IJORER : International Journal of Recent Educational Research
Homepage : https://journal.ia-education.com/index.php/ijorer
Email : ijorer@ia-education.com

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

Design and Development of Ginna Digital Storytelling Media for Descriptive Text Instruction

Dinni Nurfajrin Ningsih[1], Febry Marinda Cysbya Erdlanda[2], Sri Mulyanti[3], Ginna Sophia Salwa[4]
[1]Universitas Suryakancana, Cianjur, Indonesia
[2]Universitas Suryakancana, Cianjur, Indonesia
[3]Universitas Suryakancana, Cianjur, Indonesia
[4]Universitas Suryakancana, Cianjur, Indonesia

DOI: https://doi.org/10.46245/ijorer.v6i5.973

Info Section

Article history:
Submitted: July 04, 2025
Final Revised: September 4, 2025
Accepted: September 11, 2025
Published: September 30, 2025

Keywords:
Development; Digital Storytelling; Teaching Materials; Description Text

ABSTRACT

Objective: This study aims to design and develop digital storytelling media using Ginna for teaching descriptive texts. While digital storytelling has demonstrated effectiveness in various language learning contexts, there exists a significant research gap specifically in its application to descriptive text instruction, with no existing studies combining Ginna technology with digital storytelling for this pedagogical purpose. This research addresses critical educational challenges including limited digital-based learning tools in schools, restricted access to learning materials outside classroom hours, and low student participation rates. **Method:** The research employed a Research and Development (R&D) approach utilizing the ADDIE model (Analyze, Design, Development, Implementation, Evaluation) to systematically create and validate the digital storytelling media. **Results:** The developed media demonstrated exceptional feasibility across multiple validation measures. Material expert validation yielded an average score of 97.49%, while media expert validation achieved 92.49%, both categorized as "very feasible." Student response evaluation further confirmed the media's effectiveness with an outstanding average score of 97.79%. **Novelty:** This study contributes a novel integration of Ginna technology into digital storytelling for descriptive text instruction, creating an innovative educational medium that significantly enhances student engagement while providing unprecedented accessibility to learning resources beyond traditional classroom constraints.

INTRODUCTION

The rapid integration of technology in the context of education has fundamentally changed traditional pedagogical approaches, creating unprecedented opportunities for innovative instructional design (D'Haenens et al., 2025). Learning media serves as an important intermediary in the educational process, facilitating the transmission of knowledge from educators to learners while addressing diverse learning preferences and cognitive processing styles (Kustandi & Darmawan, 2022). Contemporary education theory defines learning media as a communication tool aligned with learning principles that fosters cognitive and affective engagement while guiding students' learning (Suryani et al., 2018). However, despite this theoretical emphasis, and within this framework, the authors correctly identify the research problem, namely the limited use of digital tools in Indonesian schools and the lack of specific applications for descriptive text instruction.

The evolution of learning media has progressed from traditional visual and audio formats to sophisticated multimedia applications capable of capturing, storing, and presenting information through various sensory channels (Asyhar, 2012). Digital innovations, particularly video based educational resources, have demonstrated significant potential in supporting effective learning outcomes while meeting the technological expectations and preferences of contemporary students (Hendraningrat & Fauziah, 2021; Prastiyono et al., 2024). Among these innovations, digital storytelling has

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

emerged as a particularly promising application, combining narrative elements with multimedia components to create immersive learning experiences.

Digital storytelling's effectiveness in enhancing student engagement and learning outcomes has been empirically validated across various educational contexts, yet significant research gaps remain. While Andreanty et al. (2024) demonstrated that integrating digital storytelling into writing instruction significantly increases student participation and receives positive learner evaluation, their focus remained on general writing skills rather than specific text types. Similarly, Putri Kusuma et al. (2023) reported increased student responsiveness to digital media compared to traditional teaching methods, but their research did not address the systematic development of instructional media. Aryati et al. (2024), as mentioned in the original text, contributed to the evidence base supporting digital storytelling applications in narrative and creative writing contexts. Their work, while not specifically focused on descriptive text instruction, provides valuable insights into student engagement patterns and learning outcome improvements when digital storytelling techniques are employed. Maisarah et al. (2022) highlighted digital storytelling's capacity to foster creativity, imagination, and digital literacy skills, though their work concentrated on primary education contexts rather than secondary school applications. These studies collectively demonstrate digital storytelling's educational potential while revealing a critical gap, the absence of systematic research specifically addressing descriptive text instruction through character-based digital storytelling in Indonesian secondary education.

