IMPROVING WRITING SKILLS THROUGH DIGITAL STORYTELLING IN ELEMENTARY SCHOOL

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Abstract. *Digital storytelling can improve students' writing skills in elementary school. The difficulty of students in pouring their ideas into writing even though they have understood the structure of their writing is a challenge that must be conquered by students. The method used in this study is a systematic literature review that shows that the use of digital storytelling is able to improve students' writing skills, especially in elementary school. Several articles show that there is an improvement in students' writing skills by utilizing digital storytelling media. However, it is also said that there are always challenges that must be faced, such as the right learning approach and the development of digital storytelling media that must always be appropriate to support the Indonesian learning process, especially those that aim to improve students' writing skills.*

Keywords: *Digital Storytelling, Elementary School, School.*

1. INTRODUCTION

The highest skill in acquiring Indonesian is writing which is obtained through the process of learning and thinking consciously so that we are aware of when we start learning it. This is certainly different from other language skills that are god's gifts such as singing and speaking. Departing from that, writing skills become a very interesting lesson to continue to learn and develop. Writing has obstacles that are challenging in learning it. The most difficult knowledge activity involving all aspects is writing (Sarica & Usluel, 2016). Writing means pouring ideas out of his mind during the planning process and refining them if necessary. Writing as a method of communication to talk about ourselves and interact with others, writing expresses our feelings, thoughts, experiences, etc through a series of necessary symbols and signs (Sarica & Usluel, 2016). In other words, a person can reflect and pour out the ideas in his mind in a writing.

Efforts to improve students' writing skills can be done by perfecting the planning and process in writing (Yarmi, 2017). In today's modern era with a variety of technological facilities, writing skills have their own challenges to continue to improve. From several studies, lack of motivation and interest is the cause of the decline in students' writing skills. One of the causes is the difficulty of students to develop ideas and assemble good writing (Hijjayati et al., 2022). Therefore, writing skills in elementary school must continue to be learned so that students are able to pour their ideas or thoughts into a writing.

In learning Indonesian, digital storytelling can also help students understand difficult concepts and improve their ability to express ideas orally and in writing (Solichah & Hidayah, 2022). Digital storytelling helps improve writing skills, namely by visualizing abstract concepts in explanatory texts so that students are able to convey explanations in writing. In addition, with an interactive platform that presents explanations with various elements of symbols, links and animations make students more interested in learning and able to stimulate their creativity to write (Sarica & Usluel, 2016). Thus, this adds to the belief that digital storytelling is able to support the improvement of writing skills in elementary school.

This is the background for conducting a systematic literature review about digital storytelling in its role in improving students' story writing skills in elementary school. The research objectives in this article are based on the identification of the most relevant findings that answer the following research questions:

First research question: How is the study of digital storytelling in improving students' writing skills in Primary Schools from 2019-2023?

Second research question: Does the researcher implement digital storytelling to improve story writing skills in the study from 2019-2023?

Third research question: What are the implications of the research results for teachers as professionals?

2. LITERATURE REVIEW

2.1 Indonesian Writing Skills in Elementary School

In the independent curriculum, writing skills are one of them, namely students are able to use linguistic and literary rules to write in accordance with the context and cultural norms; using new vocabulary that has denotative, connotative, and figurative meanings (Najla et al., 2022) This explains that the independent curriculum of students is free to explore their writing skills without losing the good character that has been embedded both in themselves and in their environment.

Lack of interest of students, difficulty in pouring ideas or ideas in writing and allocating time for writing are challenges faced by students at school (Sitorus, 2019). Innovative learning strategies are needed to answer this challenge so that students' writing skills can improve (Hudhana et al., 2019; Inggriyani & Anisa Pebrianti, 2021; Sartika, 2019; Sitorus, 2019; Yunus, 2017)

As a teacher who is a figure in learning in the 21st century, it is required to be proficient in using technology so that students are motivated to learn and understand the material presented so that learning is more meaningful. This is also in line with the Merdeka Belajar program which requires teachers and students to explore knowledge and skills from the surrounding environment (Daga, 2021; Sherly et al., 2020; Suhartoyo et al., 2020) The freedom of learning promoted by the government is to face the demands of 21st century learning, forcing learning to cause critical thinking, teachers and students to find solutions in the form of products used to solve problems (Daga, 2021; Fahrozy et al., 2022; Ginting, 2020)

