

WAYANG-BASED DIGITAL STORYTELLING: A PROJECT TO PROMOTE STUDENTS' COLLABORATIVE AND DIGITAL LITERACY SKILLS

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ARTICLE INFO	ABSTRACT
Keywords: Wayang Digital Story Telling Project Based Learning Collaboration Digital Skill	<p><i>Indonesian Wayang is a cultural heritage recognized by UNESCO that must be preserved and passed toward future generations. One of the efforts to maintain wayang existence is through the insertion within educational field by the help of technology and animation in the form of digital storytelling. This research is aimed at exploring the implementation of wayang-based digital storytelling project at an Indonesian school which combined art, culture, skills, character education, cultural heritage values and global knowledge. The researchers applied narrative inquiry design to investigate and have in depth exploration toward the implementation of wayang-based digital storytelling within the researcher's classroom. After having the analysis and reflection toward teaching and learning process as well as teaching documentation, it is concluded that the wayang-based project is potential to help students in addressing cultural challenges. Through the wayang media applied, the young generation know and increase their awareness to preserve the local cultural heritage. Further, the implementation of project in group using technology integration is concluded to be effective to enhance students' collaborative, communicative, and ICT literacy which is very important in the 21-century era. Moreover, the topic which was close to socio environmental issues is expected to raise students' awareness to be active individual to protect the surroundings. In conclusion, the application of wayang-based project within the classroom is effective and potential to strengthen Profil Pelajar Pancasila character stated in national curriculum (Kurikulum Merdeka).</i></p>

INTRODUCTION

Wayang has become a world cultural heritage that needs to be preserved (Blodgett, 2021). The public needs to know that wayang does not merely exist in Indonesia, some other countries such as Malaysia, Thailand, Cambodia, India, China also have wayang with their own unique characteristics (Society., 2024). Particularly in Indonesia, there are various types of wayang and the way they are performed is unique, such as wayang kulit, wayang golek, wayang orang, wayang beber, wayang krucil, and many others. With these aesthetic cultural products, Indonesian people should be proud of it because Indonesian wayang has received recognition from the international world with the designation as a Masterpiece of the Oral and Intangible Heritage of Humanity by the United Nations Educational, Scientific and Cultural Organization (UNESCO) on November 7, 2003. Wayang performances in Indonesia have their distinctive language and speech style, which are original masterpieces from Indonesia, and for this reason UNESCO included them on the world heritage list (Setiawan, 2020). This art serves beyond entertainment purposes, for instance as a means of preserving and transmitting cultural values, history, local wisdom across generations. Further, wayang also combines deep spiritual meaning, entertaining storytelling, gamelan and vocal, messages, and humors. Therefore, as wayang owners, Indonesian people are responsible for preserving its existence and passing it on to future generations.

In today's era, Indonesia's young generations often consider wayang as an old-fashioned, outdate, less relevant or appealing cultural product (Harianto, 2022). They prefer things that are more modern, practical and

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fast-paced, such as contemporary and modern music/dance over the traditional wayang performance. This shift is widely affected by the global media and technology. Social media, streaming services, and online communities cannot be denied have great effect on the modern cultural trends easy to be accessed. By becoming part of modern culture, young generation create a sense of connection and belonging as part of global community (Buckingham et al., 2015). In one hand, it cannot be avoided as culture is so fluid and dynamic which means that culture will always evolve as the time goes by. On the other hand, it also challenges us to preserve wayang existence as the cultural heritage. Thus, it is critical to instill a sense of pride and love of the nation among young people so that the culture remains sustainable (Manurung et al., 2022). Creative and innovative refreshing alternatives to wayang performances are needed so that they can be more accessible and accepted by the younger generation audiences.

A few efforts have been made to maintain the existence of wayang, including the use of national language (Indonesia) instead of local language (high level Javanese) during the stage performance as mostly youth neither use nor understand the local language. It is in line with the data by Badan Pengembangan dan Pembinaan Bahasa that the number of young generations who use local language is decreasing (Kusumawati, 2023). In addition, organizing seminars or exhibitions, combining wayang with modern music and songs, shorten the duration of performance are also expected to attract younger generation toward wayang. Another way that is assumed to be effective in terms of preserving wayang, especially for young people, is by synchronizing educational and cultural policies so that wayang can enter the realm of education in the school curriculum. Education is proven to be able to insert moral values, character, and act, including preserving wayang culture. Further, the embodiment of wayang really needs to be done because it is in accordance with the objectives of Indonesian current national education, Kurikulum Merdeka, particularly on berkebhinekaan global which explicitly mentions that Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures (Kemdikbud, 2024).