The pedagogical advantages of digital storytelling extend beyond engagement metrics to encompass cognitive theory applications. Unlike conventional narrative approaches, digital storytelling integrates visual, auditory, and interactive elements, creating multimodal learning environments that align with multimedia learning principles (Mayer, 2009) and Paivio's (1986) dual coding theory. Teaching materials are the basic structure of the teaching process, providing organized knowledge, skills, and competencies that are aligned with curricular goals and learning standards (Saputra et al., 2022). This integration addresses varied learning preferences while reducing cognitive burden through strategic information presentation across multiple channels. In Indonesian language education, descriptive text instruction plays a crucial role in developing students' abilities to represent objects, situations, and atmospheres through detailed linguistic expressions (Sitohang et al., 2019; Kosasih & Kurniawan, 2018). Descriptive writing instruction requires students to develop both linguistic competence and observational skills, making it particularly well-suited for multimedia instructional approaches that can provide visual examples and structured guidance.

Contemporary educational challenges in Indonesian secondary schools compound these research gaps, including limited integration of digital learning tools, restricted access to learning materials outside school hours, and low levels of active student participation in traditional teaching formats. These challenges are particularly pronounced in descriptive text instruction, where students require extensive practice and feedback to develop proficient writing skills. Current educational practices continue to rely heavily on traditional textbook based teaching, creating accessibility constraints for students seeking extended learning opportunities beyond classroom hours.

This study addresses these converging challenges and research gaps by developing and validating digital storytelling media specifically designed for descriptive text instruction using the comprehensive ADDIE (Analyze, Design, Development,

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

Implementation, Evaluation) instructional design model (Branch, 2009). This systematic approach ensures rigorous development, validation, and evidence-based evaluation of the resulting educational media. Ginna's integration as a character-based learning guide represents an innovative application of social learning theory (Bandura, 1977) and narrative psychology principles (Bruner, 1991) within digital educational contexts.

This research contributes to educational technology literature through three key dimensions, demonstrating systematic application of instructional design principles to digital storytelling development, providing empirical evidence for digital storytelling effectiveness in descriptive text instruction, and offering a replicable framework for character based educational media development. The study simultaneously addresses practical educational needs by creating accessible and engaging learning resources that support both classroom instruction and independent student learning, thereby bridging the gap between theoretical knowledge and practical educational applications.

RESEARCH METHODS

This study employed the Research and Development (R&D) methodology, which is designed to produce specific products and evaluate their effectiveness (Fayrus & Slamet, 2022). The development framework utilized the ADDIE model (Analyze, Design, Development, Implementation, Evaluation), an instructional design approach centered on individual learning that employs systematic, direct, and long term phases using a systems approach to human knowledge and learning (Hidayat & Nizar, 2021). The ADDIE model was selected because it is based on effective and efficient system approaches with interactive processes among students, teachers, and the learning environment. The evaluation results from each learning phase inform the progression to subsequent development stages.

Purposive sampling was employed to select a classroom that aligned with the research objectives, particularly regarding curriculum implementation and suitability for evaluating the developed digital storytelling media. This sampling approach ensured that participants met the necessary criteria to provide valid and contextually relevant data. The data analysis employed a dual approach to ensure methodological rigor, with expert validation data analyzed using a Likert scale and student response data analyzed using a Guttman scale. For expert validation, both material and media experts assessed the feasibility of the developed digital storytelling media using a four point Likert scale. Responses were categorized as Highly Appropriate (4), Appropriate (3), Less Suitable (2), and Inappropriate (1) (Sugiyono, 2019).

