

DEVELOPING A BILINGUAL DIGITAL STORYTELLING CLIP FOR TEACHING ENGLISH WITH THE INSERTION OF THE GRADUATE PROFILE VALUE OF INDEPENDENCE FOR GRADE 4

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ABSTRACT

Despite the growing importance of English learning in primary schools, the learning process still lacks contextual learning materials that accommodate students' diverse learning abilities and integrate character education explicitly. Based on an interview conducted at SD Negeri 1 Bakti Seraga, English learning in fourth grade was still dominated by textbook-based activities, while innovative materials presented in the form of a digital storytelling clip had not been implemented. In addition, the integration of the Graduate Profile values, especially independence, had not been explicitly inserted into the materials. Therefore, this research aimed to (1) design a bilingual digital storytelling clip inserting the value of independence, (2) develop relevant tasks as follow-up activities, and (3) evaluate the quality of the developed product. This research employed an instructional material development model adapted from the language course design framework proposed by Huhta et al. (2013). Through a process of synthesis and adaptation, the framework was organized into two main stages, namely Planning and Development. The data were collected through document analysis, interviews, and expert judgment. The findings revealed that the product was developed through a systematic process consisting of needs analysis, blueprint development, story script writing, storyboard development, and storytelling clip production. Furthermore, the tasks were developed through a needs analysis, followed by blueprint development, determining the learning objectives, selecting appropriate task types, determining task strategies and operational procedures, and designing the task layouts. As a result, four tasks were developed, namely vocabulary identification, matching vocabulary based on context, identifying independence value, and arranging events. The results showed that the developed product obtained an average score of 5, categorized as Excellent, which indicated that it was highly appropriate as an innovative, contextual, and meaningful material for teaching English. Furthermore, it not only supported students' English learning but also facilitated the explicit integration of character education, particularly the value of independence, while accommodating students' diverse learning abilities. Therefore, future researchers are encouraged to develop similar learning materials by integrating other character values and examining their effectiveness in broader educational contexts.

Keywords: bilingual digital storytelling clip, Graduate Profile, independence, English language teaching, young learners

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ABSTRAK

Meskipun pembelajaran bahasa Inggris di sekolah dasar semakin penting, proses pembelajaran masih kekurangan bahan ajar kontekstual yang dapat mengakomodasi keberagaman kemampuan belajar siswa serta mengintegrasikan pendidikan karakter secara eksplisit. Berdasarkan wawancara yang dilakukan di SD Negeri 1 Bakti Seraga, pembelajaran di kelas IV masih didominasi oleh aktivitas berbasis buku teks, sementara bahan ajar inovatif yang disajikan dalam bentuk storytelling clip belum diterapkan. Selain itu, nilai-nilai Profil Lulusan, khususnya nilai kemandirian, belum secara eksplisit diintegrasikan ke dalam bahan ajar. Oleh karena itu, penelitian ini bertujuan untuk (1) merancang bilingual digital storytelling clip yang menyisipkan nilai kemandirian, (2) mengembangkan tugas-tugas yang relevan sebagai kegiatan lanjutan, dan (3) mengevaluasi kualitas produk yang dikembangkan. Penelitian ini menggunakan model pengembangan bahan ajar diadaptasi dari kerangka desain kursus bahasa yang dikemukakan oleh Huhta et al. (2013). Melalui proses sintesis dan adaptasi, kerangka tersebut disusun menjadi dua tahap utama, yaitu *Planning* dan *Development*. Data dikumpulkan melalui analisis dokumen, wawancara, dan expert judgment. Hasil penelitian menunjukkan bahwa produk tersebut dikembangkan melalui analisis kebutuhan, pengembangan blueprint, penulisan naskah cerita, pengembangan storyboard, dan produksi storytelling clip. Selain itu, tugas-tugas dikembangkan melalui analisis kebutuhan, pengembangan blueprint, penentuan tujuan pembelajaran, pemilihan jenis tugas, penentuan strategi dan prosedur operasional, serta perancangan tata letak, sehingga menghasilkan empat tugas, yaitu *vocabulary identification*, *matching vocabulary-based context*, *identifying independence value*, dan *arranging events*. Selain itu, hasil evaluasi menunjukkan bahwa produk yang dikembangkan memperoleh skor rata-rata 5 dengan kategori *Excellent*, yang menunjukkan bahwa produk tersebut sangat layak digunakan sebagai bahan ajar yang kontekstual, dan bermakna untuk pembelajaran bahasa Inggris. Produk ini tidak hanya mendukung pembelajaran bahasa Inggris, tetapi juga memfasilitasi pendidikan karakter secara eksplisit, khususnya nilai kemandirian, serta mengakomodasi keberagaman kemampuan belajar siswa. Oleh karena itu, peneliti selanjutnya disarankan untuk mengembangkan bahan ajar serupa dengan mengintegrasikan nilai-nilai karakter lainnya serta menguji efektivitasnya dalam konteks pendidikan yang lebih luas.

Kata kunci: bilingual digital storytelling clip, Profil Lulusan, kemandirian, pengajaran Bahasa Inggris, pembelajar muda