

APPENDIX

Appendix 1 Permission Letter of Preliminary Observation



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1693/UN48.7.1/DT/2025
Hal : Permohonan Izin Observasi

16 Mei 2025

Yth.
Kepala SD Negeri 4 Kalibukbuk
di Buleleng

Dalam rangka pengumpulan data untuk Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Made Rini Antari
NIM : 2212021067
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Luh Putu Eka Sulistia Dewi
Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Acceptance Letter for Research



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLARHAGA
SEKOLAH DASAR NEGERI 4 KALIBUKBUK
Alamat : Banjar Dinas Banyualit, Desa Kalibukbuk
Tlpn. (0362) 3435577 - Email : sd4kalibukbuk@yahoo.co.id



SURAT KETERANGAN
NOMOR: 045.2/051/sdn4klb/IX/2025

Yang bertandatangan di bawah ini Kepala SD Negeri 4 Kalibukbuk, Kecamatan Buleleng, Kabupaten Buleleng menerangkan bahwa :

Nama : Ni Made Rini Antari
NIM : 2212021067
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Memang benar Mahasiswa tersebut di atas sudah melakukan Penelitian di SD Negeri 4 Kalibukbuk untuk melengkapi proposal.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Kalibukbuk, 4 September 2025
Kepala SD Negeri 4 Kalibukbuk



[Signature]
Norman Karuna, S.Pd.SD.,M.Pd
NIP. 19720818 199703 1 006

INSTRUMENT VALIDITY

INSTRUMENT VALIDITY OF OBSERVATION SHEET

Expert Judge 1 : Prof.Dra. Luh Putu Artini, M.A., Ph.D.
NIP : 196407141988102001
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the observation checklist before the stage of making a story, which will be used for exploring teachers' strategies of teaching on English learning for Grade 4 primary school students. Your willingness to validate this guide is essential for the success of the research entitled "Developing A Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Faith in God Almighty for Grade 4". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the interview guide. The indicators in observation checklist were designed based on the instructional material development framework adapted from Huhta's model (2013), specifically to support the implementation of need analysis during the design phase in the material development process, which involves developing a digital media in the form of storytelling clip. These topics were also aligned with the direction of the Merdeka Curriculum, which emphasizes deep learning and the strengthening of character education through the Graduate Profile values. The total number of observation checklist indicators that will be the focus of observation are 4. The assessments consist of two alternatives:

- Relevant: If the item is relevant to the aspect being assessed.
- Irrelevant: If the item is not relevant to the aspect being assessed.

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No	Indicators	Relevant	Irrelevant	Comments
1	Teacher includes references to the value of faith in God Almighty	✓		

2	Media supports Graduate Profile values	✓		
3	Students are involved in mindful, meaningful, and joyful learning activities	✓		
4	Teacher models respectful, value-based interaction	✓		
Total Item		4		

Singaraja, 14 Oktober 2025

Expert Judge 1

(Prof.Dra. Luh Putu Artini, M.A.,
Ph.D.)

INSTRUMENT VALIDATION OF DOCUMENT ANALYSIS

Expert Judge 1 : Prof.Dra. Luh Putu Artini, M.A., Ph.D.
 NIP : 196407141988102001
 Position : Lecturer of English Language Education
 Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the blueprint of the Expert Judges' evaluation sheet, which will be used to assess quality of the storytelling clip developed in this study. Your willingness to validate this guide is essential for the success of the research entitled "Developing A Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Faith in God Almighty for Grade 4". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several indicators related to the document analysis which needed for completing the information related to the English materials that will be included in the content of the story. The indicators are based on this the instructional material development framework adapted from Huhta's model (2013), which is

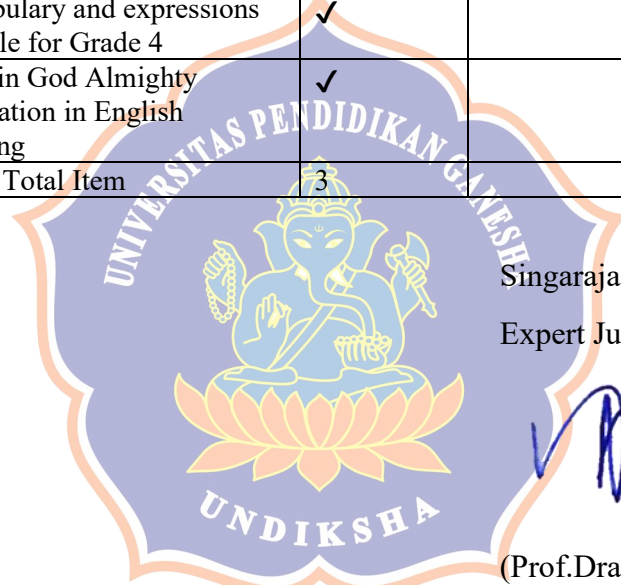
used in this study. Moreover, the indicators also related to the Merdeka Curriculum, which focusing on the combination of learning English and character education, suitable expressions used, and integration of Graduate Profile Value. The total number of interview items are 3:

The assessments consist of two alternatives:

- Relevant: If the item is relevant to the aspect being assessed.
- Irrelevant: If the item is not relevant to the aspect being assessed.

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No	Indicators	Relevant	Irrelevant	Comments
1	Learning objectives aligned with language and value integration	✓		
2	Vocabulary and expressions suitable for Grade 4	✓		
3	Faith in God Almighty integration in English learning	✓		
Total Item		3		



Singaraja, 14 Oktober 2025

Expert Judge 1

(Prof.Dra. Luh Putu Artini,
M.A., Ph.D.)

INSTRUMENT VALIDATION OF INTERVIEW GUIDE

Expert Judge 1 : Prof.Dra. Luh Putu Artini, M.A., Ph.D.
 NIP : 196407141988102001
 Position : Lecturer of English Language Education
 Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the interview guide before the stage of story making, which will be used for exploring teachers' perspectives on English learning for Grade 4 primary school students. Your willingness to validate this guide is essential for the success of the research entitled "Developing A Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Faith in God Almighty for Grade 4". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the interview guide. The interview topics and questions were designed based on the instructional material development framework adapted from Huhta's model (2013), specifically to support the implementation of need analysis during the design phase in the material development process, which involves developing a digital media in the form of storytelling clip. These topics were also aligned with the direction of the Merdeka Curriculum, which emphasizes deep learning and the strengthening of character education through the Graduate Profile values. The total number of interview items are 17. The assessments consist of two alternatives:

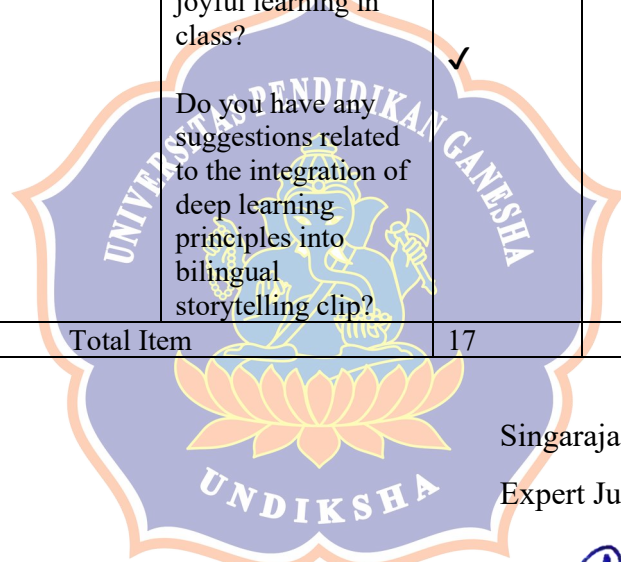
- Relevant: If the item is relevant to the aspect being assessed.
- Irrelevant: If the item is not relevant to the aspect being assessed.

