

The Application Of Digital Storytelling In Vocational Schools: Is It Possible?

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Abstract: From the background, the theory of learning and learning problems in vocational schools revealed a connection and possible solutions with great potential for applying digital storytelling. Digital Storytelling is a new and creative experience for preserving stories that are interesting to the scientific community. Through digital storytelling, we can make the invisible visible, the hidden real, and the unfortunately underappreciated important. In the digital age, new technologies are developing rapidly. Digital Storytelling shows how research can be conducted on social and cultural aspects through a more digital approach, without losing its true essence. Digital Storytelling is able to empower the brain's potential and human strengths in the learning process.
Keywords: Digital Storytelling, Application, and Vocational

Introduction

The factors that influence a person's willingness to learn are complex. Internal factors are those that exist within the student, including innate factors, intelligence, physical and psychological conditions, emotions, age, and gender. External factors are those that exist outside the student, including family environment, classroom environment, and community environment. In addition, there are also learning approach factors, including: objectives, learning methods, media, time, motivation, practice and repetition, learning materials, and learning resources (Samsudin, 2021).

Furthermore, an important factor that motivates someone to learn is motivation. The factors that influence students' motivation to learn are family and school factors. Family factors include parenting styles, relationships between family members, home environment, family finances, and family cultural background. School factors include the relationship between teachers and students, relationships with school friends, and learning facilities at school (Rizqi et al., 2018) and (Hattie, 2009).

According to Herliani et al. (2021), learning (instruction) is the preparation of external events in a learning situation in order to facilitate learners in learning, storing (the ability to remember information), or transferring knowledge and skills.

The transfer of knowledge and skills in junior high school, senior high school, and vocational school requires an enjoyable learning process. Enjoyable learning is a good relationship between students and teachers in the learning process (DSHS, 2020).

We must view students as individuals who have personal strengths and weaknesses as human beings. As humans, they have cognitive strengths, emotional strengths, social strengths, intellectual strengths, and spiritual strengths. These strengths require students to have the confidence to express them.

This can be done through storytelling. Learning through storytelling is called storytelling.

Storytelling has tremendous power. Through stories, humans can express experiences, values, and knowledge that are important for survival and social development (Sebastian & Utami, 2023).

Storytelling is not only a means of entertainment, but also a tool for conveying complex messages, building emotional connections with audiences, motivating action, and influencing opinions or behavior. The Quran is the greatest miracle that Allah gave to the Prophet Muhammad. Among the many contents of the Quran, one of them contains stories that explain life in the past, from protagonists among the prophets and pious people to antagonists who opposed divine teachings.

The inclusion of stories in the Quran certainly has its own wisdom. Sheikh Manna Al- Khathan revealed that there are at least several wisdoms behind the inclusion of a number of stories in the Qur'an, as he stated in the book *Mabahits fi Ulumul Qur'an* (Sheikh Manna' Al-Qaththan, *Mabahits fi Ulumul Qur'an*). Prophet Muhammad SAW had seven methods of educating and teaching his companions. One of these methods was storytelling, or Al Qishah (Utama et al., 2021).

Method

This study used a literature review approach by examining previous studies, journal articles, books, and educational reports related to digital storytelling and vocational education. The references were collected from educational databases and supporting scientific literature discussing learning motivation, storytelling methods, and digital learning media.

The analysis focused on identifying learning problems in vocational schools and exploring how digital storytelling can be implemented as an innovative and engaging learning approach.

Research design and method should be clearly defined.

Result and Discussion

1. Learning Issues in Vocational Schools

There are several problems in vocational schools. These include curriculum issues, teacher issues, and school facilities and infrastructure. Let's look at the teacher aspect. Teachers are required to have adequate competence to be able to transfer knowledge, skills, and technology to their students. In this regard, teachers must be able to carry out the learning process that can achieve the targets planned by the teacher through the RPS (Lesson Plan) that they have made. The issue of teachers is complex. Of the total 320,197 vocational school teachers recorded in the 2024 Dapodik, only about 64,000 teachers actually come from productive fields. This means that only 20% of teachers support the productive process.

