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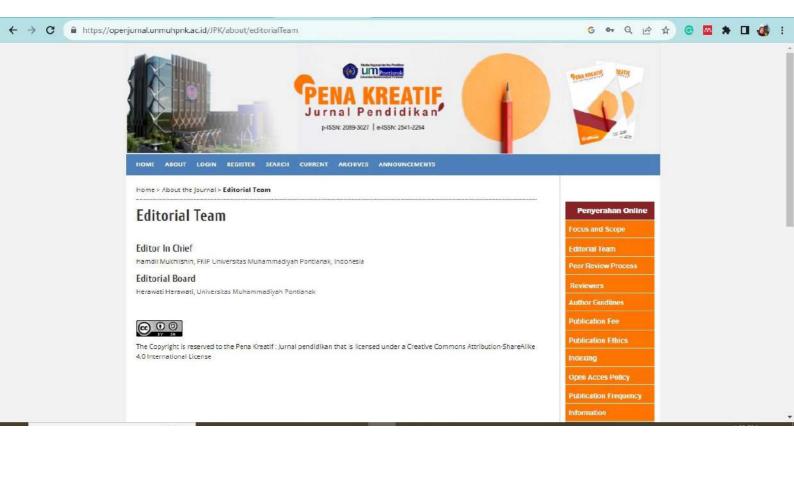
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LEARNERS' PERCEPTION OF THE USE OF LOCAL-BASED DIGITAL STORYTELLING ON LEARNING RESILIENCE AND LEARNING AUTONOMY

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Abstract

The study aimed to examine the learners' perception of the use of local-based digital storytelling on learning resilience and learning autonomy. Perceived ideas were purposively taken from 30 learners who experienced a local-based digital storytelling-making process in an English for Communication in Academic Settings class. The findings of the study revealed that learners perceived digital storytelling as highly motivating and useful for learning resilience and learning autonomy. They indicated a need for more local-based digital storytelling in their language learning, recognizing its value in understanding the necessity of resilience in overcoming adversities. Learners believe that digital storytelling practice improves their creativity, critical thinking, and information retention, hence strengthening the connections between real-life experiences and academic knowledge. The collaborative and participatory aspect of digital storytelling enhances students' self-learning and ownership of learning autonomy. Examining learners' perceptions can be useful to articulate their ideas about the language learning process related to learning

LEARNERS' PERCEPTION OF THE USE OF LOCAL-BASED DIGITAL STORYTELLING ON LEARNING RESILIENCE AND LEARNING AUTONOMY

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa tentang penggunaan *digital storytelling* berbasis muatan lokal terhadap ketahanan belajar dan kemandirian belajar. Penelitian ini dilakukan dengan metode deskriptif dengan melibatkan 30 mahasiswa yang dipilih dengan *purposive sampling* untuk menggali persepsi pada mata kuliah *English for Communication in Academic Settings*. Temuan penelitian mengungkapkan bahwa mahasiswa menganggap penggunaan *digital storytelling* berbasis muatan lokal sangat memotivasi dan berguna untuk ketahanan belajar dan kemandirian belajar. Mereka berpendapat perlunya lebih banyak penggunaan *digital storytelling* berbasis muatan lokal dalam pembelajaran bahasa Inggris. Mereka berpendapat akan pentingnya ketahanan dalam mengatasi kesulitan belajar. Mahasiswa percaya bahwa penggunaan *digital storytelling* berbasis muatan lokal meningkatkan kreativitas, pemikiran kritis, dan retensi informasi, sehingga memperkuat hubungan antara pengalaman kehidupan nyata dan pengetahuan akademis. Aspek kolaboratif dan partisipatif dari penggunaan *digital storytelling* berbasis muatan lokal meningkatkan pembelajaran mandiri mahasiswa dan kepemilikan otonomi pembelajaran. Penelitian yang menggali persepsi pembelajar dapat berguna untuk mengartikulasikan ide-ide mereka tentang proses pembelajaran bahasa yang berkaitan dengan strategi pembelajaran, kekuatan dan kelemahan dalam proses belajar Bahasa Inggris. Hasil penelitian juga dapat membantu pendidik bahasa untuk mempromosikan inklusivitas di kelas dengan memberikan wawasan tentang kualitas individu pembelajar.