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No	Interview Topic	Questions	Relevant	Irrelevant	Comments
1	English level of the student	How would you describe the English level of your Grade 4 students?	✓		
2	Teaching and learning activities	What kind of learning activities do you implement the most in your English class? How do you integrate Graduate Profile values in English lessons?	✓ ✓		
3	The use of stories	Have you ever used storytelling for teaching English in your class?	✓		

		<p>If yes, how is the learning activities done using storytelling?</p> <p>How do you embed faith in God Almighty in your lessons?</p>	<p>✓</p> <p>✓</p>		
4	The insertion of character education	<p>Do you usually insert character education into your English lesson?</p> <p>Is it needed to insert character education in the English lesson?</p> <p>What difficulties do you face in combining values with language learning?</p>	<p>✓</p> <p>✓</p> <p>✓</p>		
5	The need for character development through graduate profile value of faith in God Almighty	<p>Is it important to insert graduate profile values, particularly the value of faith in God Almighty in English language learning?</p>	<p>✓</p>		
6	The need of storytelling clip	<p>Do you think storytelling clip is needed for teaching English in primary school?</p>	<p>✓</p>		
7	The use of bilingual in English language teaching	<p>Do you still use Bahasa Indonesia in teaching English?</p> <p>Is it important to combine both Bahasa Indonesia and English in English language learning to facilitate the students with lower level of English?</p>	<p>✓</p> <p>✓</p>		

8	Teacher's expectation of bilingual storytelling clip	What is your expectation for a bilingual storytelling that insert the value of faith in God Almighty? What features should an ideal bilingual storytelling media have?	✓ ✓		
9	Deep learning principle	How do you promote the principle of mindful, meaningful, and joyful learning in class? Do you have any suggestions related to the integration of deep learning principles into bilingual storytelling clip?	✓ ✓		
Total Item			17		



Singaraja, 14 Oktober 2025

Expert Judge 1

(Prof.Dra. Luh Putu Artini,
M.A., Ph.D.)

**INSTRUMENT VALIDATION OF BLUEPRINT OF EXPERT JUDGE'S
EVALUATION SHEET**

Expert Judge 1 : Prof.Dra. Luh Putu Artini, M.A., Ph.D.

NIP : 196407141988102001

Position : Lecturer of English Language Education
 Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the blueprint of the Expert Judges’ evaluation sheet, which will be used to assess quality of the storytelling clip developed in this study. Your willingness to validate this guide is essential for the success of the research entitled “Developing A Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Faith in God Almighty for Grade 4”. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the criteria of the bilingual storytelling clip. The criteria on this evaluation sheet are aligned with the instructional material development framework adapted from Huhta’s model (2013), which is used in this study. The total number of interview items is 12. The assessments consist of two alternatives:

- Relevant: If the item is relevant to the aspect being assessed.
- Irrelevant: If the item is not relevant to the aspect being assessed.

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

NO	The Theoretical Foundation	Criteria of the Bilingual Storytelling Clip	Relevant	Irrelevant	Comments
1	Content Relevance According to Kemdikbudristek (2022) supported by Kemdikdasmen (2025), the Merdeka Curriculum for Grade four second semester focused on learning English with the combinations of English materials, graduate profile	Content matches curriculum requirements for Grade 4 English Content reflects the Graduate Profile value of faith in God Almighty Content supports deep learning principles	✓ ✓ ✓		

	<p>values, and deep learning principles. Therefore, the content the story should match the English materials, the values of Graduate profile, dan the principles of deep learning.</p>				
2	<p>Language Accuracy</p> <p>Based on the theory of young learners by Jean Piaget supported by Artini (2017), grade 4 students are in the stage of concrete operational stage where they start to learn with concrete things and need the activity of learning by doing. Therefore, the storytelling should facilitate and support students based on their English level.</p>	<p>Grammar and vocabulary are correct and age-appropriate</p> <p>Pronunciation in narration is clear and accurate</p>	<p>✓</p> <p>✓</p>		
3	<p>Value Integration</p> <p>According to Minister of Education and Culture Regulation No. 13 of 2025, faith in God Almighty still become the first dimension of Graduate Profile value which present Indonesia's religious and</p>	<p>The value of faith in God Almighty is clearly embedded in the story</p> <p>The value is contextually relevant and understandable for Grade 4 students</p>	<p>✓</p> <p>✓</p>		

	<p>cultural foundation. Therefore, the value of faith in God Almighty should embed into the storytelling clip clearly.</p>				
4	<p>Technical Quality</p> <p>Based on the theory of Robin (2008) supported by Kuan et al., (2012), digital storytelling has six characteristics of a good DST. One of them is multimodal integration which means using media that combine attractive visual and clear audio to support students learning.</p>	<p>Visual are clear, attractive, and age-appropriate</p> <p>Audio is clear and synchronized with visuals</p> <p>Media runs smoothly without technical errors</p>	<p>✓</p> <p>✓</p> <p>✓</p>		
5	<p>Deep Learning Potential</p> <p>Based on the theory from Fullan & Langworthy (2014) supported by Nurmani et al., (2021), deep learning is expected to enhance learners' curiosity, well-being, critical thinking, and learner centred. Therefore, the storytelling clip and the follow-up activity should facilitate meaningful,</p>	<p>The media encourages students to think critically</p> <p>The media prompts reflection on values and the application in daily life</p>	<p>✓</p> <p>✓</p>		

	mindful, and joyful learning.				
Total Item			12		

Singaraja, 14 Oktober 2025

Expert Judge 1



(Prof.Dra. Luh Putu Artini,
M.A., Ph.D.)



INSTRUMENT VALIDITY

INSTRUMENT VALIDITY OF OBSERVATION SHEET

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd.
NIP : 199305162023212040
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the observation checklist before the stage of making a story, which will be used for exploring teachers' strategies of teaching on English learning for Grade 4 primary school students. Your willingness to validate this guide is essential for the success of the research entitled "Developing A Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Faith in God Almighty for Grade 4". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

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- Irrelevant: If the item is not relevant to the aspect being assessed.

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No	Indicators	Relevant	Irrelevant	Comments
1	Teacher includes references to the value of faith in God Almighty	✓		

2	Media supports Graduate Profile values	✓		
3	Students are involved in mindful, meaningful, and joyful learning activities	✓		
4	Teacher models respectful, value-based interaction		✓	Teacher encourages students to reflect moral or faith values in their storytelling.
Total Item		3	1	

Singaraja, 18 Oktober 2025

Expert Judge 2



(Luh Indrayani, S.Pd., M.Pd.)

INSTRUMENT VALIDATION OF DOCUMENT ANALYSIS

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd.
 NIP : 199305162023212040
 Position : Lecturer of English Language Education
 Institution : Ganesha University of Education (Undiksha)

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Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No	Indicators	Relevant	Irrelevant	Comments
1	Learning objectives aligned with language and value integration	✓		
2	Vocabulary and expressions suitable for Grade 4	✓		
3	Faith in God Almighty integration in English learning	✓		
Total Item		3		

Singaraja, 18 Oktober 2025

Expert Judge 2



(Luh Indrayani, S.Pd., M.Pd.)

INSTRUMENT VALIDATION OF INTERVIEW GUIDE

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd.

NIP : 199305162023212040
 Position : Lecturer of English Language Education
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INTRODUCTION

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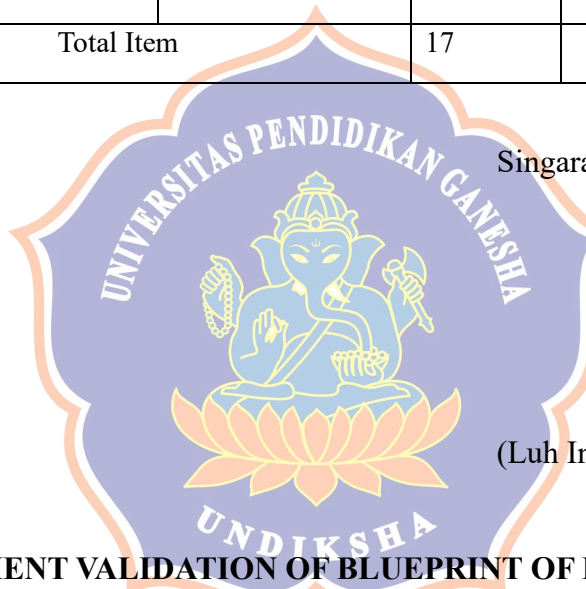
Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No	Interview Topic	Questions	Relevant	Irrelevant	Comments
1	English level of the student	How would you describe the English level of your Grade 4 students?	✓		
2	Teaching and learning activities	What kind of learning activities do you implement	✓		

		<p>the most in your English class?</p> <p>How do you integrate Graduate Profile values in English lessons?</p>	✓		
3	The use of stories	<p>Have you ever used storytelling for teaching English in your class?</p> <p>If yes, how is the learning activities done using storytelling?</p> <p>How do you embed faith in God Almighty in your lessons?</p>	<p>✓</p> <p>✓</p> <p>✓</p>		
4	The insertion of character education	<p>Do you usually insert character education into your English lesson?</p> <p>Is it needed to insert character education in the English lesson?</p> <p>What difficulties do you face in combining values with language learning?</p>	<p>✓</p> <p>✓</p> <p>✓</p>		

5	The need for character development through graduate profile value of faith in God Almighty	Is it important to insert graduate profile values, particularly the value of faith in God Almighty in English language learning?	✓		
6	The need of storytelling clip	Do you think storytelling clip is needed for teaching English in primary school?	✓		
7	The use of bilingual in English language teaching	Do you still use Bahasa Indonesia in teaching English? Is it important to combine both Bahasa Indonesia and English in English language learning to facilitate the students with lower level of English?	✓ ✓		
8	Teacher's expectation of bilingual storytelling clip	What is your expectation for a bilingual storytelling that insert the value of faith in God Almighty? What features should an ideal bilingual storytelling media have?	✓ ✓		

9	Deep learning principle	How do you promote the principle of mindful, meaningful, and joyful learning in class?	✓		
		Do you have any suggestions related to the integration of deep learning principles into bilingual storytelling clip?	✓		
Total Item			17		



Singaraja, 18 Oktober 2025

Expert Judge 2

(Luh Indrayani, S.Pd., M.Pd.)