The rest come from normative and adaptive fields such as Indonesian Language, Mathematics, or Civic Education. This condition is very disproportionate to the real needs in the field, considering that vocational schools are designed as educational institutions that prepare students to directly enter the world of work (Melintas.id, 2024).



Figure 1. The Power of Storytelling Affects the Human Brain (Gupta & Jha, 2022)

This is related to the minimal training and practice of teachers. Teachers are not well off. Teachers also have a heavy workload. In addition, facilities for teacher welfare are also minimal. Teachers' teaching competence is related to their ability to deliver quality learning. This requires teachers to be aware of the need to continuously improve their competence. One way to do this is to learn effective and enjoyable approaches, teaching methods, and learning models. From a social

Perspective, vocational school students are socially uncomfortable. This is evident in the high number of fights among vocational school students. Data from 2022 to 2025 shows that many students are involved in fights. One solution to overcome the above problems is to implement learning using the Digital Storytelling method.

2. Digital Storytelling

According to Research.com (2025), is different from traditional storytelling, which uses physical media such as paper, tape, or disk, as well as film. Digital stories use material contained in electronic files. Thus, digital stories can include not only text, images, videos, and audio, but also interactive elements such as maps and social media elements such as tweets. This also helps to optimize all the elements that will be added to these stories, so learning how to use tools such as Audacity will be important in digital storytelling (Audacity is software that allows users to edit, record, and enhance audio tracks). Storytelling or learning through storytelling has three structural components, consisting of:

- This is related to the minimal problem: Start by introducing a concern, curiosity, or big question. This is the "hook" that grabs the audience's attention.
- Conflict or process: In this part, present the challenges, obstacles, and processes that are encountered. This is the core of the struggle that keeps the audience engaged.
- Outcome: Conclude with a turning point, solution, or lesson that resonates with the audience. This structure makes the audience feel, "I've been through something like this too," creating an emotional connection.

With this structural pattern, the brain experiences what is shown in Figure 1. To facilitate the application of digital storytelling based on the author's experience and research Siagian et al. (2024), search for or select videos on the internet that are inspirational, motivational, enlightening, and enjoyable. In the Dalihan Natolu learning model (Rodríguez et al., 2024), the use of storytelling videos with funny stories can influence student responses because dopamine is stimulated by fun and enjoyable funny story videos. This is in line with Figure.

We often hear students express their enjoyment of learning certain subjects or, conversely, their dislike. This happens for many reasons, including the teaching style or method used. Actually, enjoyment is relative, but it is usually assessed by students based on the performance of educators in presenting lessons in the classroom. Enjoyable learning is learning that is designed in such a way as to create an atmosphere that is cheerful, fun, and, most importantly, not boring (DSHS,2020). According to other experts, enjoyable learning is the existence of a good relationship between educators and students in the learning process. Digital storytelling can supports practical and motivating pedagogical approach for enhancing vocational students' literacy skills while preparing them for technology-oriented learning environments. Digital storytelling equips learners to improve their communication skills via digital skills defined by their ability to create, evaluate, and share multimedia content (Green, 2013). Digital Storytelling as powerful, technology-enhanced learning approach. Technology/media literacies are often cited as its educational benefits (Barua, 2023; Maolida et al., 2025).

3. The Effect Of Storytelling In Learning As Results

From 360 journals from the Scopus, Wos, and ERIC databases, according to Green (2013), the application of storytelling in education using Digital Storytelling is a new and creative experience to preserve stories that are interesting to the scientific community.

Through digital storytelling, we can make the invisible visible, the hidden real, and the unfortunately underappreciated important. In the digital age new technologies are developing rapidly. Digital Storytelling shows how research can be conducted on social and cultural aspects through a more digital approach, without losing its true essence.

Conclusion

From the above description, the question posed in the title of this article is that the opportunity to apply digital storytelling for learning in vocational schools is promising and easy to implement. This method makes it easier for teachers to teach by establishing a conducive relationship with students

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