Kata kunci: muatan lokal, *digital, storytelling*, ketahanan belajar, kemandirian belajar, persepsi

ABSTRACT

The study aimed to examine the learners' perception of the use of local-based digital storytelling on learning resilience and learning autonomy. Perceived ideas were purposively taken from 30 learners who experienced a local-based digital storytelling-making process in an English for Communication in Academic Settings class. The findings of the study revealed that learners perceived digital storytelling as highly motivating and useful for learning resilience and learning autonomy. They indicated a need for more local-based digital storytelling in their language learning, recognizing its value in understanding the necessity of resilience in overcoming adversities. Learners believe that digital storytelling practice improves their creativity, critical thinking, and information retention, hence strengthening the connections between real-life experiences and academic knowledge. The collaborative and participatory aspect of digital storytelling enhances students' self-learning and ownership of learning autonomy. Examining learners' perceptions can be useful to articulate their ideas about the language learning process related to learning strategies, strengths and weaknesses to improve. It can also assist language educators to promote inclusivity in the classroom by providing insight into the individual qualities of learners.

Keywords: local-based, digital, storytelling, learning resilience, learning autonomy, perception

Introduction

In today's digital technology era, it is indispensable to utilize the proliferation of digital technology for language learning. Amongst versatile technology, digital storytelling plays a prominent role to catalyze joyful, gratifying, and amusing learning experiences (Hava, 2019; Sulistianingsih & Aflahatun, 2021). Learners with contented learning experiences can easily possess learning resilience and learning autonomy (Nourollah et al., 2022). As learners who learn English as a foreign language (EFL), they might have faced potential obstacles and learning hindrances as a result of achieving learning outcomes of the subject while they should put their best effort to learn the language in the andragogy learning process. Language educators in the EFL classroom face the challenge of not only helping their students develop the necessary

reading, writing, speaking, and listening skills in their foreign language but also of providing learners with meaningful and authentic opportunities to apply and practice such skills in the classroom due to their lack of direct contact with the English language (Christiansen & Koelzer, 2016). As a result, integrating and affording pleasurable technology for learning should be seen as an alternative for a better and more meaningful learning experience.

Digital storytelling may be described as the cognitive process of narrative stories and their amplification through multimodal platforms that emphasize the importance of meaning and values for stories to be meaningful (Schmier, 2021). When students create digital storytelling, they communicate their prospective ideas and apply their best abilities to create vivid digital storytelling (Yuniarti et al., 2022). Previous relevant studies revealed the potentialities of digital storytelling in language learning. A study by Chiew Har Leoung et al (2021) examined the effect of digital storytelling in learning English language vocabulary and proved its positive impact as it aroused interactivity and interest in learners. In a different context of language learning, digital storytelling can facilitate passive students to elicit their opinions and lead to improved speaking skills (Zamzam, 2020). In the same vein, the integration of digital storytelling promoted the enhancement of learners' writing performance and obtained hands-on experience when writing artworks in digital storytelling (Lim Pei Rong & Norah Md Noor, 2019). The effect of digital storytelling can also advocate learning autonomy including external motivation, task appraisal and refinement (Liu et al., 2018). There are ample studies on students' perceptions of digital storytelling integration in language learning. Studies on students' perceptions examined how the utilize collaborative digital storytelling in writing class influences their writing abilities (Tanrıkulu, 2022). Ahmad & Yamat (2020) investigated students' perception of digital storytelling that changed their learning attitude. However, little is known about exploring the learners' perception of the integration of locally-based digital storytelling on learning resilience and learning autonomy to EFL learners.

