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# Evaluation of Teachers' Strategies in Integrating Digital Media into Storytelling Methods for Moral Education of 5-6 Year Old Children at PAUD Mutiara Hati Pulogebang

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**ABSTRAK:**

Mutiara Hati is an early childhood education institution situated in Pulogebang has integrated digital media into storytelling methods for moral education among children aged 5–6 years. However, an evaluation is necessary to determine the effectiveness of teachers' strategies in incorporating digital media into storytelling practices. This study employs a qualitative method with a descriptive approach to understand how teachers integrate digital media into storytelling and how this affects children's moral comprehension. The primary aim is to evaluate teaching strategies in the use of digital media for storytelling as a means of moral education for early childhood learners aged 5–6 years. The findings indicate that the integration of digital media in storytelling enhances children's cognitive abilities and creativity, while also facilitating comprehension of learning materials. Teachers adopt various strategies to assess and ensure students' understanding of the moral values conveyed through digital media, including observation, guided questioning, and personal interaction. Parents have reported positive behavioral changes in their children after exposure to moral lessons delivered via digital storytelling, indicating that young children can internalize positive moral values from the stories they watch. Nevertheless, teachers face several challenges in implementing digital media within storytelling methods, such as maintaining children's attention span, selecting age-appropriate stories, and ensuring children's ability to grasp moral concepts. The study concludes that the use of digital media in storytelling can enhance the effectiveness of moral education in early childhood settings, provided it is supported by adequate infrastructure and ongoing professional development for educators.

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## 1. Introduction

Character education plays a crucial role in shaping children into better individuals. The development of a child's character is influenced by several key factors, including the family, community, and school environments. Among these, schools serve as a fundamental setting for the cultivation of character. Character formation and the internalization of moral values in children aged 5–6 years is a gradual process, during which they begin to acquire the ability to distinguish between right and wrong. This development is significantly shaped by social interactions within their immediate environment. Moral formation in early childhood is neurologically imprinted, becoming relatively stable over time and subsequently influencing the child's developmental trajectory and behavioral patterns (Putri,P.Y, 2023).

Educational institutions play a significant role in shaping behavior and moral values, including those of children aged 5–6 years. This can be achieved through various instructional methods, one of which is storytelling. Storytelling is considered an effective method for fostering moral development, as it enhances listening skills and helps children better understand their physical, social, moral, and religious environments (Indiaswari & Katoningsih, 2023). Storytelling media serve as powerful instruments for teaching, character development, and influencing children's understanding of moral values. Through stories and fables, a wide range of moral, religious, social, and cultural values can be instilled in young learners (Khairiah & Jumanti, 2022).

The advancement of science and technology has encouraged both educators and learners to become more creative in developing active learning environments. The integration of media into teaching should be considered an

essential component, deserving serious attention from educators as facilitators in every learning activity. According to Tafanao (2018), the use of media increases students' motivation to learn, and stimulates their abilities in writing, speaking, and imagination (Septy Nurfadillah et al., 2021). In addition to the teacher's storytelling skills, the media employed during storytelling significantly affects children's comprehension. Research conducted by Ali (2022) found that animated videos are perceived as more engaging for children, as they combine moving images and sound, which helps maintain their attention and prevent boredom. Consequently, the use of digital media in the implementation of storytelling methods has become increasingly prevalent among educators in early childhood education institutions.

The storytelling method is recognized as an effective approach for instilling moral education in early childhood. Therefore, the development of digital-based media as a means of delivering story content is essential. Although storytelling is a highly effective tool for fostering moral development in young children, in practice, many educators still struggle to utilize this method effectively. A significant challenge lies in the limited knowledge of how to employ digital media as a supportive tool in the learning process, as observed in PAUD Mutiara Hati Pulogebang. Teachers often experience difficulties in selecting stories that align with the intended moral values, and they demonstrate insufficient understanding of how to integrate digital media effectively and safely into the classroom setting.

