

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research, includes the rationale of the research, objectives, questions, significance, and limitations. This chapter is the introduction stage for comprehensive exploration on the need of developing a digital bilingual storytelling clip that insert the value of Graduate Profile of faith in God Almighty.

1.1. Research Background

Storytelling has long been recognized as one of the most effective and interesting ways for teaching English to young learners. Through stories, children can encounter language in a natural, meaningful, and memorable way, promoting emotional engagement and imagination while allowing them to develop vocabulary, comprehension, and communication skills (Huda et al., 2022). For young learners, stories are more than just entertainment; they are powerful learning tools that present language in context, stimulate curiosity, and promote active participation (Ratminingsih & Budasi, 2018). Effectively delivered storytelling bridges the gap between abstract language concepts and concrete experiences, making it easier for children to understand and retain new vocabulary and structure in an English learning context (Ilahi et al., 2024).

In the 21st century, digital storytelling, which incorporates narrative with multimedia components like images, audio, video, and animation, is an evolution

of traditional storytelling (Harjono & Wiryotinoyo, 2021). In addition to helping to grab children's attention, this approach caters to various learning styles, including visual, auditory, and kinesthetic, and ensures that each child can assess and process knowledge in a way that suits their needs. Digital storytelling provides authentic language exposure, encourages speaking, encourages creativity, and can be adapted to include cultural and moral values that are relevant to students' environment (Khotimah & Ningrum, 2022; Mulyati, 2021). It also aligns with the learning preferences of today's "digital native" students, who show increased motivation and engagement when technology is integrated into the learning process (Al-Awfi et al., 2024; Jannah et al., 2020).

However, based on the preliminary communication with teachers, digital storytelling as a medium alone is not sufficient to ensure language learning. Without structured follow-up activities, students may remain passive observers rather than active language users. Preliminary communication with teachers also indicated that English learning activities after watching videos or storytelling media were often unstructured and depended heavily on teacher improvisation. This situation showed the need for integrated instructional tasks that could systematically support vocabulary practice, comprehension, speaking activities, and character reflection after students watched the storytelling clip. Therefore, digital storytelling needs to be supplemented with well-designed related instructional tasks.

Related instructional tasks refer to follow-up learning activities that are directly derived from the storytelling content and designed to guide students in processing, practicing, and producing language based on the storytelling clip they have watched. These instructional tasks can include repetition, controlled speaking

related to vocabulary, comprehension questions, and simple character reflection tasks that encourage character education (Meisuri, 2016). Such follow-up activities are essential for transforming input into meaningful output and supporting the development of language skills in a measurable way.

In the Indonesian context, English is introduced at the elementary school level to build fundamental communication skills in listening, speaking, reading, and writing (Kusuma, 2020; Sumardi et al., 2020). Given the wide range of student skill levels in the classroom, early exposure is essential for gradual language acquisition, self-regulation, and confidence-building (Mahayanti et al., 2020). However, not every young student learns at the same pace, and conventional English textbooks sometimes do not account for these variations. Here, the bilingual approach in the form of presenting content in English complete with Bahasa Indonesia subtitles can help bridge learning gaps by allowing students to understand meaning in their first language while acquiring new vocabulary and structures in the target language (Ariantini et al., 2024; Padmadewi et al., 2021).

The integration of technology in English learning further supports this process, providing wider access to resources and fostering 21st century skills such as critical thinking, creativity, communication, and collaboration (Bumela, 2020; Ratama et al., 2021). When digital storytelling is combined with a bilingual approach, it offers multiple benefits: natural language exposure, contextualized learning, accommodation of diverse learning styles, and opportunities for moral and character development alongside language skills.

In addition, bilingual presentation in digital storytelling, such as narration in English accompanied by translated text or explanations in Indonesian, enables students to establish cross-linguistic connections more effectively. This supports inclusive learning by accommodating students with varying proficiency levels and ensuring that no student is left behind (Freeman & Freeman, 1986). This approach is particularly important in Indonesian classrooms, where English is a foreign language and exposure to it outside the classroom may be limited.