**INSTRUMENT VALIDATION OF BLUEPRINT OF EXPERT JUDGE'S
EVALUATION SHEET**

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd.
NIP : 199305162023212040
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Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Faith in God Almighty for Grade 4”. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

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Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

NO	The Theoretical Foundation	Criteria of the Bilingual Storytelling Clip	Relevant	Irrelevant	Comments
1	<p>Content Relevance</p> <p>According to Kemdikbudristek (2022) supported by Kemdikdasmen (2025), the Merdeka Curriculum for Grade four second semester focused on learning English with the combinations of English materials, graduate profile values, and deep learning principles. Therefore, the content the story should match the English materials, the values of</p>	<p>Content matches curriculum requirements for Grade 4 English</p> <p>Content reflects the Graduate Profile value of faith in God Almighty</p> <p>Content supports deep learning principles</p>	<p>✓</p> <p>✓</p> <p>✓</p>		

	Graduate profile, dan the principles of deep learning.				
2	<p>Language Accuracy</p> <p>Based on the theory of young learners by Jean Piaget supported by Artini (2017), grade 4 students are in the stage of concrete operational stage where they start to learn with concrete things and need the activity of learning by doing. Therefore, the storytelling should facilitate and support students based on their English level.</p>	<p>Grammar and vocabulary are correct and age-appropriate</p> <p>Pronunciation in narration is clear and accurate</p>	<p>✓</p> <p>✓</p>		
3	<p>Value Integration</p> <p>According to Minister of Education and Culture Regulation No. 13 of 2025, faith in God Almighty still become the first dimension of Graduate Profile value which present Indonesia's religious and cultural foundation. Therefore, the value of faith in God Almighty should embed into</p>	<p>The value of faith in God Almighty is clearly embedded in the story</p> <p>The value is contextually relevant and understandable for Grade 4 students</p>	<p>✓</p> <p>✓</p>		

	the storytelling clip clearly.				
4	<p>Technical Quality</p> <p>Based on the theory of Robin (2008) supported by Kuan et al., (2012), digital storytelling has six characteristics of a good DST. One of them is multimodal integration which means using media that combine attractive visual and clear audio to support students learning.</p>	<p>Visual are clear, attractive, and age-appropriate</p> <p>Audio is clear and synchronized with visuals</p> <p>Media runs smoothly without technical errors</p>	<p>✓</p> <p>✓</p> <p>✓</p>		
5	<p>Deep Learning Potential</p> <p>Based on the theory from Fullan & Langworthy (2014) supported by Nurmani et al., (2021), deep learning is expected to enhance learners' curiosity, well-being, critical thinking, and learner centred. Therefore, the storytelling clip and the follow-up activity should facilitate meaningful, mindful, and joyful learning.</p>	<p>The media encourages students to think critically</p> <p>The media prompts reflection on values and the application in daily life</p>	<p>✓</p> <p>✓</p>		

Total Item	13		
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Singaraja, 18 Oktober 2025

Expert Judge 2



(Luh Indrayani, S.Pd., M.Pd.)



Appendix 5 The Result of Classroom Observation

OBSERVATION SHEET

School: SD Negeri 4 Kalibukbuk

Grade: 4

Date: 3 September 2025

Duration: 30 minutes

Observer: Ni Made Rini Antari

No.	Indicators	Field Note
1.	Teacher includes references to the value of faith in God Almighty	The teacher opens the lesson by greeting and inviting students to pray before the lesson. Prayer in class is not always done because students have already prayed together when they gathered in the field before the lesson began.
2.	Media supports Graduate Profile values	During the observation, the teacher focused on providing material through the whiteboard and explaining daily activities. Therefore, it is very important to develop learning media that supports core values.
3.	Students are involved in mindful, meaningful, and joyful learning activities	Students participated in all activities well, and focused on listening to the teacher's explanation. However, the joyful principle still needs to be improved so that students are more cheerful in class.
4.	Teacher encourages students to reflect moral or faith values	The teacher motivates students to be polite by using a gentle tone of voice when teaching, being patient in teaching, and being willing to answer any questions asked by students who do not understand the material being explained.

Appendix 6 Interview Result of Teacher 1

TEACHER INTERVIEW

School: SD Negeri 4 Kalibukbuk

Grade: 4

Date: 3 September 2025

Duration: 30 minutes

Interviewer: Ni Made Rini Antari

Teacher 1: Bapak Kadek Andika Satyana

No.	Interview Topic	Questions	Raw Answer	Interpreted Answer
1.	English level of the students	How would you describe the English level of your Grade 4 students?	“Seperti kebanyakan anak kelas 4 SD, mereka masih sangat pemula dalam bahasa Inggris. Baru belajar kosakata.”	The students' level is still considered beginner in learning English so teaching needs to be focused on knowledge of vocabulary.
2.	Teaching and learning activities	What kind of learning activities do you implement the most in your English class? How do you integrate Graduate Profile values in English lessons?	“Dalam mengajar bahasa Inggris aktivitas pembelajaran yang paling saya sering gunakan adalah pembelajaran menggunakan textbook dan papan tulis.” “Untuk integrasi Profil pelajar atau profil lulusan khususnya nilai ketuhanan, biasanya saya mengajak siswa untuk berdoa sebelum Pelajaran dimulai.”	Learning activities are still teacher-centred, and the integration of the Faith in God Almighty graduate profile is only carried out at the beginning of learning activities, not yet included in the learning materials. Therefore, learning materials are needed that can better engage students and integrate the values of Faith in God Almighty.
3.	The use of the stories	Have you ever used storytelling for teaching English in your class? If yes, how is the learning	“Saya pribadi jarang menggunakan storytelling. Biasanya lebih banyak menggunakan dialog antar siswa.”	Storytelling has been implemented but not often because some children still have difficulty understanding the story and school facilities do not allow for digital storytelling. However, storytelling is

		<p>activities done using storytelling?</p> <p>How do you embed faith in God Almighty in your lessons?</p>	<p>“Untuk integrasi Profil pelajar atau profil lulusan khususnya nilai ketuhanan, biasanya saya mengajak siswa untuk berdoa sebelum Pelajaran dimulai.”</p>	<p>still important to use in English learning as a supporter in learning vocabulary and students' imagination.</p>
4.	The insertion of character education	<p>Do you usually insert character education into your English lesson?</p> <p>Is it needed to insert character education in the English lesson?</p> <p>What difficulties do you face in combining values with language learning?</p>	<p>“Kesulitan dalam menggabungkan nilai profil pelajar dengan bahasa Inggris adalah masih terbatasnya kosakata siswa, integrasi nilai karakter ini sangat perlu dikembangkan lagi.”</p>	<p>Character education, especially the graduate profile of the dimension of faith in God Almighty, is very important to form students' character, but it requires the right strategy in combining character education values into English learning.</p>
5.	The need for character development through graduate profile value of faith in God Almighty	<p>Is it important to insert graduate profile values, particularly the value of faith in God Almighty in English language learning?</p>	<p>“Kesulitan dalam menggabungkan nilai profil pelajar dengan bahasa Inggris adalah masih terbatasnya kosakata siswa, integrasi nilai karakter ini sangat perlu dikembangkan lagi.”</p>	<p>Character education, especially the graduate profile of the dimension of faith in God Almighty, is very important to form students' character, but it requires the right strategy in combining character education values into English learning.</p>
6.	The need of storytelling clip	<p>Do you think storytelling clip is needed for teaching English in primary school?</p>	<p>“Ya, storytelling diperlukan sebagai salah satu cara belajar menyenangkan untuk siswa.”</p>	<p>Storytelling is needed in English learning as a way of conveying material.</p>
7.	The use of bilingual in English	<p>Do you still use Bahasa Indonesia in</p>	<p>“Ya, saya masih menggunakan bahasa Indonesia</p>	<p>A bilingual approach is needed so that students with a beginner level of</p>