Although previous studies have highlighted the positive impact of using digital media in storytelling methods, in practice, teachers continue to face several challenges. These include limited skills in utilizing digital media, insufficient infrastructure, and a lack of mastery in storytelling techniques (Zaimah et al., 2022). Additional issues also arise from the learners themselves, such as children's easily distracted attention spans (Indiaswari & Katoningsih, 2023) and difficulty in retaining storylines. These challenges indicate that early childhood educators have not yet fully optimized the use of digital media nor acquired the necessary technical proficiency in delivering story-based instruction. Ultimately, such limitations hinder the effectiveness of moral education, as children may fail to grasp the intended moral messages conveyed through the stories.

In light of the aforementioned challenges, this study seeks to evaluate the strategies employed by teachers at PAUD Mutiara Hati Pulogebang in integrating digital media into storytelling methods for the moral education of children aged 5–6 years. Given the rapid moral development occurring at this age, it is essential to conduct research that assists educators in assessing the effectiveness of digital media in supporting children's moral growth through storytelling. The ultimate objective is to optimize children's learning experiences by combining narrative and technology, thereby creating a more interactive, engaging, and effective learning environment.

Preliminary observations at PAUD Mutiara Hati Pulogebang indicate that the implementation of digital media in the institution still encounters several significant challenges. The primary issue lies in teachers' limited understanding of how to effectively utilize digital media. Teachers often struggle to select appropriate story themes within digital applications that align with moral education objectives. In addition, they face difficulties related to student engagement, particularly in maintaining children's focus on the moral content presented in the stories. When confronted with technical issues during the use of digital media, teachers typically rely on Google as their main problem-solving resource. Another critical barrier is the institution's limited infrastructure and restricted internet access, both of which significantly hinder the optimal integration of digital media into the learning process.

## 2. Methodology

This study employs a qualitative research method with a case study approach. This design was selected to allow for an in-depth evaluation of the strategies used by teachers in integrating digital media into storytelling methods for the moral education of children aged 5–6 years at PAUD Mutiara Hati Pulogebang.

To obtain information on the strategies employed by teachers in integrating digital media into storytelling methods for the moral education of children aged 5–6 years at PAUD Mutiara Hati Pulogebang, this study conducted interviews with the principal, teachers, parents, and children aged 5–6 years enrolled at the institution. Data collection methods included interviews, observations, and document analysis. These techniques were employed to gather data related to the policies and procedures implemented at PAUD Mutiara Hati Pulogebang concerning the integration of digital media into storytelling practices aimed at fostering moral development in early childhood.

**Result**

The findings of this study were obtained through interviews and document analysis, with interviews conducted with teachers, children, and parents. The presentation of the research results is organized into three main categories, corresponding to the research problems: (a) teachers' strategies for integrating digital media into storytelling methods;

(b) the effectiveness of the digital media used; and (c) the challenges and obstacles faced by teachers in integrating digital media into storytelling for the moral education of children aged 5–6 years.

**a) Teachers' Strategies in Integrating Digital Media into Storytelling Methods**

Based on the interview results, the use of digital media in storytelling methods was found to enhance the cognitive abilities and creativity of young children. Several key findings emerged regarding the benefits of digital media use: it encourages greater student participation and motivation to learn; fosters children's creativity and imagination; and creates a more enjoyable learning environment, thereby enabling children to more easily comprehend the meaning conveyed through the stories.

In addition to its benefits, the use of digital media in the learning process presents several challenges. One major issue is the unstable internet connection at the school, which can disrupt the implementation of learning activities. Preparing digital materials also requires additio Vnal time and effort, and there are concerns regarding potential technical problems that may arise. Another critical aspect that demands careful consideration is selecting digital content that aligns with the learning objectives and is developmentally appropriate for young children.

The evaluation of the effectiveness of digital media use was conducted by observing several indicators: the level of children's engagement during storytelling sessions, their ability to answer simple questions related to characters, plot, or moral messages from the story, the emergence of new vocabulary used by children that they had acquired from the stories, and whether the stories prompted discussions about emotions, empathy, or problem-solving.

Successful learning activities require support from the school administration. Such support can be demonstrated by involving teachers in training programs focused on the effective use of various digital media, providing adequate infrastructure to facilitate digital media-based learning activities, and encouraging teachers to incorporate digital media use into their lesson plans (RPP). Therefore, while the integration of digital media into storytelling methods has been shown to enhance the cognitive abilities and creativity of young children, its effectiveness depends on sufficient infrastructural support and teacher training.