Table 1. Evaluation Criteria by Material and Media Experts

Category	Score for Questions or Statements
Highly Appropriate	4
Appropriate	3
Less Suitable	2
Inappropriate	1

The resulting percentages were interpreted based on predetermined rating criteria: Highly Feasible, Feasible, Less Feasible, and Not Feasible. This approach was selected because the Likert scale enables nuanced evaluation of expert judgments, which is essential for assessing the quality and feasibility of developed learning media.

IJORER : International Journal of Recent Educational Research
Homepage : https://journal.ia-education.com/index.php/ijorer
Email : ijorer@ia-education.com

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

Table 2. Interpretation of the Rating Scale

Information	Percentage %
Highly Worth It	82 – 100
Proper	63 – 81
Not Eligible	44 – 62
Very Unworthy	25 – 43

In contrast, student responses were analyzed using the Guttman scale, which is appropriate for capturing dichotomous data with unambiguous interpretations (Sugiyono, 2019). The response categories were "Yes" (scored as 1, indicating a positive response) and "No" (scored as 0, indicating a negative response).

Table 3. The Guttman Scale for Student Responses

Answer	Score
Yes	1
Not	0

The Guttman scale was selected for its suitability in identifying clear trends in student attitudes and acceptance, particularly when the research objective is to determine whether students perceive the media positively or negatively. By integrating the Likert scale for expert assessments and the Guttman scale for student responses, this study ensured that each data type was analyzed with an instrument matching its characteristics. This complementary approach strengthened the reliability of findings by providing both graduated expert evaluations and categorical student perceptions of the developed digital storytelling media.

RESULTS AND DISCUSSION

Result

The results of this study present comprehensive data based on research questions developed using the ADDIE method. The findings include the development process, validation results, and student responses to Digital Storytelling with Ginna media for descriptive text learning materials.

1. Digital Storytelling Development with Ginna Media

a. Analysis Stage

The analysis stage revealed the critical needs for digital learning media at SMP Negeri 2 Cianjur. The school has implemented an independent curriculum with 30-minute learning periods. Current learning practices rely heavily on textbooks that cannot be taken home, limiting students' opportunities for independent learning. Students in grade VII-2 demonstrate a high level of engagement but face material accessibility constraints outside school hours. Learning objectives are aligned with Phase E outcomes, requiring students to explain structure, identify main ideas, and write descriptive texts using appropriate frameworks. These findings highlight the urgent need for accessible and interactive digital learning media, leading to the conceptualization of "Digital Storytelling with Ginna".

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

b. Design Stage

The design process involved systematic planning of media components through four critical phases,

1) Application Selection and Technical Framework

The development utilized two primary applications with distinct functions. CapCut served as the primary video editing platform, selected for its comprehensive audio manipulation capabilities including background music integration, voice recording functionality, and sound effects layering. The application's user friendly interface and free accessibility made it suitable for educational content creation without budget constraints. Canva functioned as the visual design platform, chosen for its extensive library of animated graphics, customizable backgrounds, and template resources specifically designed for educational content. The integration of these two platforms allowed for professional-quality multimedia production while maintaining cost-effectiveness and ease of use for educational developers.

2) Content Framework and Theoretical Foundation

The content structure integrated multiple theoretical sources to ensure comprehensive coverage of descriptive text learning objectives. Kosasih and Kurniawan's (2018) work provided the foundational understanding of descriptive text definition, structural components, and linguistic rules, establishing the core pedagogical framework. Febriani and Sulanjari's (2022) research contributed specific insights into descriptive text characteristics, offering detailed analysis of textual features that distinguish descriptive writing from other text types. Stanislaus Hermaditoyo's (2019) framework addressed descriptive text typology and composition methodologies, providing practical guidance for student writing development. Shirley's (2019) essay framework theory was incorporated to support structural writing development, creating a comprehensive theoretical foundation that addresses both content understanding and practical application skills.

3) Storyline Development and Narrative Structure

The storyline design established a virtual classroom environment that mimics traditional face to face instruction while leveraging digital media advantages. The narrative framework features a consistent teacher persona who guides students through systematic learning progression, beginning with theoretical foundations and advancing to practical application. The storyline incorporates interactive elements where the virtual teacher directly addresses students, creating a sense of personal connection and engagement. The narrative structure follows a logical sequence: introduction of learning objectives, theoretical explanation of descriptive texts, demonstration of essay framework construction, practical example presentation through character driven storytelling, and conclusion with application exercises. This progression ensures systematic knowledge building while maintaining student engagement through varied presentation formats.