	language teaching	<p>teaching English?</p> <p>Is it important to combine both Bahasa Indonesia and English in English language learning to facilitate the students with lower level of English?</p>	<p>karena itu diperlukan untuk siswa yang masih belum terlalu memahami bahasa Inggris agar mampu mengerti secara perlahan.”</p>	<p>English can understand the context in English.</p>
8.	Teacher's expectation of bilingual storytelling clip	<p>What is your expectation for a bilingual storytelling that insert the value of faith in God Almighty?</p> <p>What features should an ideal bilingual storytelling media have?</p>	<p>“Menurut saya, akan lebih baik jika storytelling yang akan dikembangkan memiliki audio bahasa Inggris yang dibarengi dengan terjemahan bahasa Indonesia (subtitle) seperti itu.”</p>	<p>Teachers expect that the storytelling developed will be in accordance with the material, character education, and will also support the English language ability level of all students by providing English audio complete with Indonesian subtitles.</p>
9.	Deep learning principle	<p>How do you promote the principle of mindful, meaningful, and joyful learning in class?</p> <p>Do you have any suggestion related to the integration of deep learning principles into bilingual storytelling clip?</p>	<p>“Untuk prinsip deep learning, saya biasanya memberi waktu siswa bekerja mandiri untuk mindful, untuk meaningful saya menjelaskan manfaat belajar bahasa Inggris untuk kehidupan sehari-hari, dan joyfulnya saya mengajak merwka menonton film atau video edukasi.”</p>	<p>The principles of deep learning have been applied in learning activities so that the storytelling clips that are developed need to maintain these three principles of deep learning.</p>

Appendix 7 Interview Result of Teacher 2

TEACHER INTERVIEW

School: SD Negeri 4 Kalibukbuk

Grade: 4

Date: 3 September 2025

Duration: 30 minutes

Interviewer: Ni Made Rini Antari

Teacher 1: Bapak Agus Bayu

No.	Interview Topic	Questions	Raw Answer	Interpreted Answer
1.	English level of the students	How would you describe the English level of your Grade 4 students?	"Level bahasa Inggris siswa rata-rata, ada yang sudah bisa mengerti, ada juga yang belum sama sekali."	The students' level is still considered beginner in learning English so teaching needs to be focused on knowledge of vocabulary.
2.	Teaching and learning activities	What kind of learning activities do you implement the most in your English class? How do you integrate Graduate Profile values in English lessons?	"Dalam mengajar bahasa Inggris aktivitas pembelajaran yang paling saya sering gunakan adalah kegiatan yang berfokus pada speaking siswa." "Untuk integrasi Profil pelajar atau profil lulusan khususnya nilai ketuhanan, biasanya saya mengajak siswa untuk berdoa sebelum Pelajaran dimulai."	Learning activities are still teacher-centred, and the integration of the Faith in God Almighty graduate profile is only carried out at the beginning of learning activities, not yet included in the learning materials. Therefore, learning materials are needed that can better engage students and integrate the values of Faith in God Almighty.
3.	The use of the stories	Have you ever used storytelling for teaching English in your class? If yes, how is the learning activities done	"Saya pernah menggunakan storytelling, storytelling ini bagus untuk pembelajaran siswa agar cepat menangkap materinya."	Storytelling has been implemented but not often because some children still have difficulty understanding the story and school facilities do not allow for digital storytelling. However, storytelling is still important to use in English learning as a

		<p>using storytelling?</p> <p>How do you embed faith in God Almighty in your lessons?</p>	<p>“Untuk integrasi Profil pelajar atau profil lulusan khususnya nilai ketuhanan, biasanya saya mengajak siswa untuk berdoa sebelum Pelajaran dimulai.”</p>	<p>supporter in learning vocabulary and students' imagination.</p>
4.	The insertion of character education	<p>Do you usually insert character education into your English lesson?</p> <p>Is it needed to insert character education in the English lesson?</p> <p>What difficulties do you face in combining values with language learning?</p>	<p>“Kesulitan dalam menggabungkan nilai profil pelajar dengan bahasa Inggris adalah kurangnya sosialisasi dan pelatihan bagi guru terkait cara implementasi yang tepat dari profil lulusan. Kadang rancangan pembelajaran terkendala di waktu yang terbatas dan sebagainya.”</p>	<p>Character education, especially the graduate profile of the dimension of faith in God Almighty, is very important to form students' character, but it requires the right strategy in combining character education values into English learning.</p>
5.	The need for character development through graduate profile value of faith in God Almighty	<p>Is it important to insert graduate profile values, particularly the value of faith in God Almighty in English language learning?</p>	<p>“Penting namun sulit dalam menggabungkan nilai profil pelajar dengan bahasa Inggris adalah masih terbatasnya kosakata siswa, integrasi nilai karakter ini sangat perlu dikembangkan lagi.”</p>	<p>Character education, especially the graduate profile of the dimension of faith in God Almighty, is very important to form students' character, but it requires the right strategy in combining character education values into English learning.</p>
6.	The need of storytelling clip	<p>Do you think storytelling clip is needed for teaching English in primary school?</p>	<p>“Ya, storytelling diperlukan karena jika seni berceritanya bagus ini juga berdampak bagus bagi penerimaan siswa terhadap materi.”</p>	<p>Storytelling is needed in English learning as a way of conveying material.</p>

7.	The use of bilingual in English language teaching	<p>Do you still use Bahasa Indonesia in teaching English?</p> <p>Is it important to combine both Bahasa Indonesia and English in English language learning to facilitate the students with lower level of English?</p>	<p>“Ya, saya masih menggunakan bahasa Indonesia karena itu diperlukan untuk siswa yang masih belum terlalu memahami bahasa Inggris.”</p>	<p>A bilingual approach is needed so that students with a beginner level of English can understand the context in English.</p>
8.	Teacher’s expectation of bilingual storytelling clip	<p>What is your expectation for a bilingual storytelling that insert the value of faith in God Almighty?</p> <p>What features should an ideal bilingual storytelling media have?</p>	<p>“Menurut saya, akan lebih baik jika storytelling yang akan dikembangkan memiliki audio bahasa Inggris yang dibarengi dengan terjemahan bahasa Indonesia (subtitle) seperti itu.”</p>	<p>Teachers expect that the storytelling developed will be in accordance with the material, character education, and will also support the English language ability level of all students by providing English audio complete with Indonesian subtitles.</p>
9.	Deep learning principle	<p>How do you promote the principle of mindful, meaningful, and joyful learning in class?</p> <p>Do you have any suggestion related to the integration of deep learning principles into bilingual storytelling clip?</p>	<p>“Untuk prinsip deep learning penerapannya menurut saya relative karena ini berhubungan dengan pengalaman seorang guru juga.”</p>	<p>The principles of deep learning have been applied in learning activities so that the storytelling clips that are developed need to maintain these three principles of deep learning.</p>

Appendix 8 Result of Document analysis

DOCUMENT STUDY SHEET

School: SD Negeri 4 Kalibukbuk

Grade: 4

Date: 3 September 2025

Duration: 30 minutes

Observer: Ni Made Rini Antari

No.	Indicators	Findings
1.	Learning objectives aligned with language and value integration	The learning objectives are in accordance with the language level of students in grade 4 of elementary school, where grade 4 learning focuses on verb-ing and daily activities, as well as a few prepositions. The learning objectives are also related to value integration, where the modules prepared by teachers are adjusted to the graduate profile.
2.	Vocabulary and expressions suitable for Grade 4	The vocabulary and expressions used are appropriate for the English level of 4th grade elementary school students, where they already understand the meaning of simple adjectives such as happy, beautiful, sunny, cute, and others, nouns such as fruits, table, chair, bed, and simple expressions such as what are you doing? I am playing football.
3.	Faith in God Almighty integration in English learning	In the learning documents, there has not been any explicit integration of the value of faith in God Almighty. In learning practices, it has been integrated in the form of a habit of praying before learning activities begin.

Appendix 9 Mapping of Digital Bilingual Storytelling Clip

MAPPING DIGITAL STORYTELLING

Graduate Value : Faith in God Almighty
 Sub-dimension : Personal moral
 Indicator : Honesty, Forgiveness, Helpful behavior, and Responsibility
 Unit : Unit 1 What Are You Doing?

