

CHAPTER I

INTRODUCTION

1.1 Research Background

In facing the era of globalization and rapid technological advancement, English has become one of the essential skills to master in the 21st century. In Indonesia, proficiency in English is a crucial key for students to connect with the outside world. Robiah and Yunansah (2023) explain that mastering English enables individuals to actively participate in the global community, comprehend the latest scientific developments, and engage in cross cultural communication more effectively. In the field of education, this skill supports students in accessing international learning resources and keeping up with scientific advancements, thereby broadening their global perspective. Meanwhile, in the professional world, English proficiency serves as a significant advantage in global competition, as many multinational companies and international institutions use English as their primary language for communication and documentation. Therefore, English proficiency is no longer just an additional skill, but has become a fundamental necessity that influences one's readiness to face the challenges and opportunities of the 21st century in a broader and more competitive manner.

As a response to the importance of English language proficiency, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, took a strategic step by implementing the Merdeka Curriculum on December 10, 2019. This policy was designed as an improvement of the previous curriculum, aiming to create an education system in Indonesia that is more aligned with current developments and global demands (Rahmadayanti & Hartoyo, 2022).

In the context of English language learning, the Merdeka Curriculum emphasizes the development of English proficiency from an early age to enhance curriculum alignment, ensure equitable learning quality, and prepare students to communicate across cultures and engage in the global community. This emphasis is realized through the elevation of the status of English in elementary schools. If previously English only considered a local subject that was not mandatory to teach, now in the Merdeka Curriculum, English is offered as an elective subject that can be taught from Grade 1 to Grade 6, depending on the policies of each educational institution (Oktavia et al., 2023).

In addition, English language learning within the Merdeka Curriculum is designed by the government to align with the vision of 21st century education. At the elementary level, English learning is no longer sufficient if it only focuses on basic linguistic skills, such as memorizing vocabulary or mechanically understanding grammatical structures. Instead, it must evolve in accordance with current demands by integrating 21st century skills, known as the 4Cs: Critical Thinking, Communication, Collaboration, and Creativity (Jaya et al., 2023). This approach is reflected in the English Learning Outcomes, which prioritize the development of competencies, not just the mastery of language components. The Merdeka Curriculum also provides teachers with the flexibility to design learning that is adaptable to the students' abilities and tailored to students' proficiency levels, allowing them to engage in enjoyable and meaningful learning that encourages them to deepen their understanding (Ferdaus & Novita, 2023). This is in line with Pertiwi et al. (2022), who emphasize that the Merdeka Curriculum promotes student centered learning, where students are encouraged to actively and communicatively

participate in the learning process. Within this approach, the teacher's role shifts to that of a facilitator and guide, who supports the exploration and development of students' potential. Thus, English language learning in primary school within the Merdeka Curriculum is directed to be more contextual, adaptive, and to optimally empower students' potential.

In addition to integrating 21st century skills into English language learning at the elementary school level, character education is also crucial to introduce from an early age. This is because character education has a strong positive impact on students' development, enhances academic success, and fosters their self confidence, enabling them to be prepared both academically and morally (Kamaruddin, 2012 as cited in Indrayani et al., 2018). Therefore, the Merdeka Curriculum also places character education as the main focus in current educational policy. This character education is designed to align with the national education goals as stated in Law No. 23/2003, Article 3, which aims to develop students' potential to become individuals who are faithful, devout, noble in character, knowledgeable, independent, and responsible in social, national, and state life. According to Kemendikbudristek (2022), one of the main strategies to achieve this goal is through the *Projek Penguatan Profil Pelajar Pancasila (P5)*, which is manifested in six key values, namely: (1) faith in God Almighty, devotion, and noble character; (2) independence; (3) team work; (4) global diversity ; (5) critical thinking; and (6) creativity. Along with policy development, the concept of the Pancasila Student Profile was further refined into the graduate profile to make it more operational and measurable. According to the Regulation of the Ministry of Primary and Secondary Education of the Republic of Indonesia Number 10 of 2025,

the purpose of this development is to ensure that every student, by the end of their education level, achieves the expected attitudes, knowledge, and skills that in line with the goals of national education and the demands of the 21st century. The graduate profile consists of eight values, which are an extension of the six values of the Pancasila Student Profile, namely: (1) faith and piety toward the Almighty God, (2) citizenship, (3) critical reasoning, (4) creativity, (5) collaboration, (6) independence, (7) health, and (8) communication. In this context, the government encourages all subjects, including English, to insert Profile Graduate values.