This current study underpinned the use of local-based digital storytelling in perceiving learners' perceptions as a previous relevant study revealed that digital storytelling based on local content is an effective media and learning resource for sharing information and philosophical implications of local wisdom, drawing curiosity, and enhancing learners' learning motivation (Kisno et al., 2022; Rajendran & Md Yunus, 2021). The current phenomenon also exposed that changes in life values have resulted in a reduction in the quality of global society character, particularly the character of Indonesia's young generation, necessitating the optimization of character education through various learning mediums; as the result, local content-based digital storytelling can influence the character of learners' development (Saripudin et al., 2021). Moreover, digital storytelling using local material can easily assist students to comprehend and learn about Indonesian culture while also boosting their English skills (Nuriyah et al., 2021).

According to Nourollah et al (2022), learning a foreign language is a time-consuming and difficult task; therefore, resilience is an important skill that may help students deal with difficult events and manage everyday setbacks and hardships. In the context of foreign language learning, the process of gaining the ability to recover from adversity, adapt to obstacles, and retain a positive outlook in the face of setbacks is known as learning resilience. When learning language, learners may experience a crucial prelude to resilience, and positive adjustment as a consequence (Li, 2022). Resilience is a talent that can be developed and cultivated throughout life, not something learners are born with while learning autonomy is an ability of a learner to accept responsibility for his own learning process and make autonomous decisions.

The term 'language learner autonomy' refers to a teaching/learning dynamic in which students design, execute, monitor, and assess their own learning (Little, 2022). Learner autonomy is frequently assumed as learners who are accountable for their own learning decision (Benson, 1996). Learner autonomy is also identified as an essential trait that should subsist in all English language students since it can improve their learning (Tuan, 2021). Learners can develop learning autonomy while engaging with digital storytelling for example they should set the learning goals of making digital storytelling, deciding the storyboard, characters, and structure of the story, choosing appropriate language, exploring digital

tools and resources, and collaborating with peers during the process. An empirical study proved that this learning can assist learners who participated in digital storytelling projects to improve their learning autonomy (Liu, MC., Huang, 2017; Salem, 2022). Learning resilience and learning autonomy are closely related and support each other in terms of growing resilience and autonomy can result in more resilient, self-directed learners who are better able to handle hurdles and achieve their educational goals.

This study attempted to probe the learners' perception of the use of local-based digital storytelling on learning resilience and learning autonomy. The perceived ideas were taken from EFL learners who study in a Non-English Department at an academic higher education institution in Indonesia, particularly in English for Communication in Academic Settings class. The students were selected because they experienced creating digital storytelling using local-based content. Examining learners' perceptions are worth taking because understanding learners' perceptions of learning resilience and autonomy enables educators and researchers to create treatments and techniques that encourage these characteristics. Educators may help students become more confident, self-directed learners who are better equipped for the difficulties of learning and life by addressing learners' beliefs and promoting a positive perspective of their own resilience and autonomy. In sum, this current study formulates the following questions:

1. What are students' perceptions of the use of local-based digital storytelling on learning resilience?
2. What are students' perceptions of the use of local-based digital storytelling on learning autonomy?

Method

Method

To address the formulated research questions, this study employed a descriptive study with self-reported questionnaires. A descriptive study is an observational measure that examines the situations to establish a common norm and the prediction under circumstances (Walliman, 2011). A descriptive study with self-reported questionnaires is a standard research approach used to collect data and offer a complete account of a certain phenomenon or population.

Participants

The study used purposive sampling as the purposeful selection of individuals who have specific features or experiences that are relevant to the study's aims. The students who were purposively selected as the participants are students who were enrolled on the English for Communication in Academic Settings class and experienced working on digital storytelling projects based on local content. The implementation was based on a quasi-experimental study previously conducted (Yuniarti et al., 2022). There were 30 students filled out the questionnaires for the study.

Instruments

The instruments of the study were questionnaires on learning resilience adapted from (Cassidy, 2016) and learning autonomy (Benson, 1996, 2001). The questionnaires used a 5-point Likert scale instrument to indicate the learners' level of agreement. The validity and reliability test were administered to measure the questionnaires' performance and produce trustworthy results.