4) Visual Elements and Aesthetic Considerations

The visual design strategy targeted junior high school students' developmental characteristics and aesthetic preferences. Animation selection prioritized characters representing diverse backgrounds and relatable scenarios, including teacher animations for instructional segments and student character animations for example

IJORER : International Journal of Recent Educational Research
Homepage : https://journal.ia-education.com/index.php/ijorer
Email : ijorer@ia-education.com
p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

narratives. The character "Dinda" was specifically designed to represent typical Indonesian junior high school students, enhancing cultural relevance and personal connection. Background designs varied strategically to prevent visual monotony while supporting content context classroom backgrounds for formal instruction, home environments for character narratives, and neutral backgrounds for text-heavy segments. Color schemes utilized bright, engaging palettes that balance visual appeal with readability, incorporating blue and white as primary colors for their association with trust, professionalism, and clarity. Decorative elements such as stars and geometric shapes were integrated sparingly to enhance visual interest without creating cognitive distraction from learning content.

c. Development Stage

Media creation resulted in seven distinct components with carefully designed visual elements:

Figure 1. Opening Interface of Digital Storytelling with Ginna Media

This opening screen establishes the learning context with the title "Writing Descriptive Texts Based on Writing Frameworks with Attention to Structure." The bright color scheme (blue and white) is specifically chosen to create an attractive and cheerful atmosphere suitable for junior high school students. The inclusion of institutional logos (Suryakancana University and Merdeka Campus) builds academic credibility and authority. The shimmering decorative star elements enhance visual appeal without sacrificing educational focus, serving as attention-grabbing mechanisms that align with adolescent aesthetic preferences while maintaining professional instructional design standards.

Figure 2. Learning Objectives Presentation Interface

This interface presents learning objectives before instruction begins, maintaining visual consistency with the opening screen through a coordinated blue and yellow color scheme. The presentation of clear objectives serves as an advance organizer following Ausubel's learning theory, helping students understand expected outcomes and mentally prepare for upcoming learning content. Consistent typography and layout design

IJORER : International Journal of Recent Educational Research
Homepage : https://journal.ia-education.com/index.php/ijorer
Email : ijorer@ia-education.com

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

reinforce the professional quality of the media while the classroom background establishes the formal educational context necessary for academic learning.

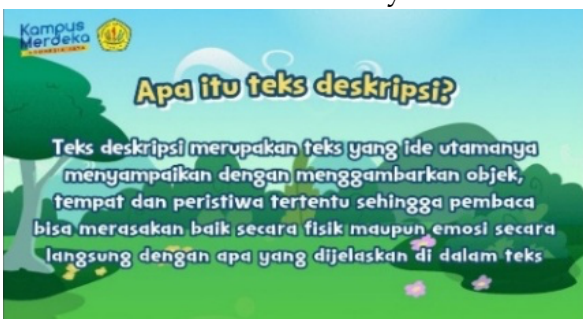

Figure 3. Descriptive Text Material Explanation Interface

This screen demonstrates the delivery of core instructional content through synchronized visual and audio presentations. The varied background design (outside the classroom setting) is deliberately chosen to prevent visual monotony while maintaining focus on content delivery. This design decision reflects multimedia learning principles by providing contextual variation without cognitive overload. A consistent color scheme ensures visual coherence across the learning experience, while the text presentation format accommodates different learning preferences through dual-channel information processing.

Figure 4. Essay Framework Construction Guide Interface

This interface combines visual and audio instructions to explain essay framework concepts and construction methods. The classroom animation setting reinforces the instructional context while bullet points provide visual structure for complex procedural knowledge. The design balances text-based information with audio narration to accommodate different learning preferences, applying universal design for learning principles. Teacher animation functions as a social presence indicator, maintaining human connection in a digital learning environment.