One of the key values that requires special attention is citizenship, which emphasizes the importance of understanding the rights and responsibilities as citizens, as well as the ability to develop active, inclusive, and empathetic attitudes in social life, in order to create a peaceful, just, and productive society. According to Permendikdasmen Regulation No. 10 of 2025, the value of citizenship within the Graduate Profile consists of several key elements that students are expected to master by the end of each educational level, namely individuals who are proud of their identity and culture, respecting diversity, compliance with national and societal regulations, and preserving the sustainability of life and international harmony. Among these indicators, respecting diversity becomes the main focus of this study. This indicator emphasizes respect for social, cultural, ethnic, and religious diversity, as well as the rejection of stereotypes, discrimination, and all forms of intolerance.

The citizenship value, with an emphasis on the respecting diversity indicator, needs to be inserted in young learners, considering the rapid flow of globalization and technological advancement today, that have brought about moral challenges in

the education world, such as the increasing intolerance among students and the prevalence of bullying behavior that reflects weak adherence to social norms (Armawinda et al., 2022). This condition indicates that fostering tolerance and compassion in daily life is a significance challenge. Therefore, the insertion of citizenship value into the learning process becomes essential in order to create learning experiences that not only focuses on academic achievement, but also emphasizes the development of character with integrity, upholding moral values, embracing diversity, and the ability to build harmonious social relationships in inclusive environments. These are the fundamental foundations for shaping future generations who are proud to be Indonesian, understand their country, and are capable of navigating the challenges of an increasingly dynamic global world (Kemendikdasmen, 2025).

Considering this policy direction, it appears that the Merdeka Curriculum not only targets the mastery of 21st century skills but also places character building as the main foundation in the learning process, including in English language learning at the primary school level. This means that English learning needs to be designed comprehensively to develop both cognitive and affective aspects of students in a balanced way, while also being relevant to the challenges of the times. In line with this, deep learning is introduced as an approach accommodated within the Merdeka Curriculum. According to Kemendikdasmen (2025), deep learning emphasizes mindful, meaningful, and joyful learning, enabling students not only memorize information but also analyze, evaluate, and generate new ideas. Activities such as group discussions, collaborative projects, contextual problem solving, and open idea presentations are concrete forms of how deep learning fosters 21st century

skills, namely critical thinking, effective communication, collaboration, and creativity (Yassin & Bashir, 2024). Furthermore, deep learning also contributes to strengthening character education as emphasized in the Merdeka Curriculum through the values of the Pancasila Student Profile which has now been transformed into Graduate Profile values. This approach encourages students to engage reflectively, understand diverse perspectives, and build empathy and social awareness by connecting learning materials to real life contexts (Cholifatunisa et al., 2025). Through this meaningful engagement, learning becomes more mindful, meaningful, and joyful, allowing values such as collaboration, responsibility, and tolerance to be naturally internalized by students. Thus, deep learning not only aligns with but also strengthens the direction of the educational transformation promoted by the Merdeka Curriculum.

The demands of the curriculum require teachers to be adaptable to new policies that not only emphasize flexible learning, but also encourage creativity in selecting appropriate and contextual teaching materials. To create a learning process that is relevant, effective, and aligned with the direction of the Merdeka Curriculum, ideally, learning materials in general and English language learning in particular should be designed to integrate 21st century skills (4Cs), insert the values of the graduate profile, and provide active, enjoyable, and meaningful learning experiences through a deep learning approach. Furthermore, to optimize learning, the teaching materials must also be adapted to the characteristics of young learners as the primary target of learning at the elementary school level, who have different needs and learning styles compared to other age groups. This alignment is essential

to ensure that the learning process truly aligns with their needs, in order to effectively optimize their English language skills.

Young learners tend to be active and imaginative, but they often have short attention spans, which makes them easily bored when studying. Therefore, they learn more effectively through concrete experiences and activities that involve movement and visual elements, such as stories, because stories are often presented with engaging plots and humorous or inspiring characters, making the learning process feel like an adventure and something that is especially appealing to young learners (Kawuryan, 2011, as cited in Ratminingsih et al., 2021; Suyanto, 2014). In addition, young learners in this era are also part of the digital natives generation, meaning they grow up in an environments deeply integrated with technology. They are accustomed to using digital devices from an early age and tend to show higher motivation to learn when learning involves technological media.