Results and Discussion

To answer the research questions, performing the statistical tests of the validity assessment with R count and R-value were taken. The study used a common choice for the significance level which is 0.05 (5%) with a total sample of 30 students. Each questionnaire for learning resilience and learning autonomy was classified as valid as the R count value

for the questionnaires was higher than 0,349. The Cronbach's alpha was also higher than 0,60 as the predetermined value which means that all items of the questionnaire were reliable.

The first research questions sought to examine the students' perception of the use of local-based digital storytelling on their learning resilience. The findings showed that the learners perceived the utilization of local-based digital storytelling increases their interest in the topic of resilience (4.23) which implied that local settings and experiences via digital storytelling boosted the notion of resilience's attractiveness. Using digital storytelling to combine local settings and experiences helps the learners comprehend the notion of resilience (4.33) which means that digital storytelling strengthened connections and their knowledge of resilience by adding local settings and experiences. By showing instances of resilience from the learners' community or culture, locally-based digital storytelling empowers the learners (4.53) in terms of giving instances of resilience in their community or culture. Multimedia features (e.g., movies, photographs) in digital storytelling increase the learners' engagement with the material. (4.23). The utilization was well received by the learners. Interestingly, locally based digital storytelling assisted the students in understanding how to apply resilience to their life. (4.33) as it offered learners an insight into how resilience may be utilized in their own lives. The students also perceived that the use of technology in digital storytelling enhances the learning experience. (4.57) when they regarded the use of technology in digital storytelling to be pleasant, which improved their learning experience. Locally-based digital storytelling can also fuel the learners' desire to learn more about resilience (4.30); they perceived that local-based digital storytelling motivated them to learn more about resilience. Digital storytelling has given learners a better feeling of pride in their ancestry or culture. (4.33); they can increase their pride in their local heritage or culture.

Other compelling data also showed that learners found the stories of resilience shared through digital storytelling to be highly inspiring (4.23). Digital storytelling assists the learners in seeing and remembering the notion of resilience. (3.90): Although the ranking was somewhat lower than for other statements, learners stated that digital storytelling helped them visualize and retain the notion of resilience. They also expressed a wish for more locally-based digital storytelling to be included in their learning experiences (4.03). Learners said that digital storytelling helped them realize the importance of resilience in overcoming obstacles (4.4.7). Other statements also posited that learners acknowledged that digital storytelling helped them visualize and retain the notion of resilience, however, their ranking was slightly lower than for other assertions (3.90). When local-based digital tales were utilized, students felt a stronger connection to the topic being taught, while the rating was slightly lower than for other claims (3.87). Learners believed that digital storytelling may successfully increase resilience (4.00). Finally, through local-based digital storytelling, learners feel actively involved in the learning process. (3.70). As evidenced by the questionnaire in Table 1, learners reported feeling somewhat involved in the learning process through local-based digital storytelling.

These findings are supported by a relevant study that the use of digital storytelling contributes to the learning experience and learning autonomy with some protective elements of social competence, and problem-solving skills (Nguyen et al., 2015). Digital storytelling facilitates social interaction since it connects with memories as narratives and is an effective technique to recollect key experiences and function as a co-creative activity that may help create resilience (Heck & Tsai, 2022). The digital elements rd have a tangible material presence: they can be shared, performed, or updated, which is a big advantage of the digital storytelling genre used (Brailas, 2021). The activity takes part in a group activity with the assistance of their peers and can lead to learning resilience. During the digital story-creation phase, students perceived co-creative flow as shared satisfaction and excitement that developed from complete absorption in the digital story-creation activities (Schmoelz, 2018). Kristiawan et al (2022) also proved in their study that a digital tale is a useful tool for learners to express their identities and build meaning via their local cultural stories and increased learning motivation.