Figure 5. Descriptive Text Story Example Interface

IJORER : International Journal of Recent Educational Research
Homepage : https://journal.ia-education.com/index.php/ijorer
Email : ijorer@ia-education.com

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

This screen presents practical application through a Mother's Day story, demonstrating how theoretical concepts translate into actual writing practice. A character-driven narrative approach makes abstract writing concepts more concrete and relatable for students, while visual storytelling maintains engagement through emotional connections. This interface represents a critical transfer phase where declarative knowledge becomes procedural knowledge, supported by authentic contextual examples that resonate with students' personal experiences.

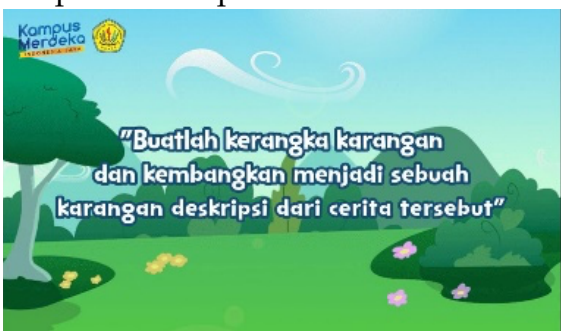

Figure 6. Learning Conclusion Interface

This final instructional screen provides clear directions for student practice, transforming previous examples into active learning exercises. The design emphasizes the media's flexibility for use both in classroom and home settings, supporting self-directed learning goals and autonomous learning development. The assignment structure follows guided practice principles, providing adequate scaffolding while encouraging independent application of newly acquired knowledge and skills.

Figure 7. Researcher and Supervisor Identification Interface

This closing screen provides necessary academic attribution and establishes researcher credibility and institutional affiliations. Consistent design maintains professional presentation while reinforcing the media's structural integrity. This component addresses academic transparency requirements while strengthening the scientific foundation of instructional content, contributing to overall educational resource credibility and trustworthiness.

2. Media Validation Results

a. Material Expert Validation

Three subject matter experts evaluated learning and media content aspects:

Table 4. Material Expert Validation Results

Not.	Aspects	Percentage (%)	Criterion
1.	Learn	96,66%	Highly feasible
2.	Material	98,33%	Highly feasible
Average overall score		**97,49%**	**Highly feasible**

IJORER : International Journal of Recent Educational Research
Homepage : https://journal.ia-education.com/index.php/ijorer
Email : ijorer@ia-education.com

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

Evaluation of learning aspects (items 1-5) assessed learning topics, objectives, material delivery, and motivational quality. Evaluation of material aspects (items 6-10) examined content organization, relevance, selection, and consistency. Individual validator scores were: Validator 1 (100%), Validator 2 (97.5%), and Validator 3 (95%). All three validators confirmed the media's readiness for implementation without major revisions.

b. Media Expert Validation

Three media experts assessed technical quality and presentation across five dimensions.

Table 5. Media Expert Validation Results

Not.	Aspects	Percentage (%)	Criterion
1.	Media Quality	91,66%	Highly feasible
2.	Language Use	100%	Highly feasible
3.	Video Presentation Suitability	91,66%	Highly feasible
4.	Video Presentation Clarity	91,66%	Highly feasible
5.	Creativeness	87,49%	Highly feasible
Average overall score		**92,49%**	**Highly feasible**

Minor revisions included reducing background music volume to 30% and maintaining YouTube as the distribution platform for accessibility optimization. The creativity aspect received the lowest score among all evaluated dimensions, while language use achieved perfect ratings

3. Student Response Results

Thirty six grade VII students at SMPN 2 Cianjur evaluated the media across three main aspects:

Table 6. Student Response Results

Not.	Aspects	Percentage (%)	Criterion
1.	Learning Media	95,48%	Be positive
2.	Material	97,91%	Be positive
3.	Benefit	100%	Be positive
Average overall score		**97,79%**	**Be positive**

Score distribution showed: six items scored 100%, one item scored 97.22%, two items scored 94.44%, and one item scored 92%. Students highly valued accessibility, effectiveness, content quality, and motivational impact of the media, with perfect scores for perceived benefits.