This approach is particularly applicable to the 2019 Merdeka curriculum, which uses Profil Pelajar Pancasila to provide flexibility, contextualized learning, and character education through the Profil Pelajar Pancasila (Kemendikbudristek, 2022). The curriculum places equal emphasis on academic achievement and the formation of strong character in six dimensions: faith in God Almighty and noble character, independence, collaboration, global diversity, critical thinking, and creativity. In 2025, the six dimensions of the Profil Pelajar Pancasila were redeveloped into the Graduate Profile Values (Profil Lulusan). The Graduate profile is a development of the Pancasila student profile, which was approved as an effort to strengthen in-depth learning for students in Indonesia (Permendikdasmen, 2025). The Graduate profile consists of eight dimensions, namely, faith in God Almighty, citizenship, critical thinking, creativity, collaboration, independence, health, and communication, in accordance with deep learning principles of mindful, meaningful, and joyful learning (Suyanto et al., 2025). Among these, faith in God Almighty is a fundamental aspect of Indonesian education and forms the basis for producing morally upright, accountable, and caring citizens (Septikasari et al.,

2023). Integrating this value into English learning allows students to strengthen both their language competence and their moral awareness (Huhta et al., 2013).

Preliminary interviews with English teachers of fourth grade revealed that current instructional practices mainly rely on textbooks, with minimal use of creative or technology-based resources. Teachers acknowledge the potential of digital bilingual storytelling to make learning more interesting, relevant, and in line with curricular objectives, but they lack access to resources that combine both bilingualism and the Graduate profile-based value of faith in God Almighty into English learning material. This situation may limit students' opportunities to experience contextualized language learning and meaningful character development through engaging digital media. Furthermore, the school has provided basic technological facilities, such as projectors and internet access, which indicate that the implementation of digital learning media is feasible in the instructional context. Nevertheless, the availability of technology has not yet been fully utilized to support English language learning and character education. As a result, developing a digital bilingual storytelling clip that aligns with the Merdeka Curriculum is both timely and necessary.

In addition to serving as innovative learning media that promote the acquisition of the English language in an enjoyable and meaningful way, such a product would support national character values. By providing technology-based educational resources specifically designed for Indonesian students in Grade 4 primary school, it would also fill a resource need. Therefore, the purpose of this research is to develop a bilingual digital storytelling clip that incorporates the Graduate profile-based character value of faith in God Almighty, integrates

bilingual principles, and tasks as follow-up activities. This study specifically focuses on developing a digital bilingual storytelling clip and related instructional tasks for Grade 4 elementary school students by integrating the Graduate Profile-based value of faith in God Almighty within English learning contexts.

1.2. Problem Identification

In the era of integrating 21st century skills, digital technology, and character education in English language learning for young learners, these three elements have become essential components of Indonesia's education system (Kemendikbudristek, 2022). However, preliminary observation at SD Negeri 4 Kalibukbuk and informal interviews with Grade 4 English teacher revealed several issues related to integrating character education into English learning and the use of digital storytelling in learning activities.

First, there is an absence of digital bilingual storytelling media that align with the Merdeka Curriculum and Graduate Profile Values based on Pancasila character values. The English learning process in this school still relies heavily on printed textbooks as the main instructional resource. Although the teacher occasionally uses storytelling, it is neither supported by multimedia elements nor presented bilingually, which limits students' comprehension, particularly for those with lower English proficiency (Ariantini et al., 2024; Sumardi et al., 2020). The lack of such media reduces opportunities for students to receive authentic, contextualized language exposure in both English and Bahasa Indonesia.

Second, although storytelling clips were used sometime, the existing stories primarily focused on language exposure and did not integrate bilingual support or

the Graduate Profile Value of Faith in God Almighty. Furthermore, the storytelling needs to be followed by structured learning activities that guided students to actively process and use the language. Learning activities tend to stop at the listening or watching stage, without further engagement such as repetition of vocabulary practices, comprehension checks, or reflection related to the character value. This shows that storytelling clips are viewed as a means of learning input, not as part of a complete learning cycle. Without follow-up activities, students remain passive recipients of information, and the potential of storytelling to develop productive skills such as speaking or writing is not fully realized (Meisuri, 2016). Therefore, there is a clear need for digital storytelling that is systematically integrated with teaching tasks as follow-up activities to transform input into output and ensure measurable learning outcomes.

Third, student motivation and engagement are relatively low during English lessons. From teacher informal communication, it was found that students tend to lose focus during textbook-based activities and become more engaged when exposed to interactive, visually stimulating activities. This aligns with previous studies that indicate that young learners learn more effectively when teaching strategies involve concrete, enjoyable experiences such as storytelling supported by multimedia (Harjono & Wiryotino, 2021; Huda et al., 2022). Without such engaging resources, participation and communicative practice are limited.

Finally, the integration of character education, especially the dimension of faith in God Almighty, into English learning is minimal. Current materials do not systematically embed moral or cultural values, resulting in limited opportunities to

cultivate both language competence and strong character (Rahmadayanti & Hartoyo, 2022; Septikasari et al., 2023).