Overall, the findings indicate that local-based digital storytelling is well-received and provide a variety of advantages concerning the idea of resilience. It was appealing, powerful, and inspirational to learners, while also improving their

knowledge, motivation, and connection to the topic. The use of multimedia components and technology added to the delightful learning experience. However, a few statements received significantly lower ratings, indicating that there is space for development in terms of using digital storytelling for language learning.

Table 1. Students' Perception of The Use of Local-Based Digital Storytelling on Learning Resilience

No	Statement	Mean score	Standard Deviation
1	The use of local-based digital storytelling makes the concept of resilience more attractive to me.	4.23	.679
2	Incorporating local contexts and experiences in digital storytelling helps me relate to the concept of resilience.	4.33	.479
3	Locally-based digital storytelling empowers me by presenting examples of resilience from my own community or culture.	4.53	.507
4	Multimedia elements in digital storytelling (e.g., videos, images) enhance my engagement with the content.	4.23	.679
5	Locally-based digital storytelling helps me understand how resilience can be applied in my own life.	4.33	.479
6	The use of technology in digital storytelling makes the learning experience more enjoyable for me	4.57	.504
7	Local-based digital storytelling increases my motivation to learn about resilience.	4.30	.466
8	Digital storytelling helps me develop a stronger sense of pride in my heritage or local culture.	4.33	.479
9	I find stories of resilience shared through digital storytelling very inspiring.	4.23	.679
10	Digital storytelling helps me better visualize and remember the concept of resilience.	3.90	.712
11	I would like to see more locally-based digital storytelling incorporated into my learning experience.	4.03	.556
12	Digital storytelling increases my understanding of the importance of resilience in overcoming challenges.	4.47	.507
13	Using local-based digital stories makes me feel more connected to the content being taught.	3.87	.434
14	I believe that digital storytelling can be an effective tool to promote resilience.	4.00	.695
15	I feel actively involved in the learning process through local-based digital storytelling.	3.70	.466

The second research question investigated the learners' perception of the use of local-based digital storytelling on learning autonomy. As can be see in Table 2, the utilization of local-based digital storytelling, according to learners, improves their knowledge of the English language. This implies that adding local circumstances and experiences into digital storytelling benefits language learning (4.14). Locally based digital storytelling is seen as an important method for combining real-life experiences with academic knowledge. This suggests that learners understand the value and use of local-based digital storytelling in their academic endeavours (4.17). Students believe that participating in digital storytelling activities enhances their creativity and critical thinking abilities. This shows that the collaborative and participatory aspect of digital storytelling helps to enhance these cognitive talents (4.38).

The usage of locally based digital storytelling is thought to encourage learners to take ownership of their own learning. This suggests that by engaging in local-based digital storytelling, they feel empowered and responsible for their learning experiences (4.03). additionally, learners agree that participating in digital storytelling activities is beneficial. This implies that the customized and engaging quality of local-based digital storytelling promotes self-directed learning (4.21). It is claimed that using local-based digital storytelling improves participants' recall and retention of knowledge. This suggests that participants regard the narrative and visual features of digital storytelling as beneficial to their memory processes (4.41). Learners also perceive that they can tailor their learning experience through digital storytelling activities. This indicates that participants will be able to interact with the information in a way that corresponds to their interests and preferences (4.21). When local-based digital tales are used, students feel more connected in the learning process. This shows that students' engagement and active participation in their learning are enhanced by local-based digital storytelling

(4.28). Students also get a better awareness of cultural variety by using locally-based digital storytelling. This indicates that localized digital storytelling fosters intercultural competency and respect for different points of view (4.21). Finally, students feel that local-based digital storytelling can help them learn more independently. Although this statement obtained a significantly lower grade of 3.90 when compared to others, it still demonstrates a good assessment of the potential benefits of local-based digital storytelling for fostering autonomous learning.