Characteristics of Media	Bilingual Storytelling Clip	Content (Story)	Graduate Profile Value of Faith in God Almighty	Deep Learning
	DST integrates various multimedia element such as text, images, audio, video, and animation to enhance learners' engagement and interaction with the content (Robin, 2006). Based on (Lambert et al., 2003) digital storytelling combining narration, audio, and visualization in 3-5 minutes and maximum 10 minutes video to support young learners short concentration span. Moreover, digital storytelling should follow several	Following the characteristics of digital storytelling of Kuan et al. (2012), Aslamiah (2022) for the characteristics of young learners, and completed with the research context, the story content in the developed media should: 1. Includes narrative elements such as plot, characters, narration, setting, and context. 2. Integrates multimedia such as visualization (animation), text, and audio or voice. 3. Story is relevant to the real-life experiences and align with English material, specifically Unit 1 What	The developed media insert the value of Faith in God Almighty from Graduate Profile Value, which have a purpose to build strong religious character that become a foundation for all aspect in life based on Minister of Education and Culture Regulation No. 13 of 2025, there are five elements of Faith in God Almighty Value. This developed media emphasizes the elements of personal moral which highlighting the importance of being honest, responsible, and forgiving behaviour. Those behaviours representing universal value that become the basic soft skill in daily life. Therefore, this value requires	Based on the Ministry of Education and Culture of the Republic of Indonesia (2025), there are three principles of deep learning that must be integrated in teaching and learning activities. The developed media aligns with the three principles of deep learning, such as: 1. Mindful learning, where students are fully engaged in the learning process through digital storytelling, rather than simply memorizing, is an effort to improve students' understanding and critical thinking. 2. Meaningful learning, where learning through digital

	<p>characteristics based on Kuan et al. (2012);</p> <p>7. Narrative structure, involving elements like setting and plot.</p> <p>8. Multimodal integration, using various media formats.</p> <p>9. Customization, learner-centred storytelling.</p> <p>10. Interactivity, interactive experience for students.</p> <p>11. Authenticity, relevant with students' conditions.</p> <p>12. Emotional engagement, creating deeper learning connections.</p> <p>In addition, this digital storytelling clips also integrate Graduate Profile Value of Faith in God Almighty, which emphasize</p>	<p>are you doing? From My Next Words English Textbook to ensure that the content is consistent with the curriculum and learning outcomes.</p> <p>4. Using simple English adapting students' English proficiency level and complete with Bahasa Indonesia subtitles.</p> <p>5. Inserting the value of Faith in God Almighty which highlighting the importance of being honest and responsible as the key for forming personal moral.</p>	<p>students to aware about the essential of honesty, forgiveness and slightly of responsibility.</p>	<p>storytelling is connected to everyday experiences or real life, makes students realize that the knowledge gained through digital storytelling has applications in real life.</p> <p>3. Joyful learning, where students create a fun, enthusiastic, motivating, and creative learning environment through digital storytelling, which combines character visualization, text, and audio so that students can follow and enjoy the learning process without feeling stressed.</p>
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	the personal moral of Indonesian students highlighting honest and responsible behaviour.			
Components of Media				
General Competencies	To support learners to gain knowledge, communication, and digital literacy skills through bilingual storytelling clip with the insertion of English materials and character education based on Graduate Profile values.	<ol style="list-style-type: none"> To encourage the use of natural and contextual language in stories related to daily activities and the way to go to school, in accordance with the Grade 4 Student Book: Unit 1 “What Are You Doing?” To incorporate faith in God Almighty value of graduate profile such as honesty, responsibility, and responsibility behavior among students. 	To develop students' abilities in understanding and living their daily lives by upholding the principles of honesty, speaking and acting truthfully, taking responsibility for assigned tasks, always being grateful, forgiving one another when mistakes are made, and striving not to repeat the same mistakes among students as a manifestation of the universal value of faith in God Almighty in life.	To develop students' language and character skills through mindful, meaningful, and joyful learning media in form of digital bilingual storytelling clips.
Verbal/Non-Verbal Communication	<ol style="list-style-type: none"> Verbal Communication: Narration and dialogue (audio) are delivered in simple English to encourage students to listen actively and understand the use of 	<ol style="list-style-type: none"> Verbal Communication: <ol style="list-style-type: none"> Told by the narrator to describe the background, plot, and emotions felt by the characters in the story. 	<ol style="list-style-type: none"> Verbal Communication: The narration and dialogues between characters contain expressions that reflect belief in God Almighty and values. 	<ol style="list-style-type: none"> Verbal Communication: The narration and dialogue in the story use simple English and can be used in everyday life, adapted to the students' abilities so that

	<p>language in context.</p> <p>2. Nonverbal Communication: The use of Indonesian subtitles and visual aids such as character face expressions, story visualization, and background music help students understand the content of the story.</p>	<p>b. Interactions or conversations between characters describe belief in God Almighty and values such as honesty, responsibility, and include expressions relevant to the material in the 4th grade textbook, Unit 1 (expressions related to some activities). Example: Kiku: "Mom, what are you doing?" Mother: "I'm cooking fried rice for you." 2. Nonverbal Communication: Conveyed through facial expressions, body movements, visual context, and background music.</p>	<p>2. Nonverbal Communication: Facial expressions, body language, and character actions (acting) to reinforce the meaning of the narrative and dialogue, while representing the values of belief in God Almighty conveyed in the story.</p>	<p>they can understand the story, use expressions that are appropriate for the book with adjustments based on the characters, and demonstrate natural communication so that students can learn contextually.</p> <p>2. Nonverbal Communication:</p> <p>a. Indonesian subtitles are provided to create a more meaningful learning experience, as they help students understand the content of the story more easily.</p> <p>b. Facial expressions, body language, visual settings, and background music are used to create a pleasant learning atmosphere and reinforce students' understanding of citizenship values in the context of real life.</p> <p>c. Written follow-up activities after watching the</p>
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				story clip are designed to deepen students' understanding of the story's content and the values of faith in God Almighty embedded within it.
Domain (Where the Learners Communicate)	<p>a. Communication occurs in the social sphere, namely interactions with friends, family, or community members in the surrounding environment (neighbourhood), which is depicted through the lives of the characters in the forest.</p> <p>b. Responses use non-verbal expressions</p>	<p>Communication occurs in daily social interactions within the family at home and in the neighbourhood, with a focus on daily habits and activities. Forms of communication are expressed through social conversations, such as greeting friends, apologizing, expressing gratitude, expressing feelings, explaining circumstances, and showing gratitude through prayer.</p>	<p>Context: Understanding and practicing honesty, taking responsibility for one's actions, forgiving one another, always being grateful, and loving one another both at home and at school.</p>	<p>Demonstrating the value of friendship through mutual understanding without hiding each other's mistakes, forgiving one another, not lying to friends or others, and being willing to take responsibility for mistakes made.</p>
Typical Task	<p>Watch and repeat key phrases related to daily activities about asking what are others' doing (cooking, reading, etc)</p>	<p>Answer simple comprehension questions to check students' understanding of the story (what are you doing?).</p>	<p>Determine whether an action reflects the graduate profile value of faith in God Almighty or not by providing illustrations that match the stories in the digital storytelling clips.</p>	<p>Habitual based reflection as exercises (Students fill a habitual checklist exercise that can help them to connect with the language use in the story and the actions that showing graduate profile value of faith in God Almighty in an engaging and fun way).</p>

Values/Characters	<p>It depicts animals living in a forest and leading human-like lives, such as a little rabbit named Kiku, Kiku's friends Momo the monkey, Bobo the bear, and Ami the wolf, Teacher Gajira, Kiku's parents, and Kiku's classmates who are learning to be honest and responsible for their actions.</p>	<p>The story in this digital storytelling clip tells of Kiku's activities as a student. One day, she, her teacher Ms. Gajira, and her friends plan to visit Bobo, who is sick, bringing a basket full of fruit. However, suddenly the bananas from the basket disappear. In the end, honesty, forgiveness, and responsibility solve the problem.</p>	<p>Showing abilities of:</p> <ol style="list-style-type: none"> 1. Have love in my heart and always be grateful. 2. Enjoy helping others. 3. Be honest and genuine. 4. Be willing to take responsibility for my duties and mistakes. 5. Be willing to admit my mistakes, learn from them, and not repeat them. 6. Forgive one another. 	<p>Reflection: Create a reflection journal related to the attitude that students most want to develop in themselves and the reasons behind it.</p>
Strategy and Operation of the Task	<p>Audio-visual from digital storytelling clips and repetition (Students watch the bilingual storytelling clip, listen to the model of expressions, and repeat the expressions related to daily activities).</p> <p>Assessment planning for all tasks using checklist method (yes/no) focused on oral competence, cognitive accuracy, and moral value awareness.</p>	<p>Interactive comprehension tasks (Students answer simple multiple-choice question based on the bilingual storytelling clip).</p> <p>Assessment planning for all tasks using checklist method (yes/no) focused on oral competence, cognitive accuracy, and moral value awareness.</p>	<p>Identify several images that show an activity based on the graduate profile value of faith in God Almighty (Students observe several images of characters' activities from story clips, identifying whether the behaviour reflects the values of honesty, responsibility, or mutual forgiveness).</p>	<p>Habitual based reflection as exercises (Students fill a habitual checklist exercise that can help them to connect with the language use in the story and the actions that showing graduate profile value of faith in God Almighty in an engaging and fun way).</p> <p>Assessment planning for all tasks using checklist method (yes/no) focused on oral competence, cognitive accuracy, and moral value awareness.</p>



Appendix 10 Final Storyline

Graduate Value: Faith in God Almighty

Sub-dimension: Good Morality

Indicator: Being honest and forgive each other

Unit: Unit 1: What Are You Doing?