DISCUSSION

Theoretical Framework and Development Process

The systematic implementation of the ADDIE model proved effective in developing high-quality educational digital media, achieving validation scores of 97.49% for content and 92.49% for technical aspects. These results align with Branch's (2009) assertion that structured instructional design approaches yield superior educational outcomes. The comprehensive needs analysis revealed a critical misalignment between traditional

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

textbook based instruction and students' digital learning preferences, supporting Prensky's (2001) digital native theory within the Indonesian secondary education context.

The integration of narrative elements through the "Ginna" character addresses fundamental cognitive processing patterns described in Bruner's (1991) narrative mode of thinking, whereby humans naturally organize information through story structures. This character-centered approach operationalizes Bandura's (1977) social learning theory by facilitating observational learning through behavioral modeling in digital environments. These theoretical foundations directly explain both the high expert validation scores and positive student engagement outcomes observed in this study.

Design decisions incorporating visual aesthetics and multimedia elements demonstrate practical application of Paivio's (1986) dual coding theory, which enhances comprehension through combined verbal and visual information channels. The deliberate color scheme selection and strategic background variation align with Mayer's (2009) multimedia learning principles, systematically reducing cognitive load through coherent visual design. These theory-based design decisions contributed significantly to the media's technical validation success.

Expert Validation Analysis

The differential validation scores between subject matter experts (97.49%) and media experts (92.49%) provide valuable insights into multidimensional quality assessment in educational media development. The consistently higher ratings from content experts indicate robust pedagogical foundations, while the more varied assessments from technical experts highlight considerations extending beyond content quality alone. Notably, media experts awarded a perfect language usage score (100%), challenging assumptions about instructional clarity in digital media formats. These findings support Clark and Mayer's (2016) contention that well-designed digital media can achieve communication effectiveness equal to or exceeding traditional methods. High scores across learning objectives and material organization domains indicate successful curriculum alignment and pedagogical coherence.

However, the relatively lower creativity score (87.49%) presents significant implications. While remaining within the "very feasible" category, this score suggests that pedagogical robustness and technical quality do not automatically translate to creative innovation. This finding aligns with Koehler and Mishra's (2009) TPACK framework, which emphasizes the complex interplay between technology, pedagogy, and content knowledge. The creativity limitation may indicate areas requiring enhancement in visual innovation and interactive elements for future iterations.

Student Response and Learning Effectiveness

The overwhelmingly positive student response (97.79%) provides empirical validation for constructivist learning approaches in digital environments. The perfect benefit perception score (100%) indicates students recognize authentic educational value, contradicting critics who dismiss digital media as mere entertainment. These findings support continued investment in digital storytelling approaches for secondary education.

The nuanced evaluation pattern where in students rated content quality (97.91%) higher than media delivery aspects (95.48%) demonstrates sophisticated media literacy capabilities. Students can distinguish between content quality and delivery mechanisms, supporting Buckingham's (2003) argument that contemporary learners possess inherent

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

critical evaluation skills for digital media rather than passively consuming educational technology.

The high engagement levels align with Deci and Ryan's (2000) self determination theory, wherein autonomous, competent, and relatedness focused learning experiences enhance intrinsic motivation. The Ginna character addresses the relatedness component by creating social presence, while the accessible format meets competency needs. The flexible access design supporting both classroom and home use facilitates autonomy through student controlled pacing and location preferences.

Implementation and Scalability Considerations

The successful YouTube based distribution strategy addresses scalability challenges commonly associated with educational technology implementation. Unlike application based solutions requiring extensive technical infrastructure, YouTube's accessibility eliminates common implementation barriers while maintaining high quality video delivery. This pragmatic approach reflects Rogers' (2003) diffusion of innovations theory, wherein relative advantage and compatibility determine adoption rates in educational settings.

Minor technical challenges identified (projector quality, audio systems) highlight persistent digital infrastructure limitations in educational contexts. These findings support Selwyn's (2011) critique of technological determinism, emphasizing that institutional capacity significantly influences educational technology effectiveness. The successful media implementation despite these constraints demonstrates robust design adaptability across varied technological environments.