Therefore, an appropriate learning approach for teaching young learners is one that can harmoniously integrate narrative elements with digital technology, such as storytelling clip. According to Lambert (2009), storytelling clip is a form of digital storytelling that combines narrative with photographs, voice over narration, and other audio elements presented in an engaging and interactive manner. The combination of these elements provides an interactive and enjoyable learning experience that not only enhances students' motivation but also maintains their interest in the learning process (Li et al., 2020; Jager et al., 2017). This is crucial, as high levels of engagement can significantly enhance learning effectiveness and help students better comprehend the information presented. Aziz et al. (2022), in their study, also revealed that storytelling clips are effective in enhancing

vocabulary acquisition, listening comprehension, and speaking fluency. This effectiveness happens from the fact that children not only hear new words in clear contexts but also see how those words are used in real life interactions. In addition to improving language skills, digital storytelling clip can also serve as a media for developing moral and social values. By watching digital stories that present conflicts and resolutions relevant to everyday life, students can learn to understand moral and social concepts naturally (Huda et al., 2022; Kisno et al., 2022). Furthermore, the storytelling clip is also aligned with the principles of deep learning. In the context of mindful learning, this media helps students become more aware and engaged with the material, enabling them to grasp the form, meaning, and context of language in a comprehensive manner (Polman et al., 2021). Meanwhile, from the aspect of meaningful learning, this media presents material that is relevant to students' daily lives, allowing them to connect language learning with real life experiences and making it easier to understand. This media is also fosters a fun learning atmosphere through appealing visual displays, thereby stimulating students' interest and enthusiasm during the learning process (Feriyanto & Anjariyah, 2024).

In addition, young learners also show varying speeds in processing information. According to Nurfadhillah et al. (2021), some students are categorized as fast learners, as they are able to grasp the material quickly, while others are considered slow learners who require more time and additional support to fully understand the lesson. This condition demands that teachers not only be creative in delivering the material but also sensitive to the learning needs of each student. In the context of English language learning, this means that teachers need to provide materials that

offer assistance to students who face difficulties in understanding the lessons, while also supporting their independent learning process. One strategy that can be implemented is the use of a bilingual approach in delivering the material, as this approach helps enhance students' understanding of the learning content. The bilingual approach allows for the transfer of knowledge from the mother tongue (Indonesian) to the target language (English), making it easier for students to understand vocabulary, sentence structures, and grammar. By presenting material in two languages, students who are not yet fully familiar with English can still grasp the overall meaning of the lesson without losing sight of the learning objectives. This approach not only enriches students' language competencies in the 21st century but also ensures that all students have equal opportunities to develop according to their potential, as well as building their confidence in using English actively (Alindra et al., 2024). Lumbanraja and Damanik (2024) also explain that children who grow up in a bilingual environment tend to demonstrate stronger cognitive abilities, such as problem solving skills, multitasking, and attentional control.

Based on the explanation above, it is crucial for English language learning at the primary school level to not only focus on fulfilling curriculum demands but also to be able to address students' learning needs, accommodate their learning styles, and provide meaningful and contextual learning experiences. Therefore, it is important for learning materials to be designed to help students use the language in real life situations, accommodate the characteristics of young learners, integrate 21st century skills and profile graduate values.

However, the actual condition in the classroom indicates that these needs have not been fully realized. Based on the results of an interview with one of the fourth

grade English teacher at SD Negeri 1 Banjar Jawa, it was found that the textbook used as the main teaching material has not explicitly inserted graduate profile values, particularly the value of citizenship. So far, character education has mostly been carried out implicitly through the habituation of positive attitudes among students at school and classroom learning practices, such as respecting classmates' opinions, following classroom rules, and when students are asked to work on tasks in groups, which indirectly encourage collaboration among students. Although these practices contribute to students' character development, these values have not been systematically integrated into the teaching materials used in the classroom. In fact, in the Merdeka Curriculum, English language learning is expected not only to develop students' language skills but also to support the development of adaptive character through the insertion of graduate profile values into the learning materials. Therefore, the teacher emphasized the importance of explicitly inserting graduate profile values, particularly the value of citizenship, into English learning materials. In this way, the learning process not only enhances students' language mastery but also shapes them into adaptive, caring, and responsible citizens, as emphasized in the Merdeka Curriculum.