These findings are in line with Staley & Freeman (2017) that underpinned digital storytelling as student-centred pedagogy that allows students to not only communicate their tales but also to nuance their points of view with critical self-reflective and power dynamics. The digital storytelling process can advocate learning autonomy by allowing learners to expand their imagination while displaying language content production through dynamic processes (Liu et al., 2018). It is considered a reasonable strategy for implementing digital storytelling in this digital natives era because it enables in-depth learning and autonomy when learners incorporate digital and literacy skills into digital storytelling (Salem, 2022; Wei et al., 2018). Based on the findings, local-based digital storytelling improves language skills (Kallinikou & Nicolaidou, 2019; Lim Pei Rong & Norah Md Noor, 2019; Smeda et al., 2014), academic engagement (Yeh & Mitric, 2019), and cognitive abilities such as creativity (Schmoelz, 2018) and critical thinking (Anderson et al., 2018). It enables participants to take ownership of their learning, inspires autonomous inquiry, improves memory and retention, allows for the customizing of the learning experience, and promotes appreciation of cultural variety.

Table 2. Students' Perception of The Use of Local-Based Digital Storytelling on Learning Autonomy

No	Statement	Mean score	Standard Deviation
1	The use of local-based digital stories increases my understanding of the English language	4.14	.743
2	Locally based digital storytelling helps me connect real-life experiences with academic content.	4.17	.539
3	Digital storytelling activities improve my creativity and critical thinking skills.	4.38	.561
4	The use of local-based digital stories encourages me to be responsible for my own learning	4.03	.778
5	Locally based-digital storytelling motivates me to explore and discover new information independently.	4.21	.559
6	Using local-based digital storytelling improves my memory and retention of information.	4.41	.628
7	Digital storytelling activities allow me to personalize my learning experience.	4.21	.491
8	I feel more involved in the learning process when using local-based digital stories.	4.28	.528
9	Using locally based digital stories helps me develop a deeper understanding of cultural diversity	4.21	.675
10	Overall, I believe that local-based digital storytelling is useful for increasing learning independence.	3.90	.724

Eliciting learners' perceptions is essential to help language educators obtain insight into learners' specific characteristics, boost motivation and engagement, encourage self-awareness and metacognition, and promote inclusion in the classroom. Language educators may build a more successful and learner-centred language learning experience by incorporating students' opinions. Students can be more aware of their own learning tactics, strengths, and areas for development when they are prompted to verbalize their ideas and feelings regarding their language learning process. Self-aware students are better able to take control of their learning and make educated decisions about how to improve their language abilities.

Conclusion

Finally, the study's findings emphasize the necessity and usefulness of using local-based digital storytelling in language learning. Learners viewed the inclusion of local settings and experiences through digital storytelling favourably, boosting their interest in the topic of resilience and improving their knowledge of the idea. The multimedia elements in

digital storytelling, as well as the utilization of technology, increased student engagement and enhanced their learning experience. Furthermore, local-based digital storytelling empowered learners by demonstrating resilience in their own community or culture, instilling pride in their history and pushing them to learn more about resilience.

The study also indicated that learners found the stories given through digital storytelling to be extremely motivating and beneficial in picturing and remembering the concept of resilience. They indicated a need for more local-based digital storytelling in their learning experiences, and they recognized its significance in helping them understand the necessity of resilience in overcoming hurdles. Learners thought that digital storytelling exercises improved their creativity, critical thinking skills, and information recall and retention. They felt a closer connection to the subject matter being taught, and they acknowledged the significance of local-based digital storytelling in mixing real-life experiences with academic knowledge. Because of the collaborative and interactive character of digital storytelling, learners took ownership of their learning and engaged in self-directed learning.

The nature of this study is to reveal students' perceptions of the use of local-based digital storytelling. It is expected that language educators may build a more successful and learner-centred language learning experience by incorporating students' thoughts and impressions. When students are asked to communicate their views and feelings regarding their language learning process, they become more aware of their own learning tactics, strengths, and areas for progress. Self-aware students are better able to take responsibility for their learning and make educated decisions to develop their language ability. Finally, the limitation of the research is as the study used purposive sampling enables in-depth examination of certain elements, but it may restrict generalizability to a larger population.

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