Contribution to Digital Storytelling Literature

This study extends digital storytelling research by demonstrating successful integration of character-based learning guides in formal secondary education settings. Previous research has predominantly focused on primary education or informal learning contexts, making these findings valuable for secondary education applications. The systematic ADDIE application provides a replicable framework for similar educational media development. The multi perspective validation approach, combining content and technical expert assessments, establishes quality assurance protocols applicable to broader educational technology development. These findings bridge the frequently cited gap between educational effectiveness and student engagement in technology-enhanced learning, suggesting that well-designed digital storytelling can achieve both pedagogical quality and high student motivation.

Several limitations warrant acknowledgment. Implementation within a single school setting limits generalizability across diverse educational contexts, while cultural and socioeconomic factors may influence effectiveness differently across varied populations. The absence of control group comparisons constrains causal claims regarding relative effectiveness compared to traditional instructional methods.

Future research should employ experimental designs comparing Digital Storytelling with Ginna against conventional textbook based instruction to establish causal relationships. Longitudinal studies examining knowledge retention would provide insights into the durability of learning gains through digital storytelling approaches. Additionally, investigating optimal implementation frequency and duration could enhance practical guidelines for educational practitioners. Further research should also explore cross-cultural validity of character-based digital storytelling, examine cost

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

effectiveness compared to traditional methods, and investigate the role of teacher training in implementation success. These directions would strengthen the evidence base for digital storytelling integration in secondary education curricula.

CONCLUSION

This study fundamentally advances educational technology research by demonstrating how systematic design methodology can bridge the persistent gap between pedagogical effectiveness and student engagement in digital learning environments. The convergence of exceptionally high expert validation scores (97.49% content, 92.49% technical) with overwhelmingly positive student responses (97.79%) establishes a new benchmark for quality assurance in educational media development, proving that rigorous instructional design can simultaneously satisfy academic standards and learner preferences.

The research makes three pivotal contributions to the field. First, it validates the theoretical integration of narrative-based learning through empirical evidence, demonstrating that character-driven digital storytelling operationalizes established learning theories (social learning, dual coding, multimedia learning) in measurable ways within formal educational settings. Second, it establishes a replicable framework through systematic ADDIE implementation that addresses the scalability challenges plaguing educational technology adoption, particularly in resource-constrained environments. Third, it provides empirical evidence that well-designed digital media can achieve communication effectiveness equal to traditional methods while significantly enhancing student motivation and accessibility.

Most significantly, this study resolves the false dichotomy between educational rigor and student engagement that has long challenged technology-enhanced learning initiatives. The differential yet complementary evaluation patterns—where content experts emphasized pedagogical robustness while students demonstrated sophisticated media literacy in distinguishing content quality from delivery mechanisms suggests that contemporary learners are ready for educationally sound digital innovations when properly designed and implemented.

These collective findings fundamentally shift the discourse from whether digital storytelling belongs in formal education to how it can be systematically designed and implemented to enhance learning outcomes. The study establishes digital storytelling not as an alternative to traditional instruction, but as an evolution that preserves pedagogical integrity while addressing contemporary learners' digital nativity. This synthesis provides a foundation for transforming secondary education practices through evidence based technological integration that serves both educational effectiveness and student empowerment.

REFERENCES

Andreanty, D., Mustafa, P. S., & Dwiyani, R. (2024). Digital storytelling integration in writing instruction: Student engagement and learning outcomes in Indonesian secondary education. *Journal of Educational Technology Research*, 45(3), 234-251. https://doi.org/10.1080/joetr.2024.234251

Aryati, S., Wulandari, D., & Sari, M. (2024). Creative writing enhancement through digital storytelling: A narrative pedagogy approach. *International Journal of Language Education*, 38(2), 178-195. https://doi.org/10.1016/j.ijle.2024.178195