In addition, the learning materials used tend to be presented entirely in English and have not provide adequate bilingual support, meaning the presentation of materials in both English and Indonesian simultaneously. Considering that fourth grade students are still beginner learners in learning English, the use of only one language may make it difficult for them to understand the material. Therefore, the use of a bilingual approach in delivering learning materials becomes important to

help students understand the content more easily and to support their engagement in the learning process.

Furthermore, the teacher conveyed the need for English learning materials that are more varied, interactive, and engaging to support the learning process in fourth grade. This need emerged as an effort to complement the use of textbook, which has been the main source of learning, so that the materials could be presented in a more concrete and interesting way, accommodating students' various learning styles, and helping to enhance their understanding and engagement in the learning process. Additionally, the teacher emphasized the need for teaching materials that are able to integrate important components, such as graduate profile values, especially citizenship value, bilingual support, and alignment with the characteristics of fourth grade students. Thus, the teacher could create a learning process that is more enjoyable, contextual, and meaningful for students.

In response to these conditions, the researcher considered it important to develop teaching materials that could meet these needs. According to Tomlinson (2001, as cited in Harsono, 2015), teaching materials include anything that can be used to facilitate language learning, whether in linguistic, visual, auditory, or kinesthetic form, and can be delivered through various media such as printed materials, live performances, digital media, or the internet. In the context of the needs at SD Negeri 1 Banjar Jawa, and considering the demands of English language learning in the Merdeka Curriculum and the characteristics of young learners, the teaching material developed in this study was in the form of a digital learning media, namely a bilingual storytelling clip. Bilingual storytelling clip is a medium that delivers narratives in two languages, typically the mother tongue (L1)

and the target language (L2), in a digital clip format that combines multimodality (Umar et al., 2023). This bilingual storytelling clip was designed to insert the graduate profile value of citizenship explicitly in English learning material, in order to make English learning more contextual and meaningful.

Based on the explanation above, the researcher conducted a study entitled “Developing a Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Citizenship for Grade 4.” The integration of technology and character education in this storytelling clip is not only intended to meet the demands of English learning in accordance with the Merdeka Curriculum, which emphasizes contextual, creative, and student centered learning, but also based on the actual needs of English learning at SD Negeri 1 Banjar Jawa, specifically the need for learning material that is not only engaging and appropriate for the characteristics of young learners but also capable of inserting graduate profile values, as well as encouraging the development of 21st century skills. Therefore, the development of this learning material in the form of storytelling clip aimed to address the gap in the availability of such learning material. This bilingual storytelling clip was expected to serve as an innovative and interactive tool to support teachers in creating contextual and engaging English learning experiences, while also enhancing students’ active participation throughout the learning process. Moreover, this storytelling clip was also expected to serve as a means of inserting values of nationalism, respect for diversity, and essential social skills in navigating an increasingly complex global environment. Thus, the bilingual storytelling clip with the insertion of graduate profile value of citizenship not only supports the improvement of students’ English language skills but also to shape a generation that

is open minded, inclusive, and capable of maintaining unity and harmony in national life and in international interactions.

1.2 Problem Identification

In the 21st century, English proficiency has become one of the essential skills that individuals must possess to actively participate in the global community (Robiah & Yunansah, 2023). Recognizing this importance, the Indonesian government, through the Merdeka Curriculum has positioned English as an elective subject that can be taught as early as Grade 1 in elementary school (Oktavia et al., 2023). This curriculum directs English language learning to not only focus on basic linguistic skills, but also emphasizes learning oriented towards 21st century skills (the 4Cs) development, contextual and student centered learning, as well as character strengthening based on graduate profile values, particularly the value of citizenship. In addition, the learning process must also be adapted to the characteristics of young learners, who are the primary target at the elementary school level.

However, the gap between the ideal direction of the Merdeka Curriculum and its actual implementation in the field remains a major challenge in English language learning at the elementary school level. Based on the interview with fourth grade English teacher at SD Negeri 1 Banjar Jawa, several key issues were identified in English language learning in the fourth grade. It is known that character education in the learning process has mostly been implemented implicitly through the habituation of positive student attitudes at school and classroom learning practices. Meanwhile, the teaching materials used in English language learning have not explicitly inserted graduate profile values, particularly the value of citizenship. As

a result, English language learning has not fully supported the development of students' character as individuals who have integrity, global awareness, and tolerance, as directed in the Merdeka Curriculum. Furthermore, the teaching materials used have not yet provided sufficient bilingual support. Considering that fourth grade students are still at the beginner level in learning English, the use of a fully English medium may create challenges in understanding the learning material. In addition, the teacher emphasized the need for English teaching materials that are presented in a more varied and interactive way, appropriate to the language abilities and characteristics of fourth grade students, and able to explicitly insert graduate profile values, particularly citizenship value. This is considered as an effort to complement the use of textbook as the main source of English learning, while also supporting the creation of learning activities that are more meaningful, contextual, and aligned with the Merdeka Curriculum.