Story for Storytelling Clip

Bobo Finally Eats!

A family of rabbits lived in a small wooden house in the forest. There were Mother, Father, and little Kiku. One sunny morning, Kiku woke up early.

Mother: "Kiku, wake up. It's time for school."

Kiku: "Yes, Mom. I'm waking up now."

Kiku made her bed and went to the bathroom. She took a bath and put on her clean school uniform. Then she walked to the kitchen.

Kiku: "Mom, what are you doing?"

Mother: "I'm cooking fried rice for you. Please sit down, it's almost ready."

Kiku: "Okay, Mom."

Kiku sat with her parents.

Father: "Before we eat, let's pray."

They closed their eyes and prayed. After that, they enjoyed the warm fried rice. When she finished eating, Kiku took her school bag.

Kiku: "Mom, Dad, I'm going to school."

Mother: "Enjoy your day, dear."

Father: "Be careful, Kiku."

Kiku walked happily to school.

In front of the classroom, she met her friends, Ami the squirrel and Momo the monkey.

Kiku: "Good morning, Ami! Good morning, Momo!"

Ami & Momo: "Good morning, Kiku!"

Kiku: "Ami, where is Bobo? Why doesn't he go to school with you?"

Ami: "Bobo's stomach is hurt. He is not happy because he cannot eat his favourite food."

Kiku: "Oh no. Let's visit him after school."

Ami & Momo: "Good idea!"

When the class started, Miss Gajira the elephant greeted them.

Miss Gajira: "Good morning, children."

Students: "Good morning, Miss."

Miss Gajira: "How are you today?"

Students: "I'm fine, Miss."

Miss Gajira: "Good. I have a news, today Bobo is absent because his stomach is hurt. Do you want to visit him later?"

Students: "Yes, Miss!"

They studied until school ended before the lunch time. After class, Kiku went home.

Kiku: "Mom, may I visit Bobo later with Miss Gajira and my friends?"

Mother: "Of course. But have your lunch first."

Kiku: "Yes, Mom."

After lunch, Kiku returned to school. Miss Gajira was holding a big basket of fruits.

Miss Gajira: "Kiku and Momo, please watch this basket. I need to go to the office."

Kiku: "Yes, Miss. We will watch it."

Kiku and Momo sat near the basket while Ami greeted other friends. After a few minutes, Kiku felt uneasy.

Kiku: "Momo, I need to go to the toilet. Can you watch the basket alone?"

Momo: "Sure, no problem!"

Kiku went to the toilet. When she returned, Momo was gone and some bananas were missing.

Kiku: "Oh no! What happened?"

Kiku immediately told Miss Gajira.

Kiku: "Miss, I'm sorry. Some bananas are missing."

Miss Gajira: "Thank you for telling me, Kiku. You are honest. Let's find out what happened."

A moment later, Momo walked back slowly.

Momo: "Miss... I'm sorry. I ate two bananas. I was very hungry."

Miss Gajira smiled gently.

Miss Gajira: "Thank you for being honest, Momo. Everyone makes mistakes. What matters is telling the truth and learning from it."

Kiku and Momo wanted to be responsible, so they brought the basket of fruit from school to Bobo's house. Bobo looked weak, but when he saw his friends, he smiled.

Bobo: "Hello, friends! Thank you for coming."

Kiku: "Hello, Bobo. We bring fruits for you."

Bobo: "Wow, thank you!"

They sat together. When Bobo started eating the fruits, he felt much better. Everyone was happy. That day, Kiku and her friends learned an important lesson about being honest and responsible for everything they do.

Appendix 11 Complete Storyboard


Title of the Story: “Bobo Finally Eats!”
Graduate Profile Value: Faith in God Almighty
Sub-dimension: Good Morality
Indicator: Being honest and forgive each other
Unit: Unit 1: What Are You Doing?

Storyboard

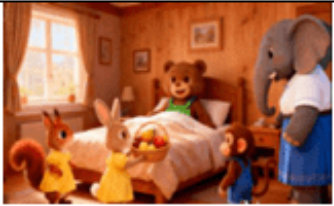

Scene	Duration	Picture/Illustration	Narration and Dialogue	Indonesia Subtitles	Visualization
Morning at Kiku's House	30 s		<p>One sunny morning. Kiku the rabbit wakes up early in her small wooden house.</p> <p>Mother: “Kiku, wake up! It’s time for school.”</p> <p>Kiku: “Yes, Mom. I’m waking up now.”</p>	<p>Suatu pagi yang cerah. Kiku si kelinci bangun lebih awal di rumah kayunya yang kecil.</p> <p>Ibu: “Kiku, bangun! Sudah waktunya sekolah.”</p> <p>Kiku: “Ya, Bu. Aku bangun sekarang.”</p>	<p>Show a rabbit family home in the forest. Little rabbit Kiku opens her eyes, stretches, and makes her bed. Her mother voice wakes her up.</p>
Breakfast Time	40 s		<p>After take a bath and change her clothes, Kiku goes to the kitchen. Her mother is cooking breakfast.</p> <p>Kiku: “Mom, what are you doing?”</p> <p>Mother: “I’m</p>	<p>Setelah mandi dan berganti pakaian, Kiku pergi ke dapur. Ibunya sedang memasak sarapan.</p> <p>Kiku: “Ibu, sedang apa?”</p> <p>Ibu: “Ibu sedang memasak nasi goreng untukmu.”</p>	<p>Mother rabbit is cooking fried rice. Father sits at the table waiting for the breakfast.</p> <p>They sit together at the table. They close their eyes, bow their heads, and pray together.</p>

			<p>cooking fried rice for you.”</p> <p>They sit together at the table.</p> <p>Father: “Kiku, let’s pray before we eat.”</p> <p>Kiku: “Okay, Dad.”</p>	<p>Mereka duduk bersama di meja makan.</p> <p>Ayah: “Kiku, mari berdoa sebelum makan.”</p> <p>Kiku: “Baik, Ayah.”</p>	<p>The family of three rabbits eat the warm fried rice.</p>
On the Way to the Classroom	30 s		<p>Kiku walks to school. On the way to her classroom, she meets her friends Ami and Momo.</p> <p>Kiku: “Good morning, Ami! Good morning, Momo!”</p> <p>Ami and Momo: “Good morning, Kiku!”</p> <p>Kiku: “Where is Bobo today?”</p> <p>Ami: “Bobo’s stomach is hurt. It makes him sad because he cannot eat his favourite food, he can only eat fruits.”</p> <p>Kiku: “Let’s visit</p>	<p>Kiku berjalan menuju sekolah. Dalam perjalanan, ia bertemu Ami dan Momo.</p> <p>Kiku: “Selamat pagi, Ami! Selamat pagi, Momo!”</p> <p>Ami & Momo: “Selamat pagi, Kiku!”</p> <p>Kiku: “Di mana Bobo hari ini?”</p> <p>Ami: “Perut Bobo sakit. Dia hanya bisa makan buah.”</p> <p>Kiku: “Ayo kita kunjungi Bobo setelah sekolah.”</p> <p>Ami & Momo: “Baik!”</p>	<p>Kiku waves and smiles at Ami the squirrel and Momo the monkey.</p> <p>The three of them talk to each other.</p>

			Bobo after school." Ami and Momo: "Sure!"		
In the Classroom	20 s		In the classroom, Miss Gajira the elephant greets the students. Miss Gajira: "Good morning, children." Students: "Good morning, Miss." Miss Gajira: "Bobo is not here. His stomach is hurt. Do you want to visit him this afternoon?" Students: "Yes, Miss!"	Di dalam kelas, Bu Gajira si gajah menyapa para siswa. Miss Gajira: "Selamat pagi, anak-anak." Siswa: "Selamat pagi, Bu." Miss Gajira: "Bobo tidak hadir. Perutnya sakit. Apakah kalian ingin menjenguknya sore ini?" Siswa: "Ya, Bu!"	A wooden classroom with forest-animal students sitting nicely at their desks. Miss Gajira talks in front of the classroom.
Asking Permission	13 s		After class, Kiku goes home to tell her mother about Bobo. Kiku: "Mom, may I go to Bobo's house later with my teacher and friends?" Mother: "Of course, dear. But	Sepulang sekolah, Kiku kembali kerumah dan memberitahu Ibu kondisi Bobo. Kiku: "Bu, bolehkah aku ke rumah Bobo nanti bersama guru dan teman-teman?" Ibu: "Tentu saja, sayang. Tapi makan siang dulu,	Kiku stands beside her mother in the kitchen. Kiku talks to her mother about going to Bobo's house.