Figure 1: Documentation of Learning Activities Using Digital Media

**b) Effectiveness of Digital Media**

Based on the research findings, the use of digital media in storytelling methods can enhance the overall effectiveness of learning in schools. Several key findings related to the effectiveness of digital media integration in storytelling include: increased student engagement during learning activities; improved comprehension of story content; enhanced pedagogical efficiency and instructional design; more positive student responses and participation during lessons; and greater ease for students in understanding learning materials.

The successful use of digital media is indicated by observable improvements in student learning outcomes, primarily due to enhanced understanding during the learning process. Furthermore, positive developments were noted across multiple areas of student growth, including increased enthusiasm for attending school. These findings suggest that digital media can significantly enhance students' motivation to learn.

Based on the learning outcomes, a comparison can be made between the effectiveness of digital media and traditional methods. Digital media demonstrates significant advantages in enhancing student engagement and learning comprehension. However, traditional methods still offer distinct strengths, particularly in fostering personal connections between teachers and students

**c) Challenges and Obstacles Faced by Teachers in Integrating Digital Media**

Based on the research findings, teachers employ several strategies to assess and ensure students' understanding of moral values conveyed through digital media. Key assessment practices include teacher observations aimed at

evaluating students' comprehension of moral concepts, as well as monitoring students' behavior during interactions with peers and teachers.

Several strategies implemented by teachers include employing student-centered approaches that emphasize active engagement and content relevance. Teachers select stories that align with the developmental stages of the students and use guiding questions to ensure comprehension. The integration of moral values with other learning content is achieved by embedding these values across multiple domains, including language, cognitive, motor, and socio-emotional development.

When students demonstrate a lack of understanding of the learning material, teachers take remedial actions by engaging in personal interactions to provide more in-depth explanations. These explanations are often supported with concrete examples drawn from everyday life to enhance comprehension.

The implementation of learning activities using digital media presents several challenges, including limited access and infrastructure, such as unstable internet connectivity. In addition to connectivity issues, there is also a lack of adequate digital media equipment available in schools. Efforts to enhance the effectiveness of digital media include developing teachers' competencies in utilizing digital tools and improving the necessary access and infrastructure. It is essential to fully integrate digital media into the learning process. Therefore, while the use of digital media in storytelling methods can enhance the effectiveness of learning in schools, it must be supported by adequate infrastructure and ongoing teacher professional development.

Following the implementation of learning activities, it is necessary to evaluate the effectiveness of the storytelling method. Several approaches can be employed in this evaluation process, such as prompting students with guiding questions, engaging in reflective discussions with fellow teachers to assess the storytelling sessions, and regularly monitoring students' developmental progress. Accordingly, it can be concluded that teachers employ multiple strategies to assess and ensure students' understanding of moral values conveyed through digital media, and that these moral values are integrated across various domains of learning.

Parents have high expectations for the effectiveness of the learning process in schools, with the hope that their children will demonstrate improved abilities after participating in educational activities. To assess this, the researcher conducted in-depth interviews with parents to evaluate the success of the learning process, particularly in the use of digital media. The results of the interviews revealed that parents observed positive behavioral changes in their children after learning moral values through digital media.

Several key findings conveyed by parents, in addition to changes in children's behavior, include increased empathy and more polite speech. Children also demonstrated significant improvements in their interactions with peers. According to parents, the most important moral values for children are honesty and respect. Parents strive to serve as role models by behaving and speaking respectfully, and they actively engage their children in discussions about moral values that can be applied in everyday life. In addressing situations that require the application of moral values, parents listen attentively to their children without judgment and encourage them to reflect on the consequences of their actions.

Thus, it can be concluded that parents have observed positive behavioral changes in their children after being exposed to moral values through digital media, and that parents play a vital role in supporting children's understanding and internalization of these values. Based on the research findings, it is evident that early childhood learners have acquired positive moral values through the stories they have watched.