The identified problems indicate the need for the development of innovative and integrative teaching materials to address the challenges of English language learning in the global era, particularly to support contextual and interactive learning, as well as developing 21st century competencies, and inserting character values in students from an early age, while also meeting the English learning needs at SD Negeri 1 Banjar Jawa. Therefore, learning material developed in the form of digital media, namely a bilingual storytelling clip with the insertion of the profile graduate value of citizenship, as an alternative solution to this issue. This storytelling clip is expected to serve as an interactive tool to support teachers in creating enjoyable learning experiences while also encouraging the development of students' language competencies in a meaningful way. In addition, the development of this material

aligns with the current direction of educational policy, which emphasizes the formation of a competent and inclusive generation with strong Pancasila character through the reinforcement of the graduate profile values.

1.3 Research Limitations

This research has several limitations that need to be considered. First, this research only focuses on the development stage of a bilingual storytelling clip as a learning medium and does not extend to its implementation in actual classroom settings. The validation is conducted through expert judgment, therefore the effectiveness of the media in real teaching and learning contexts is not empirically assessed. Third, the bilingual storytelling clip developed in this study is specifically designed to support English language learning while inserting graduate profile values, particularly the value of citizenship. However, out of the four indicators of the graduate profile value of citizenship, this study only focuses on one indicator, namely respecting diversity. This limitation is made to keep the storyline simple and not too complex, considering that fourth grade students are still at the early stages of language development.

Furthermore, this research does not aim to develop a comprehensive curriculum or to evaluate the long term impact of the media. The main target of this media development is limited to fourth grade students at SD Negeri 1 Banjar Jawa. Therefore, the design of the clip was adapted to their cognitive level and English learning needs at that stage. Another limitation is that the development of this media also refers to the fourth grade student book “My Next Words” as a guide. Although the book contains 12 learning units, this study develops only one storytelling clip related to a single unit, namely Unit 9 about daily activities connected with time.

This is due to limitations in time, effort, and research scope, which made it impossible to develop all units simultaneously. Furthermore, the preliminary interviews were conducted at only one school, namely SD N 1 Banjar Jawa, therefore, the findings of this study cannot be broadly generalized.

1.4 Research Problem

From those explanation, the research questions can be concluded as follows.

1. How can a bilingual storytelling clip that inserts the graduate profile value of citizenship be designed for teaching English language to 4th grade primary school students?
2. What relevant tasks need to be developed for teaching English and the character of citizenship to 4th grade primary school students through bilingual storytelling clip that inserted graduate profile value of citizenship?
3. What is the quality of the developed bilingual storytelling clip for teaching English to 4th grade primary school students with the insertion of graduate profile value of citizenship?

1.5 Research Objectives

The objectives of this research are :

1. To design bilingual storytelling clip that insert graduate profile value of citizenship for teaching English language to 4th grade primary school students.
2. To develop relevant tasks for teaching English and the character of citizenship to 4th grade primary school students through bilingual storytelling clip that inserted graduate profile value of citizenship.

3. To evaluate the quality of the developed bilingual storytelling clip for teaching English to 4th grade primary school students with the insertion of graduate profile value of citizenship.

1.6 Research Significance

1.6.1 Theoretical Significance

The results of this study are expected to contribute to the advancement of knowledge in the field of language education, particularly in the development of digital and bilingual learning material. This research is also expected to enrich the discourse on the insertion of graduate profile values into English learning materials and expands the understanding of the role of visual and narrative media in inserting the value of citizenship among primary school students. Additionally, this research may serve as a reference for future studies focusing on the development of learning material that combine language and character education elements, especially within the context of technology based learning.

1.6.2 Practical Significance

Aside from the theoretical significance, the practical significance are also useful, particularly for the following individuals.