Inserting the value of berkebhinekaan global characters within the formal curriculum is aimed at preserving local culture by teaching young generations about their root, such as traditional arts, rituals, and others. Through local content and culturally based teaching and learning process or projects, teachers can increase students' pride and identity toward their local culture as well as promote students' understanding on their culture. In addition, incorporating wayang with technology into school project can also develop interest and appreciation among students as well as create a classroom atmosphere which helps students appreciate and preserve their cultural identity. School project that integrates wayang and digital storytelling is one of the innovative and creative teaching and learning activities that can be applied across the curriculum. It provides an aesthetic experience in the form of expression/creation and appreciation activities, combining elements of art, culture, skills, character education, values of great cultural heritage, local wisdom of the Indonesian nation, insight into the archipelago, and global knowledge, and equipping students with 21st century skills, namely communication, collaboration, creativity, critical thinking (Perdue, 2020). It also helps the students to develop their technology and information literacy. It offers numerous advantages such as blending traditional art with modern technology to create interesting learning experiences, promoting students' understanding of Indonesian traditional culture, developing digital literacy skills. By creating their own wayang stories and animating the characters using digital tools, students engage in hands-on learning experiences that develop creativity, critical thinking, and problem-solving. Further, collaborative projects within the wayang creation process also foster social and communication skills among students. In conclusion, wayang-based digital storytelling projects will be able to preserve cultural traditions as well as equip students with essential 21st-century skills.

A few studies provide empirical evidence that digital storytelling creates an exciting and enjoyable learning atmosphere, makes students pay more attention, can increase motivation/critical thinking, facilitate various learning styles, develop communication skills, and improve multimedia use skills. A study conducted by (Fadillah & Dini, 2021) has proven that digital storytelling can improve students' literacy. Further, (Amaliah et al., 2022) conducted experimental research on digital storytelling as it is considered as promising educational medium. Based on the research conducted, it was figured out that the application of digital storytelling can be potential to boost students' confidence in English speaking skill. In other words, the integration of digital storytelling and wayang as the cultural product is the right combination as an alternative performance that is more modern and not monotonous which is expected to be interesting and attractive for young generation. Regarding these reasons, this current study try to have in-depth investigation on the implementation of wayang-based digital storytelling in the context of Indonesian school.

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METHOD

The focus of this study is to explore a teacher's experiences in integrating wayang and digital storytelling within the teaching and learning process, using a narrative inquiry approach. This method highlights human experiences by capturing detailed stories of individual life experiences, which is particularly relevant in educational research. Narrative inquiry, with its intellectual roots both within and outside education, provides insights and broad interpretations of the phenomena studied. The Indonesian teacher from a junior high school serves as the subject of this research. To gather data on the implementation of wayang-based digital storytelling, an in-depth narrative interview was conducted, focusing on the teacher's experiences using wayang as a teaching medium. In addition to the interview, teaching documents and students' reflections were used to support the narrative. The narrative analysis involved transcribing the interview and repeatedly reading the transcript to retell the teacher's stories. The researchers narrated the events and experiences in a way that connects the findings to existing literature. To ensure the trustworthiness of the data, the participant reviewed the transcriptions and the analysis, providing feedback and comments to validate the findings.

RESULTS AND DISCUSSION

The Implementation of Wayang-based Digital Storytelling

In this part, the researchers shared the retold stories shared by the participants regarding the implementation of wayang-based digital storytelling in one of the Indonesian Junior High schools. Based on the current curriculum, *Kurikulum Merdeka* which highlights on the promotion of local culture and develop the sense of global community. Regarding this main goal, the teacher thought to bring the materials and activities which are culturally rich through learning activities, materials, media, and assignments. In addition, globalization presents both challenges and opportunities for wayang preservation. On one hand, global media and entertainment can decline and threaten the interest among younger generations toward the traditional art and/or culture, including wayang. On the other hand, globalization, particularly with the help of various platforms and technologies can be used to preserve and promote wayang to a broader community through digital media or worldwide social. Additionally, the integration of wayang within formal curriculum can lead to innovative and creative way to educate the youth on culturally rich educational content. In its implementation, some stages were conducted, *inter alia* preparing, applying, reflecting, revising and reapplying, and reporting.