Indonesian language learning is essentially a process of communication interaction that aims to improve the ability to use Indonesian in all aspects of functions including thinking, reasoning, communicating, means of unity, and culture (Alfin, 2018; Ariyana, 2019; Dennita Manik, Dwiva Marietta, Mariana Sitohang, 2021; Pgsd & Ntb, 2021) In 21st century learning in Indonesian language learning, literacy in Indonesian in the form of reading and writing must now be combined with new literacy in the form of digital literacy, technological literacy and human literacy (Ahman et al., 2019; Alfin, 2018; Ariyati, 2020; Hadayani et al., 2020; Ibda, 2018; Kusmiarti & Hamzah, 2019; Mauludin & Cahyani, 2018; Siagian et al., 2021; Sitorus, 2019; Wardhana, 2020; Wijaya et al., 2019). In new literacy, Indonesian language learning is not only proficient in recentive and productive skills but is accompanied by digital, technological and human literacy skills, especially in the aspect of writing which emphasizes new literacy skills.

2.2 Digital Storytelling

According to wikipedia, Storytelling is a way to tell a story to listeners, either in the form of words, images, photos, or sounds. Storytelling provides a different experience that the child will feel, a child will learn to speak without feeling forced to do it (Hidayat, 2019; Kirsch, 2016; Suzuki et al., 2018; Tanrıkulu, 2020)

Digital storytelling is created from the integration of multimedia and storytelling to meet various individual needs, such as communication and self-expression, and to facilitate teaching and improve skills The use of multimedia is needed as a learning tool for

elementary school students (Gladstone & Stasiulis, n.d.; Prananta et al., 2014; Rafiqa et al., 2020; Robin & Mcneil, 2017) Digital-based storytelling combines themed stories in forms such as images, text, video clips, animations, and music using computer-based programs (Robin & Mcneil, 2017). Digital storytelling is also offered to effectively encourage the development of students into proficient language speakers and creative thinkers (Yang et al., 2020) Digital storytelling is a functional approach in integrating writing skills with technology is also used to enrich learning (Girmen et al., 2019; Munajah et al., 2022; Murniati, n.d.; Tsigani & Nikolakopoulou, 2018; Wu & Chen, 2020). This is also an innovative media that is one of the keys to improving students' writing competence (Fauzi & Pratama, 2021)

Digital storytelling can be used in a variety of student learning styles, increasing students' interest in learning, focusing on learning outcomes that must be achieved and motivating students to be active in offline and online classes (Najla et al., 2022)

Digital storytelling can also be distinguished into several types, namely photo stories or photo stories, video words or video words, presentations or presentations, staging or staging, and video clips or video clips (Besty Fortinasari et al., 2022a) Photo stories are digital combining images and text only. The word video is words or phrases that are combined with images to become a short film or a simple presentation video; Second, it is slightly different from the form of presentation where there are not only images and text, but there is usually a voice that narrates the images and text displayed; Third, staging is digital storytelling that displays actions, speech, and place settings in real life. The last category or video clip is the most sophisticated digital storytelling because it contains images, word narratives, voice recordings, music, animation and other multimedia so that it becomes a meaningful story (Besty Fortinasari dkk., 2022b).

3. RESEARCH METHODS

This study uses a systematic literature review design by applying the PRISMA method to ensure transparency in the review process (Nair, 2021) The research approach used is comparative descriptive, aiming to describe and analyze the effectiveness of the use of digital storytelling in improving writing skills in elementary schools. This literature review is carried out systematically through several stages to show the advantages of digital storytelling compared to other learning platforms. This study conceptually examines the key components of digital storytelling that have a positive impact on learning Indonesian writing skills at the elementary school level.

The study focused on relevant scientific articles published in journals accessed through search engines such as Google Scholar and Publish or Perish, with keywords that included "Digital Storytelling," "Writing Skill," and other variations of phrases related to writing skills in elementary school. The sample includes journal publications published between 2019 and 2023, covering relevant quantitative, qualitative, and mixed methods research.

Data collection was carried out in four phases: Identification Phase, at this stage articles related to digital storytelling and story writing skills in elementary schools were collected. The search is done by entering related keywords to get relevant articles; In the Filtering phase, duplicate articles are removed, and remaining articles are checked to ensure relevance to the topic discussed; feasibility phase, articles that have passed the screening are included in the eligibility criteria, namely articles that discuss digital storytelling in the context of education, use clear methods, and have a focus on improving students' writing skills in elementary school; In the exclusion phase, at this stage, articles that do not meet the criteria, such as those that do not apply digital storytelling in education or are not published between 2016-2023, are excluded from the review.

The data was systematically analyzed through the evaluation and comparison of selected articles to identify habits and patterns in the use of digital storytelling to improve writing skills. A total of six articles that met all criteria were further analyzed to

understand the role of digital storytelling in writing learning in elementary school. Each article was evaluated based on the application of the method, implications on students' writing skills, and contribution to Indonesian language learning.