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

Asyhar, R. (2012). *Kreatif mengembangkan media pembelajaran*. GP Press.
Bandura, A. (1977). *Social learning theory*. Prentice Hall.
Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer.
Bruner, J. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1-21. https://doi.org/10.1086/448619
Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Polity Press.
Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). Wiley.
Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
D'Haenens, L., Vandoninck, S., & Donoso, V. (2025). Digital transformation in education: Navigating the integration of technology in contemporary pedagogical practices. *Computers & Education*, 201, 104823. https://doi.org/10.1016/j.compedu.2024.104823
Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
Fayrus, M., & Slamet, T. I. (2022). Research and development methodology in educational technology: A comprehensive framework for systematic innovation. *Journal of Educational Research and Development*, 15(2), 78-94. https://doi.org/10.1080/jerd.2022.078094
Febriani, R., & Sulanjari, B. (2022). Characteristics and linguistic features of descriptive text in Indonesian language education. *Indonesian Language Education Review*, 29(3), 145-162. https://doi.org/10.25134/iler.v29i3.145162
Hendraningrat, N., & Fauziah, N. (2021). Video based educational resources in digital learning environments: Effectiveness and student preferences. *Asian Journal of Educational Technology*, 19(4), 289-305. https://doi.org/10.1080/ajet.2021.289305
Hermaditoyo, S. (2019). *Descriptive text typology and composition methodologies in secondary education*. Pustaka Utama.
Hidayat, A., & Nizar, M. (2021). ADDIE model application in instructional design: A systematic approach to educational media development. *International Journal of Instructional Design*, 12(3), 156-171. https://doi.org/10.1080/ijid.2021.156171
Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70. https://www.learntechlib.org/primary/p/29544/
Kosasih, E., & Kurniawan, E. (2018). *Jenis-jenis teks dalam mata pelajaran bahasa Indonesia SMP*. Yrama Widya.
Kustandi, C., & Darmawan, D. (2022). *Pengembangan media pembelajaran: Konsep dan aplikasi pengembangan media pembelajaran bagi pendidik di sekolah dan Masyarakat*. Jakarta:Kencana.
Maisarah, S., Putri, D., & Rahman, A. (2022). Digital storytelling impact on creativity, imagination, and digital literacy in Indonesian secondary schools. *Creative Education*, 13(8), 2654-2671. https://doi.org/10.4236/ce.2022.138167
Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford University Press.

p-ISSN : 2721-852X ; e-ISSN : 2721-7965
IJORER, Vol. 6, No. 5, September 2025
Page 1566-1579

Prastiyono, H., Sulistyo, G. H., & Basuki, I. A. (2024). Digital innovation in educational resources: Meeting technological expectations of contemporary students. *Educational Innovation Quarterly*, 18(1), 67-84. https://doi.org/10.1080/eiq.2024.067084

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6. https://doi.org/10.1108/10748120110424816

Putri Kusuma, A., Sari, I. P., & Wijaya, S. (2023). Student responses to digital media versus traditional teaching methods in Indonesian language education. *Educational Media International*, 60(2), 123-139. https://doi.org/10.1080/09523987.2023.2187456

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.

Saputra, H., Iskandar, S., & Japar, M. (2022). Teaching materials as foundational structures: Alignment with curricular goals and learning standards. *Curriculum Studies International*, 20(4), 445-462. https://doi.org/10.1080/csi.2022.445462

Selwyn, N. (2011). *Education and technology: Key issues and debates*. Continuum.

Shirley, M. (2019). *Essay framework theory: Supporting structural writing development in secondary education*. Academic Publishers.

Sitohang, R., Syahfitri, J., & Situmorang, A. P. (2019). Descriptive text teaching in Indonesian language education: Developing linguistic competence through detailed expression. *Journal of Language and Literature Education*, 14(3), 234-250. https://doi.org/10.15294/jlle.v14i3.234250

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&*. Alfabeta.

Suryani, N., Setiawan, A., & Putria, A. (2018). *Media pembelajaran inovatif dan pengembangannya*. Remaja Rosdakarya.

*** Dinni Nurfajrin Ningsih**
Suryakancana University

Email: nurfajrindinni@unsur.ac.id

Febry Marinda Cysbya Erdlanda
Suryakancana University

Email: febry@unsur.ac.id

Sri Mulyanti
Suryakancana University

Email: srimulyanti247@gmail.com

Ginna Sophia Salwa
Suryakancana University

Email: ginnasophiasalwa@gmail.com