Thus, the identified problem lies in the pressing need to design and to develop digital bilingual storytelling clips that incorporate the value of Graduate Profile of faith in God Almighty as a medium to provide innovative and holistic learning media for English instruction in grade 4 for the elementary level in a Bali setting. There are several reasons for choosing grade 4 elementary students for this study, such as to ensure the English level of the students and to confirm their need for digital bilingual storytelling for learning English. By considering the information above, this recent study lies in the research problems of how to design and develop digital bilingual storytelling that inserts the Pancasila-based value of Graduate Profile, particularly the dimension of faith in God Almighty for grade 4 students in SD Negeri 4 Kalibukbuk and what the quality of the developed product is.

1.3.Limitations

This research has several limitations that need to be considered. First, this research focused on the development of bilingual digital storytelling clips as a learning medium and the quality of storytelling clips for English language learning in elementary schools. These bilingual digital storytelling clips are specifically designed to teach Pancasila-based character education from the Graduate profile value, particularly faith in God Almighty values within English language lessons.

However, this research is limited to the development stage and expert judgment. It does not include classroom implementation or field testing with students.

Therefore, the study only focuses on designing the storytelling clips and accompanying instructional tasks, as well as evaluating their quality based on expert validation in terms of content, pedagogy, language, and media aspects. As a result, the effectiveness of the product in improving students' language skills, engagement, or character development in real classroom settings is beyond the scope of this study.

Moreover, this research is conducted only in a selection of elementary schools in Bali, so the needs analysis and the results may not be generalizable to a broader context. The findings are context-specific and reflect the characteristics and needs of the selected participants and educational environment.

This research does not aim to cover certain aspects, such as the comprehensive development of a bilingual digital storytelling curriculum, the effectiveness of storytelling clips in subjects other than English, and the long-term impact of bilingual digital storytelling beyond the study period. The primary target of this research is elementary school students, especially in the context of English language learning. Hence, the design of digital storytelling clips used as one of the English learning media is designed and adapted to the level of understanding and needs of elementary school students in learning English.

1.4. Research Questions

From the explanation of research background and problem identification, the research questions can be concluded as follows:

1. How to design digital bilingual storytelling clip that insert the Graduate profile-based character of faith in God Almighty for Grade 4 students in SD Negeri 4 Kalibukbuk?
2. How to develop related task that are relevant to teach English through digital bilingual storytelling clip that insert the Graduate profile-based character of faith in God Almighty for Grade 4 students in SD Negeri 4 Kalibukbuk?
3. How is the quality of the digital bilingual storytelling clip that insert the Graduate profile-based character of faith in God Almighty for Grade 4 students in SD Negeri 4 Kalibukbuk?

1.5. Research Objectives

The objectives of this research are:

1. To design the digital bilingual storytelling clip that insert the Graduate profile-based character of faith in God Almighty for Grade 4 students in SD Negeri 4 Kalibukbuk.
2. To develop the related task that are relevant to teach English through digital bilingual storytelling clip that inserted the Graduate profile-based character of faith in God Almighty for Grade 4 students in SD Negeri 4 Kalibukbuk.
3. To evaluate the quality of the developed bilingual digital storytelling clip for teaching English with the insertion of Graduate profile-based character of faith in God Almighty for Grade 4 students in SD Negeri 4 Kalibukbuk.

1.6. Research Significance

This study gives some significance such as:

1. Theoretical Significance

This study contributes to the theory of English language learning development through a bilingual approach or media based on digital storytelling in the integration of Pancasila-based characters of Graduate Profile values. The result of this study can be used as a reference in future research that relates to technology-based learning, digital literacy implementation, and character education.

2. Practical Significance

a) For teachers

This research is expected to give sources and media of English learning in form of bilingual digital storytelling clips for teacher in primary schools, which can allow teacher to promote student involvement and motivation in learning and support students' digital literacy. The instructional material development is also expected to provide learning media and material that more practical, based on real situation in the classroom, and matched the characteristics of curriculum.

b) For students

The development of bilingual digital storytelling clips is anticipated to be an inventive teaching tool for English language learners in primary school. Students can practice utilizing the language more readily in a storytelling environment while also improving their receptive abilities due to this interactive medium. In addition, these storytelling clips are designed to instil the values of Profil Pelajar Pancasila which now known as Graduate profile value that can help students not only in language learning aspects but

also in character development. The variation of activities leads students to actively engage in the learning process.

c) For other researchers and future research

The results of this study can provide an overview of how digital media can be used to support natural language skills through narration and also foster Pancasila-based moral principles. Thus, this study can be a reference for future studies that concentrate on the creation of digital learning media, the integration of multilingual techniques, and the application of Graduate profile-based character values in education. In addition, the findings of this study can also be used as a basis for creating comparable techniques or materials to be used in other educational environments.