Through this approach, this study provides in-depth insights into the effectiveness of digital storytelling in education and seeks to provide high-quality data that can be replicated in further research.

4. RESULTS AND DISCUSSION

The following are the results of the study of previous findings published nationally and internationally which are the basis for writing this article:

Table 1. Literature Review Results

No	Article Title and Researcher	Year and place of research	Research methods	Research object	Comparison of research results and novelty
1.	Improvement of Explanatory Text Writing Skills through Mind-Mapping Learning Method at SMP Negeri 1 Sokaraja Writer: Bibit Anggoro Prasetyo Nugroho Memet Sudaryanto Melia Istiani (Nugroho et al., 2023)	2023 In Sokaraja, Banyumas, Central Java	Kemmis and Mc. Taggart model classroom action research	Grade VIII students in writing explanatory texts through the Mind-Mapping learning method	Result: This study shows that there is an increase in student learning outcomes in explanatory text writing skills in precycle, cycle I, and cycle II. Improving explanatory text writing skills in grade VIII students. Students learn to write explanatory texts through mind map media (Nugroho et al., 2023) The novelty: An alternative mind map that is effective in improving the writing skills of grade VIII students.

No	Article Title and Researcher	Year and place of research	Research methods	Research object	Comparison of research results and novelty
2.	Development of Android-based "Bataku" Digital Learning Media to Improve Explanatory Text Writing Skills Ari Farida Hanim (Farida Hanim et al., 2023)	2023	Research and Development dengan model ASSURE	BATAKU digital learning media based on Android Elementary School	(Farida Hanim et al., 2023) (Farida Hanim et al., 2023) The novelty Android-based learning media, including validity, practicality, and effectiveness, has resulted in a significant improvement in the explanatory text writing skills of grade VI elementary school students
3.	The Influence of Digital Story Media on Writing Ability Student Arguments in Elementary School (Amalia dkk.,2023)	2023	Quantitative surveillance	Grade III students in elementary school .	The results of this study show that there is an influence of digital story media (Amalia et al., n.d.) (Amalia et al., n.d.) Recency: the use of digital story media which has a significant influence on students' argumentative writing ability in elementary school.
4.	IComplementing the Media-Assisted Problem-Based Learning Model Serial Images to Improve Narrative Text Writing Skills for Grade IV Students of SDN Gayungan I/422 Surabaya writer 　　　Blue 　　　　Khairatul 　　　　Khairo 　　Siti 　　　　Maghfira 　　　　tun	2023	Qualitative experiments. The research method uses one group.	Student .	Results of student responses to learning in the category very good, namely 87%. This shows that the learning developed is effective to be applied (Lailatul Khoiro et al., n.d.) The latest combines

No	Article Title and Researcher	Year and place of research	Research methods	Research object	Comparison of research results and novelty
	Hadi Prawiro Antarctica (Lylatol Khair DKK., 2023)				problem-based learning with the use of serial image media to provide a more engaging and interactive learning experience for students to develop narrative writing skills
5.	The Use Of Instagram To Improve Students' Writing Skills In Explanation Text For Eleventh Grade Students Penulis Cariesa Tirta Kencana Nur Fauzia, S. S., M.Pd Fauzia dkk., 2022)	2022	Classroom action research	Eleventh grade students.	The results of this study show that Instagram is a useful means for students to learn explanatory texts through social media and can be used to help students improve (Surabaya et al., n.d.) (Surabaya et al., n.d.) Novelty explores the potential of social media in the context of education, providing an exciting new approach to developing students' writing skills by leveraging platforms that are popular among teenagers today.
6.	The use of digital storytelling to improve students' writing skills Penulis : Robiatul Munajah Muhammad Syarif Sumantri Yufriati (Munajah et al., 2022)	2022	Quantitative	teachers and students.	The results of this study show that offline and online learning requires innovation from an educator to create an active and fun learning

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No	Article Title and Researcher	Year and place of research	Research methods	Research object	Comparison of research results and novelty
					process for elementary school students to achieve learning goals.(Munajah et al., 2022) Update: Utilizing digital technology, storytelling learning becomes more interesting and interactive, opening up new opportunities to develop students' writing skills in creative and innovative ways.
7.	Development of a Project-Based Learning Model (Problem Based Learning) with Cowongan Cultural Videos Based on Local Wisdom on Explanatory Text Writing Skills for Class XI High School in Banyumas Regency (Sultoni dkk., 2022)	2022	For experiments	Project-Based Learning Model (Problem Based Learning) with digital media of local wisdom on students' explanatory text writing skills Grade XI of high school in Banyumas Regency.	The results of the assessment of material experts obtained scores with a decent category and a very decent category. Advantages of this Banyumas cowongan culture video that is, it can make learning more effective, easy to use, regular and systemic learning activities. (sultoni dkk., 2022) kThe latest updates: The use of local wisdom and video technology to provide a more relevant and interesting learning experience for students, as well as promote regional cultural diversity in the