			eat your lunch first.” Kiku: “Yes, Mom. Thank you.”	ya.” Kiku: “Ya, Bu. Terima kasih.”	
At School Again (The Fruit Basket)	47 s		<p>After lunch, Kiku returns to school. Kiku and Momo meet the teacher. Miss Gajira has a big basket of fruits for Bobo.</p> <p>Miss Gajira: “Kiku, Momo, I need to check few things in my office. Please wait here.”</p> <p>Kiku: “Okay, Miss.”</p> <p>Kiku and Momo sit near the basket. Kiku goes to the toilet. When she comes back, Momo is gone and all of bananas are missing.</p> <p>Kiku: “Oh no! Where are the bananas?”</p>	<p>Setelah makan siang, Kiku kembali ke sekolah karena mereka akan berangkat bersama ke rumah Bobo.</p> <p>Miss Gajira: “Kiku, Momo, Ibu harus melihat beberapa hal di kantor. Tolong tunggu disini ya.”</p> <p>Kiku: “Baik, Bu.”</p> <p>Kiku pergi ke toilet. Saat kembali, Momo tidak ada dan semua pisang telah hilang.</p> <p>Kiku: “Aduh! Ke mana pisangnya?”</p>	<p>A wooden classroom. Miss Gajira places a basket full of bananas, apples, and oranges on the desk.</p> <p>When Kiku comes back, two bananas are missing.</p>

<p>Telling the Truth</p>	<p>35 s</p>		<p>Kiku runs to tell Miss Gajira what happens. Kiku: “Miss, I’m sorry. The bananas are missing.” Miss Gajira: “Are you sure, Kiku? What happened?”</p> <p>Momo: “Miss, I’m sorry. I eat the bananas. I’m hungry.” Miss Gajira: “It’s okay, Momo. Thank you for being honest.”</p>	<p>Kiku memberitahu yang terjadi pada Bu Gajira. Kiku: “Bu, maaf. Pisangnya hilang.” Miss Gajira: “Apa kamu yakin, Kiku? Mari kita cari tahu apa yang terjadi.”</p> <p>Momo: “Bu... maaf. Saya makan dua pisang. Saya lapar.” Miss Gajira: “Tidak apa-apa, Momo. Terima kasih sudah berkata jujur.”</p>	<p>Show Kiku looking worried while talking to Miss Gajira.</p> <p>Momo comes with banana peels in his hand.</p>
<p>Visiting Bobo</p>	<p>30 s</p>		<p>In the afternoon, they go to Bobo’s house to visit him. Bobo: “Hello, friends! Thank you for coming.” Kiku: “Hello, Bobo! We bring you fruits.” Bobo: “Wow! Thank you. Let’s eat together.”</p>	<p>Hari telah sore dan mereka tiba di rumah Bobo. Bobo: “Halo, teman-teman! Terima kasih sudah datang.” Kiku: “Halo, Bobo! Kami membawakan buah untukmu.” Bobo: “Wah! Terima kasih. Ayo makan bersama.”</p>	<p>Small bear’s house in the forest. Bobo sits on the bed without his smile.</p> <p>His friends arrive with fruits and make Bobo feel happy.</p>

					
Ending Message	10 s		<p>Bobo smiles again and enjoys eat the fruits together. Bobo finally eats the fruits happily!</p> <p>Kiku and her friends learn that being honest and forgive each other makes everything better.</p>	<p>Bobo akhirnya makan buah dengan senang hati. Kiku dan teman-temannya belajar bahwa bersikap jujur dan saling memaafkan membuat segalanya menjadi lebih baik.</p>	<p>All friends stand around Bobo's bed, laughing and eating. Soft background music plays.</p>



Appendix 12 Digital Bilingual Storytelling Clip



Digital Bilingual Storytelling Clip Link:

https://drive.google.com/file/d/1npuncIVPrGQSubI2wjTW4ik3ckU4IjQ/view?usp=drive_link

QR Code:



Appendix 13 Teacher's Instruction for Instructional Tasks

Teacher's Instruction and Assessment of Instructional Tasks

The instructional tasks were designed as follow-up activities to the digital bilingual storytelling clip. The tasks were implemented sequentially from simple receptive activities to more reflective tasks, ensuring that students could gradually engage with the English language content and character values embedded in the story. The teacher acted as a facilitator by guiding students, modelling language use, and encouraging participation.

1. Listening and Repetition with Controlled Speaking Task

A. Activity 1: Listen and Repeat

Teacher's Instruction:

1. The teacher plays the digital bilingual storytelling clip once from beginning to end.
2. Students are instructed to watch and listen carefully without responding.
3. Teacher gives the students' worksheet.
4. The teacher then replays selected storyboard scenes that show the character performing daily activities, such as waking up, helping others, and cooking with mother.
5. The teacher models the target sentences clearly and slowly.
6. Students are asked to listen and repeat together after the teacher.

Teacher's Script:

- a. "Listen and repeat with me."
 - b. "I am waking up."
 - c. "I am helping my mother."
 - d. "My mother is cooking."
 - e. "I am praying before eating."
 - f. "I am visiting my friend."
 - g. "I am studying."
6. The teacher points to the screen while speaking to connect the visual with the spoken sentence.
 7. Selected students may be invited to repeat individually if they feel confident.

Assessment Method: Checklist (Yes/No)

No.	Assessment Indicators	Yes	No
1.	Student listen attentively to the storytelling clip		
2.	Student repeats the sentence after the teacher		
3.	Student pronounces key words clearly		
4.	Student attempts to use “I am + verb-ing”		

2. Comprehension Task

A. Activity 2: What Are You Doing?

Teacher’s Instruction:

1. After completing the listening and repetition activity, the teacher pauses the storytelling clip at selected scenes or give the pictures of the scene.
2. The teacher asks simple multiple-choice questions related to the story.
3. Students answer by selecting the option letter or pointing to the correct answer shown on the worksheet.
4. The teacher confirms the correct answer and briefly repeats the related sentence from the story at the end of the activity.

Sample Questions:

1. “What is Kiku doing?”
 - a) Waking up
 - b) Cooking
 - c) Praying
2. “What is Kiku doing with her mother?”
 - a) Waking up
 - b) Cooking
 - c) Praying
3. “What is Kiku doing before she eats?”
 - a) Studying
 - b) Visiting
 - c) Praying
4. “What are Kiku, Momo, and Ami doing in the classroom?”
 - a) Waking up
 - b) Studying
 - c) Playing
5. “What are they doing after school?”
 - a) Playing with Bobo
 - b) Studying with Bobo
 - c) Visiting Bobo

B. Activity 3: Look and Write

Teacher's Instruction:

1. After completing multiple-choice questions, teacher guide students to continue to the simple writing task.
2. Teacher give example, where student should write the present continuous form of each verb.
3. The teacher confirms the correct answer and briefly repeats the related sentence from the story at the end of the activity.

Sample Questions:

1. I am..... (wake up)
2. I am..... (cook)
3. I am..... (eat)
4. I am..... (study)
5. I am..... my friend (visit)

Assessment Method: Checklist (Yes/No)

No.	Assessment Indicators	Yes	No
1.	Student recognizes daily activity vocabulary		
2.	Student answered at least 3 multiple-choice questions correctly		
3.	Student write at least 3 <i>verb-ing</i> words in fill in the blank activities		

3. Character Value Reflection Task

A. Activity 4: Good or Not

Teacher's Instruction

1. The teacher shows selected scenes from the storytelling clip that illustrate moral actions, such as praying, helping others, telling the truth, or forgiving in the worksheet.
2. Students decide whether the action reflecting a good behavior or not by giving a checklist.
3. The teacher gives positive reinforcement and briefly explains why the behaviour is good.

Additional Reasoning:

- a. "Is this a good behaviour?"

B. Activity 5: Good Habit Checklist

1. The teacher asks the students to fill out a checklist of positive activities they have done that day
2. The students fill out the checklist based on their personal experiences

Assessment Method: Checklist (Yes/No)

No.	Assessment Indicators	Yes	No
1.	Student identifies good behaviour in the story		
2.	Student responds appropriately using checklist		
3.	Student shows awareness of moral action		
4.	Student participates actively in the activity		

Summary of Assessment Use

The checklist-based assessment was designed to be simple and practical for Grade 4 students. It focuses on students' participation, understanding, and engagement rather than accuracy alone. This assessment approach aligns with the purpose of the instructional tasks as supportive learning activities accompanying the digital bilingual storytelling clip.