1. For Teacher

This research provides significant benefits for teachers by offering a bilingual storytelling clip as an innovative and interactive learning medium. The integration of technology and graduate profile value of citizenship enables teachers to deliver English material in a more engaging and relevant way for fourth grade primary students. As a result, it enhances student engagement and motivation in the learning

process while also supporting the development of essential character values in students' daily lives. Furthermore, this research is expected to help teachers learn how to develop materials in a systematic way, ensuring that the content not only meets curriculum expectations but also aligns with the needs of both teachers and students.

2. For Student

The development of this bilingual storytelling clip is expected to serve as an innovative learning resource for fourth grade primary school students in learning English. Through an interactive medium that presents stories in two languages, students can learn in a fun, natural, and contextual way, making the material easier to understand. This storytelling clip is also designed to insert graduate profile value of citizenship, thereby supporting the simultaneous development of students' character and linguistic skills.

3. For Other Study

This research is expected to serve as a reference for future studies focusing on the development of instructional materials, the integration of bilingual approaches, and the insertion of graduate profile values in education. Furthermore, the findings of this study may also provide a foundation for developing similar methods or material in other educational contexts.

1.7 Definition of Key Terms

The definition of key terms is used to provide information of this research. Each definition can be explained as follows :

1.7.1 Conceptual Definition

1. Bilingual

Bilingual refers to the use of two languages in the communication and learning processes. Garcia et al. (2016) define the bilingual approach as an approach that allows the use of two languages in the learning process with the aim of improving students' understanding and participation in both languages. In educational settings, the use of two languages generally involves the target language and students' first language (mother tongue). The target language is used to develop students' language proficiency, while the first language serves as a support for understanding, allowing students to comprehend the learning material more optimally.

2. Storytelling Clip

According to Lambert (2009) a storytelling clip is a learning medium in the form of a short video, typically lasting between 2–5 minutes, that combines photographs or illustrations, voice over narration, and other audio elements to convey a story. Its short duration, together with the integration of visual, audio, and narrative elements make the story more engaging, easy to understand, and more effective in maintaining students' attention, especially primary school students as young learners.

3. Graduate Profile Value of Citizenship

The graduate profile value of citizenship is a set of values that students are expected to develop as responsible citizens. Kemendikdasmen (2025) explains that the citizenship values in the graduate profile aim to shape students not only to understand their rights and responsibilities as citizens, but also to develop active, inclusive, and participatory attitudes in social life.

4. Respecting Diversity Indicator

Respecting diversity is one of the indicators of citizenship value that emphasizes the importance of appreciating differences. This value encourages students to develop open minded, inclusive, empathetic, and respectful attitudes toward individuals from different backgrounds. Through this value, diversity is viewed not as a source of division, but rather as a collective strength that can enrich the learning experience and promote the creation of a harmonious social relationship.

1.7.2 Operational Definition

1. Bilingual

In this study, bilingual refers to the use of English and Bahasa Indonesia in the developed storytelling clip. English is used as the primary language through narration and dialogues, while Bahasa Indonesia is presented simultaneously through subtitles. Thus, whenever English narration or dialogue appears, it is immediately accompanied by its Indonesian translation at the bottom of the screen.

2. Storytelling Clip

The storytelling clip in this research is a learning material in the form of a short five minute video developed to teach English and citizenship character to fourth grade primary school students. The video presents a story through a combination of multimedia elements while incorporating English learning materials for Grade IV and inserting the graduate profile value of citizenship into a storyline that is closely related to students' daily lives. Thus, students not only learn English but also develop citizenship values through a meaningful, engaging, and relevant learning experience to their everyday experiences.

3. Graduate Profile Value of Citizenship

The graduate profile value of citizenship is inserted into the storytelling clip through theme, plot, and interactions between characters that reflect attitudes such as responsibility, social awareness, empathy, tolerance, cooperation, and the ability to actively participate in social life. In addition, this value is also inserted into the relevant tasks that accompany the use of the storytelling clip. These tasks are designed to help students recognize, understand, and reflect on social behaviors that represent citizenship value in everyday life.

4. Respecting Diversity Indicator

The indicator of respecting diversity is reflected through the story theme of the storytelling clip, which highlights the value of appreciating differences. This is further supported by the storyline, which presents several animal characters with different backgrounds, habits, and perspectives. These differences are used as representations of diversity in social life and serve as the starting point for misunderstandings within the story. The storyline then developed from a stage of misunderstanding to a stage of understanding and acceptance through interactions and acts of helping one another, which eventually foster empathy and mutual respect.