No	Article Title and Researcher	Year and place of research	Research methods	Research object	Comparison of research results and novelty
					learning process
8.	Improving Primary School Students' Creative Writing and Social- Emotional Learning Skills through Collaborative Digital Storytelling Writer Ali uslu Nilüfer Atman Uslu (Uslu & Atman, 2021)	2021	Qualitative descriptive	fourth grade elementary school students.	In this study, the researchers observed that CDST was more advantageous in terms of time and application. Future research may focus on comparisons between individual and collaborative digital storytelling. Other research can examine the effect of CDST on students' attitudes towards collaborative work. (Uslu & Atman, 2021) The latest: Combining elements of collaborative learning with digital technology to stimulate students' creativity and strengthen their skills in managing emotions and interacting positively with others through the storytelling process.
9.	Digital Literacy: Contributions and Challenges in Writing Skills Writer: Jonter Pandapotan Sitorus (Sitorus, 2019)	2019	Reseach And Development	Students and teachers	The results of this study show that in the midst of the current development of technology and information, writing activities

No	Article Title and Researcher	Year and place of research	Research methods	Research object	Comparison of research results and novelty
					actually contribute and at the same time challenge for prospective writers (Sitorus, 2019) The latest: The contribution of digital literacy to the development of writing skills, while facing challenges that arise along with the development of digital technology
10.	Ability to write explanatory texts and master concepts of elementary school students through the implementation of the RADEC learning model Writer: Dadan Setiawan Wahyu Sopandi Tatat Hartanti (Setiawan et al., 2019)	2019	quasi-experimental design, with pre-test and post-test control groups.	student	The results of this study show that students' ability to write explanatory texts has improved after being given learning with the RADEC model.(Setiawan et al., 2019) Latest : Strengthening students' understanding of certain concepts while developing explanatory writing skills effectively, creates a close link between the understanding of concepts and the ability to express them in writing.

Based on previous research from several articles that are used as references, it can be shown that innovative learning methods that utilize technology and local culture are able to significantly improve students' writing skills at various levels of education, help students to understand and pour ideas systematically in writing, provide an interactive and efficient learning experience so that they are able to attract students to actively participate in learning. In addition, enriching learning with relevant cultural contexts collaborated with a creative and contextual approach is able to improve and improve the quality of writing at various levels of education.

The research also pours out that digital storytelling not only improves writing skills but also stimulates creativity and socio-emotional learning which is in line with the relationship between concept mastery and writing skills. There is also a problem-based approach using serial image media which gives consistent results that learning with visual utilization is effectively used. However, the above study also explained that technology also shows challenges that require further attention.

The implications of the above studies practically show that the approach of utilization by integrating technology, creativity and local culture in learning is able to significantly improve students' skills. Theoretically, the research strengthens the theory of technology-based learning and the importance of a contextual approach to support student learning, especially the learning of Indonesian writing skills.

The above studies have limitations in the scope of population and methodology such as examples of research that are only conducted at one level of education, so the results certainly cannot be generalized to other levels. Research using an experimental approach also requires further testing to ensure validity in various learning contexts

Future research can focus on the development and evaluation of innovative learning methods in Indonesian language learning that can be used in elementary schools. Research on digital literacy can explore how to answer all challenges in the use of technology in learning. In addition, the integration of cultural aspects of the location in learning media can be developed to explore its impact on other language skills, especially in Indonesian language learning. Future research can also explore learning collaboration by integrating digital storytelling media based on local wisdom in the Indonesian learning process so as to create meaningful and exciting learning experiences for students.

CONCLUSION

Digital storytelling has been proven to be effective in improving students' writing skills through learning that is interactive, engaging, and relevant to technological developments. This method not only strengthens students' technical writing abilities, but also supports the development of their social, emotional, and collaborative skills. However, limited access to technology, teacher readiness, and student adaptation to learning transformation are still challenges that need to be overcome. In addition, these findings need to be further tested in a more diverse population with a wider scope to ensure their validity and generalization in various learning contexts. The integration of digital storytelling that prioritizes local wisdom can also be an important focus in answering the challenges of digital literacy while supporting the development of innovative and adaptive language learning methods in the future. Strategies to overcome technological barriers need to be studied more deeply so that these innovations can be implemented effectively and evenly.

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