The results of interviews with children regarding moral values after participating in the learning process revealed that they had learned values such as helping friends, sharing, and speaking politely. The children also demonstrated an understanding of honesty and the importance of treating peers kindly. When observing positive characters in the stories, children reported feeling happy and expressed the belief that good behavior leads to having more friends and being loved by their parents. When encountering peers who were unwilling to share, they would encourage those peers to share and invite them to play together, indicating their understanding of the importance of sharing and kindness. In response to a friend in distress, children would inquire about the cause of their sadness and offer to play with them, reflecting empathy and concern for others.

Lessons on honesty taught children that being truthful leads to positive outcomes and rewards. This understanding is crucial as they begin to internalize the importance of honesty and taking responsibility for their actions. Thus, it can be concluded that early childhood learners have acquired positive moral values through the stories they have watched, and have demonstrated prosocial behaviors and empathy toward their peers.

Based on the research findings, it can be concluded that teachers face several challenges and obstacles in integrating digital media into storytelling methods for moral education among children aged 5–6 years. One of the primary challenges is maintaining children's attention and ensuring their focus on the narrative and the moral values conveyed. Selecting developmentally appropriate stories that align with moral education goals for this age group can also be difficult. To address these challenges, teachers typically preview the digital media beforehand and watch the selected stories prior to presenting them to the children. Additionally, they consider the story duration and prepare guiding questions to assess whether the children remain engaged and comprehend the content of the story.

Another significant obstacle lies in the varying abilities of children to comprehend the moral values conveyed through storytelling, which often leads to inconsistent learning outcomes. Teachers need to align their understanding of

these moral values to ensure that the intended learning objectives are effectively achieved. In addressing technical difficulties related to operating digital media, teachers typically seek solutions online or consult with colleagues who are more proficient in digital tools. A lack of institutional support is also a concern, as many teachers report limited understanding of digital media and express the need for specialized training. Furthermore, insufficient digital infrastructure in schools often restricts teachers' ability to fully utilize and creatively implement digital storytelling methods. In conclusion, while teachers encounter multiple challenges and constraints in integrating digital media into storytelling for the moral education of children aged 5–6 years, they attempt to mitigate these issues by testing digital content in advance and preparing guiding questions to enhance children's engagement and understanding.

## 3. Result And Discussion

The use of digital media in storytelling methods can enhance the effectiveness of learning in schools, particularly in the moral education of children aged 5–6 years. The following are key findings derived from the study:

1) Teachers' Strategies in Integrating Digital Media:
    a. Teachers employ instructional strategies centered on active engagement and content relevance to ensure students' comprehension of moral values.
    b. Teachers select stories that align with the developmental stage of the children and pose guiding questions to assess students' understanding.
    c. Teachers conduct observations to evaluate students' grasp of moral values and closely monitor their behavior in interactions with peers and educators.
2) Effectiveness of Digital Media:
    a. The use of digital media can enhance student engagement in the learning process and improve their comprehension of story content.
    b. Digital media can increase pedagogical efficiency and optimize instructional design.
    c. The success of digital media integration is indicated by measurable improvements in student learning outcomes, such as enhanced understanding during the learning process and progress across various developmental domains.
3) Challenges and Constraints:
    a. Teachers encounter several challenges in integrating digital media into storytelling methods for moral education among children aged 5–6, including maintaining children's attention and ensuring focus on the story and its moral values.
    b. Selecting stories that are developmentally appropriate and aligned with moral education for 5–6-year-old children is sometimes difficult.

Overall, this study demonstrates that the integration of digital media into storytelling methods can enhance the effectiveness of learning in schools, particularly in the moral education of children aged 5 to 6 years. However, this approach must be supported by appropriate strategies to address the challenges and barriers encountered. Consequently, moral education can be delivered more effectively, enabling young children to better comprehend and internalize moral values.

## 4. Conclusion

Based on the findings of the study, it can be concluded that the use of digital media in storytelling methods enhances the effectiveness of learning in schools, particularly in the moral education of children aged 5 to 6 years. Digital media can improve children's cognitive abilities and creativity, as well as facilitate students' comprehension of learning materials. Teachers employ several strategies to assess and ensure students' understanding of moral values conveyed through digital media, including observation, the use of prompting questions, and personal interaction with students.

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