field studies carried out by gathering information related to the use of media in the learning process (Shofa et.al., 2020). At the need analysis stage, students' responses to learning through digital media, and telling stories based on bilinguals are good. At this stage of research, the analysis of student needs was carried out in 2 stages: the first stage of data collection is through a questionnaire and observations that have been distributed to students. In the survey, students were given a list of student needs analysis questionnaires. This table describes students' opinions regarding their interests and opinions to be integrated into bilingual-based digital telling story media.

Table 2
Result of Student Needs Analysis

No	Statement	Mean	Category
1.	I use media in addition to the textbook when learning	3,4138	Agree
2.	I listen well to the teacher when delivering literacy material	3,1724	Agree
3.	I am interested in learning English	2,8966	Disagree
4.	I'm not motivated to learn English	2,9655	Disagree
5.	I have enthusiasm when participating in bilingual learning (Indonesian and English)	2,069	Disagree
6.	My teacher always uses learning media when delivering material in fostering student independence	2,8621	Disagree
7.	The media used by the teacher when learning in conveying material aims to foster student independence	3	Agree
8.	The media used by the teacher when learning in conveying material aims to foster student independence	3,0345	Agree
9.	I need other alternative teaching materials that can be used to study material to foster a character of independence so that it is easier and more interesting	3,8276	Agree
10.	With the teaching materials make me more independent	3,3793	Agree
	Total Mean	3,0621	Agree

Based on the Table shows that there are ten statements. The quantitative score conversion to the qualitative score from Mardapi (2008) is 3-4 is agree and 2-3 is disagree. In addition, the percentages generated from the table above total an average of 3.061 in the good category. The majority of students who have an interest in carrying out learning can use bilingual-based digital telling story-learning media. As can be seen from the table above, bilingual-based digital telling story learning media needs to be made for students to develop independent character.

The second stage was conducting interviews. The results of the average are strengthened based on interviews from three teachers that learning media is something that can change the learning environment to be more effective so that the learning process can run more efficiently. Teacher 2 said:

"The learning methods used by the teacher in the classroom may vary depending on the learning objectives and the characteristics of the students. Some of the commonly used learning methods are the lecture method, the discussion method, the demonstration method, the lecture plus method, and the experimental method. I also use only uses video as a reinforcement for student learning."

Teacher 1 pointed out that learning media used by teachers can usually be in the form of learning videos, games, digital books, power points, and so on. He said:

"I am interested especially in the learning process teachers can apply Digital Story Telling media, besides that it can develop the character of students from aspects of the Pancasila student profile."

Digital Storytelling is a learning method that uses digital media to teach the material. Bilingual-based Digital Storytelling is a learning method that uses digital media to teach material using two or more languages. This method can help students understand the material being taught more easily and effectively. The learning outcomes of students as a whole are the learning achievements of students which are indicators of basic competence and the degree of change in the behavior concerned. Learning outcomes will be a teacher's benchmark for conducting evaluations to measure student abilities.

The development of bilingual-based digital storytelling can help in fostering an independent character. Independent attitude is very important for students because it can help improve students' cognitive abilities. In addition, by being independent, students can develop independence in learning. Parents also play an important role in helping students in independent learning. Therefore, related to the learning outcomes produced by students, they begin to see independence in the learning process, besides that students become more understanding in capturing the material presented.

Discussion

Based on the results of the survey given to the students, bilingual digital storytelling learning media must be created so that students can develop their own autonomous character.Digital Storytelling is a learning method that uses digital media to teach material. Bilingual-based. Bilingual-based Digital Storytelling is a learning method that uses digital media to teach material using two or more languages. Bilingual can be taught starting from preschool or primary school (Susyetina, 2019). This method can help students understand the material being taught more easily and effectively. The development of bilingual-based digital storytelling can help in fostering an independent character. Independent attitude is very important for students because it can help improve students' cognitive abilities. In addition, by being independent, students can develop independence in learning. The majority of students who have an interest in carrying out learning can use bilingual-based digital telling story-learning media.

As stated by Nourinezhad et al. (2021), many students in the twenty-first century prefer to receive materials digitally where it is acceptable in the information age (Khosiyono, 2022; Khosiyono et.al, 2022). It is difficult to overlook the role of technology in education. Digital storytelling is a technology-based instructional approach that combines storytelling with multimedia elements. As multimedia has become more common in recent years (Kashefian-

Naeeini & Sheikhnezami-Naeini, 2020; Fajariyani, et al., 2022), multimedia elements like text, audio, animation, and film smooth the way for active learning among students and pave the way for a more fruitful transfer of educational concepts (Jager et al., 2017); in addition, using multimedia in education has caused a revolution in learner's learning process (Salehi, 2017). Instructional multimedia can motivate learners and develop a good attitude toward instructional materials among them by applying captivating and appropriate images and animations (Wulandari et al., 2022).

Additionally, according to the results of the interview, learning digital media can alter the learning environment to make it more productive and speed up the learning process. As with this issue with language learning, teaching more than two languages to elementary school pupils actually calls for the use of digital media. Many digital media tools and interactive toys for young kids to use at home, such as the alphabet, phonics, word recognition, word construction, and learning a second language, are made to teach language and reading readiness abilities. According to research (Fisch, Shulman, Akerman, & Levin, 2002; McGee & Richgels, 2006; Segers & Verhoeven, 2002), these domains can benefit from well-designed digital learning programs.

In comparison to conventional teaching methods, digital media can help children develop their vocabulary, spelling, and reading skills (Din & Calao, 2001), as well as their early writing skills, as well as their word recognition and word creation skills (Lieberman et al, 2009). Preschoolers have benefited from online language learning. According to one study (Verdugo & Belmonte, 2007), Internet-based digital storytelling helped 6-year-old children's English listening comprehension. Other online learning experiments have shown that not-deaf youngsters can learn sign language more easily (Daniels, 2001; Ellis & Blashki, 2007). Students' speaking abilities were greatly improved through digital storytelling based on local content and multimodal aspects (Kingsley et al., 2019).

In this study, the students need to produce digital storytelling-based bilingual that makes use of multimodal components like visual and aural components. As they spend more time using technology during the creation of digital storytelling, EFL learners who participate in the process of online digital storytelling may, on the one hand, advance their technological abilities such as technology literacy. A learning activity using digital storytelling can contextualize the creative process of choosing a subject, writing a screenplay, and retelling an engaging story. It can also inspire students to demonstrate exceptional speaking abilities (Razmi et al., 2014). Relationships with people have a special influence on how learners create knowledge, think, reason, and reflect (Vygotsky, 1978). Students can be encouraged to reach developmental milestones through social and peer interaction through digital storytelling with PowToon and Canva (Psomos & Kordaki, 2012; Khosiyono, et al, 2022). According to this theoretical framework, learning through digital storytelling is the result of dialogical exchanges between students who are interested and driven to acquire knowledge (Niemi & Multisilta, 2016).

CONCLUSION

In terms of empirical research, this study aids researchers and teachers in Indonesian primary schools in innovating Bilingual-based Digital Story Telling to Grow the Pancasila Students' Profile in Elementary School Students. Modern digital teaching tools will encourage students to continue their studies. Given the efficiency of digital storytelling bilingual-based, it is advised that this technique be used in education to raise elementary students' character.

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