English Activity After Watching Storytelling

Name:

Class:

Date:

Learning Objectives Unit I:

1. Pronounce simple sentences describing ongoing activities using the Present Continuous Tense accurately and clearly.
2. Identify daily activities in the form of verbs using the Present Continuous Tense (V-ing).
3. Write simple sentences about daily activities using the correct form of the Present Continuous Tense.
4. Identify activities that show good behaviour of faith in God Almighty value.

Activity 1: Listen and Repeat

Listen to your teacher and repeat.

1. I am waking up.



2. I am helping my mother.



3. My mother is cooking.



4. I am praying before eating.



5. I am visiting my friends.



6. I am studying.



Activity 2: What Are You Doing?

Look at the pictures and choose the correct answer.

SCORE:

1.

What is Kiku doing?

- a) Waking up
- b) Cooking
- c) Praying



2.

What is Kiku doing with her mother?

- a) Waking up
- b) Cooking
- c) Praying



3.

What is Kiku doing before she eats?

- a) Studying
- b) Visiting
- c) Praying



4.

What is Kiku, Ami, and Momo doing in the classroom?

- a) Waking up
- b) Studying
- c) Playing



5.

What are they doing after school?

- a) Playing with Bobo
- b) Studying with Bobo
- c) Visiting Bobo



Activity 3: Look and Write

Look at the picture and fill-in the blank.

SCORE:

I AM.....
(wake up)



I AM.....
(cook)



I AM.....
(eat)



I AM.....
(study)



I AM.....
(visit)



Activity 4: Good or Not

Give (✓) for the correct answer.

SCORE:

ACTIVITY	GOOD	NOT GOOD
1. Praying before eating.		
2. Visiting a sick friend.		
3. Taking something without asking.		
4. Saying sorry.		
5. Taking Responsibility		

Activity 5: Good Habit Checklist

Check what you do today!

ACTIVITY	Yes	No
1. I am praying before eating.		
2. I am cleaning my bedroom.		
3. I am helping my mother.		
4. I am saying sorry if I am wrong.		
5. I am saying goodbye before going to school.		
6. I am studying in the classroom		
7. I am saying about everything honestly.		
8. I am asking before taking something.		
9. I am listening to my parents and teachers.		
10. I am forgiving each other.		

Appendix 15 Result of Expert 2's Evaluation Sheet

EXPERT JUDGMENT EVALUATION SHEET

Product Type : Digital Bilingual Storytelling Clip

Title : "Bobo Finally Eats!"

Evaluator : Expert 2

Date : Rabu, 25 Maret 2026

Link :

https://drive.google.com/file/d/1npunecIVPrGOSubI2wjTW4ik3ckU4IjQ/view?usp=drive_link

Instruction

This evaluation sheet is used to assess the quality and feasibility of the developed bilingual storytelling clip based on expert judgment.

Please watch the digital bilingual storytelling clip carefully.

For each indicator, please give your judgment by placing mark (✓) in one column only.

1= Relevant

0= Not Relevant

Your judgment should be based on curriculum relevance, learner characteristics, value integration, video quality, and deep learning principles. Please provide comments or suggestions if necessary.

NO	The Theoretical Foundation	Criteria/Indicator of the Bilingual Storytelling Clip	Relevant (1)	Not Relevant (0)	Comments
1	Content Relevance According to Kemdikbudristek (2022) supported by Kemdikdasmen (2025), the Merdeka Curriculum for Grade four second semester focused on learning English with the combinations of English materials, graduate profile values, and deep learning principles. Therefore, the content the story should match the English materials, the values of Graduate profile, dan the principles of deep learning.	The content matches curriculum requirements for Grade 4 English	v		
		The content reflects the Graduate Profile value of faith in God Almighty	v		
		The content supports deep learning principles	v		
2	Language Accuracy Based on the theory of young learners by Jean Piaget supported	Grammar and vocabulary are correct and age-appropriate	v		

	by Artini (2017), grade 4 students are in the stage of concrete operational stage where they start to learn with concrete things and need the activity of learning by doing. Therefore, the storytelling should facilitate and support students based on their English level.	Pronunciation in narration is clear and accurate	v		
3	Value Integration According to Minister of Education and Culture Regulation No. 13 of 2025, faith in God Almighty still become the first dimension of Graduate Profile value which present Indonesia's religious and cultural foundation. Therefore, the value of faith in God Almighty should embed into the storytelling clip clearly.	The value of faith in God Almighty is clearly embedded in the story	v		
		The value is contextually relevant and understandable for Grade 4 students	v		
4	Technical Quality Based on the theory of Robin (2008) supported by Kuan et al., (2012), digital storytelling has six characteristics of a good DST. One of them is multimodal integration which means using media that combine attractive visual and clear audio to support students learning.	Visual are clear, attractive, and age-appropriate	v		
		Audio is clear and synchronized with visuals	v		
		The storytelling clip runs smoothly without technical errors	v		
5	Deep Learning Potential	The media encourages students to think critically			

<p>Based on the theory from Fullan & Langworthy (2014) supported by Nurmani et al., (2021), deep learning is expected to enhance learners' curiosity, well-being, critical thinking, and learner centred. Therefore, the storytelling clip and the follow-up activity should facilitate meaningful, mindful, and joyful learning.</p>	<p>The media prompts reflection on values and the application in daily life</p>	<p>v</p>		
<p>Total Item</p>	<p>12</p>			

General Comments or Suggestions

Appendix 16 Result of Expert 1's Evaluation Sheet

EXPERT JUDGMENT EVALUATION SHEET

Product Type : Digital Bilingual Storytelling Clip

Title : "Bobo Finally Eats!"

Evaluator : Expert 1

Date : Kamis, 26 Maret 2026

Link :

https://drive.google.com/file/d/1npunecIVPrGQSub12wjTW4ik3ckU4IjQ/view?usp=drive_link

Instruction

This evaluation sheet is used to assess the quality and feasibility of the developed bilingual storytelling clip based on expert judgment.

Please watch the digital bilingual storytelling clip carefully.

For each indicator, please give your judgment by placing mark (✓) in one column only.

1= Relevant

0= Not Relevant

Your judgment should be based on curriculum relevance, learner characteristics, value integration, video quality, and deep learning principles. Please provide comments or suggestions if necessary.

NO	The Theoretical Foundation	Criteria/Indicator of the Bilingual Storytelling Clip	Relevant (1)	Not Relevant (0)	Comments
1	Content Relevance According to Kemdikbudristek (2022) supported by Kemdikdasmen (2025), the Merdeka Curriculum for Grade four second semester focused on learning English with the combinations of English materials, graduate profile values, and deep learning principles. Therefore, the content the story should match the English materials, the values of Graduate profile, dan the principles of deep learning.	The content matches curriculum requirements for Grade 4 English	✓		
		The content reflects the Graduate Profile value of faith in God Almighty	✓		
		The content supports deep learning principles	✓		
2	Language Accuracy Based on the theory of young learners by Jean Piaget supported	Grammar and vocabulary are correct and age-appropriate	✓		

	by Artini (2017), grade 4 students are in the stage of concrete operational stage where they start to learn with concrete things and need the activity of learning by doing. Therefore, the storytelling should facilitate and support students based on their English level.	Pronunciation in narration is clear and accurate	√		
3	Value Integration According to Minister of Education and Culture Regulation No. 13 of 2025, faith in God Almighty still become the first dimension of Graduate Profile value which present Indonesia's religious and cultural foundation. Therefore, the value of faith in God Almighty should embed into the storytelling clip clearly.	The value of faith in God Almighty is clearly embedded in the story	√		
		The value is contextually relevant and understandable for Grade 4 students	√		
4	Technical Quality Based on the theory of Robin (2008) supported by Kuan et al., (2012), digital storytelling has six characteristics of a good DST. One of them is multimodal integration which means using media that combine attractive visual and clear audio to support students learning.	Visual are clear, attractive, and age-appropriate	√		
		Audio is clear and synchronized with visuals	√		
		The storytelling clip runs smoothly without technical errors	√		
5	Deep Learning Potential Based on the theory from Fullan &	The media encourages students to think critically	√		

	Langworthy (2014) supported by Nurmani et al., (2021), deep learning is expected to enhance learners' curiosity, well-being, critical thinking, and learner centred. Therefore, the storytelling clip and the follow-up activity should facilitate meaningful, mindful, and joyful learning.	The media prompts reflection on values and the application in daily life	√		
Total Item		12			

General Comments or Suggestions

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Singaraja, 26 Maret 2026

Expert Judge I



Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001