In the preparation stage, the teacher set the goals of the project to focus on which is promoting students' critical thinking and problem solving related to the present socio-cultural issues. It is very crucial as it gives the clear direction and guideline for teachers and students as well as increase students motivation (Locke & Latham, 2020). The researchers were carefully choosing the issues to create meaningful learning process. The socio-cultural issues are urgently needed to open the students' knowledge about the current issue, in this case the researchers chose environmental problems. The insertion of this topic is expected to increase students' environmental awareness which can be one of the solutions preventing environmental damage through education (Ali et al., 2023). Further, (Vladova, 2023) also supported that environmental education can promote sustainable development and forming positive attitude toward environmental protection. This topic plays a role as a brainstorming activity that activate students' prior knowledge or schemata, promote students' critical thinking, and lead the students to focus in certain areas (Martinez-Alba, 2014). As part of brainstorming, the researcher prepared a picture (colourful hand drawing) to explain about the current environmental issue (pollution) which aimed at increasing students' environmental awareness. The drawing was objected as the instructional media to visually attract students' attention during the process of explanation on the materials and develop motivation and achievement throughout the learning process (Susanti et al., 2022). In addition, the teacher also prepared materials in the form of cardboard and create wayang characters so that students know the concept of Wayang and how to play and use Wayang in the art performance. The used cardboard was very potential to be used as the media applied in the class as it is easy to find, effective, cheap, lightweight (Meilina et al., 2022). In addition, cardboard can also promote students' fine motor skills, develop spatial awareness and imagination.

In the stage of applying the project, the researchers started to hook students' understanding about environmental problems by implementing questioning. The questioning activities were in the form of both close and open-ended questions which were expected to activate students' knowledge and bridge the students' *real-life* experience and the materials they are going to learn. Questioning plays very crucial roles to enhance student' motivation, promote positive, critical, and creative thinking among students, improve the teaching and learning

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process within the classroom (Almeida, 2012). After questioning activities, students were challenged to create a story and perform it in the form of *Wayang* performance digitally.

Throughout the process, students created the narrative in group, discussed the characters and story line to be used in the filming process, performed a story using *Wayang* characters and record it digitally using handphone camera. The story that students created were very attractive and amusing ranging from the disposal classification, air and water pollution, and flood. In the process of deciding the topic within the story, students have a full freedom to choose based on their interest. It is also expected to develop students' agency which refers to a respectful and more empowered positioning of students to be active agents in their own learning. When the students are given the full authority to make a commitment toward their learning, it will bring positive impact, such as develop motivation, increase engagement, and enhance achievement of the learning goals (Klemenčič, 2017). In addition, during the process of creating the story, students develop their own script using Bahasa Indonesia which was close to their daily life.

After finishing with the script, the students went to the step of filming process in which they recorded the story using *wayang* characters. The process of recording is conducted by using students' smartphone. Nowadays, smartphone with its multifunctional features plays significant roles and vital in everyday life. Decades ago, students were not allowed to bring their smartphone to school, yet currently many educational institutions have integrated smartphone into the classroom as a learning tool (Wali & Omaid, 2020). Even though the integration of smartphone is proven to be positive, some schools, such as boarding schools, still prohibited to bring their smartphone. Smart phone, in one hand, may be the distraction or give negative impacts toward the students' behaviour yet it could not be denied that it also offered learning advantages, which can develop students' active learning participation, increase engagement within the learning process, improve critical thinking skills (Wardani & Widodo, 2024). Further, Wardani explored that these positive impacts are due to the potential of smartphone in creating more enjoyable learning process which enabled students to ask questions, compared the result of their work with some information using the help of the smartphone. In addition, the integration of smart phone within the project of *wayang* based digital storytelling will equip students with the digital literacy as part of 21st century skills.

Particularly in the project of *wayang* based digital storytelling, the students applied simple recording using smartphone camera within the process of recording. After being recorded, students directly show their film in front of the class without passing through the process of editing. Students showed the project they have made to the class and received feedback from other students. During the session of presentation, students gave written as well as spoken comments on each film presented. As the students had to give comments after the video presentation, all the students were very attentive to watch their friends' work. The written comments are given by the peer while spoken comments are given by the teachers. The application of peer feedback is due to the results of some previous research results which empirically figured out that it gave tremendous advantages such as build students critical thinking, collaboration, develop reflective attitudes. In the language class, the application of peer feedback can give the students the opportunities to communicate and interact with peers, generate information, negotiate meaning, foster students' motivation (Kunwongse, 2013). However, peer feedback implementation also had some challenges, for instance only a few students actively participate in the classroom, the students' feel confused about what to say, or the feedback given is not deeply dig up the others' work or performance. Thus, the in its implementation, the students need to be given clear guidelines on how to carry out peer feedback. The researchers applied teacher-student feedback to ensure that the feedback can be given maximally.

The last stage which was implemented was reflection intended to find what has been good and what needs to be revised for the next implementation. Based on the reflection, the values of local culture had not reached the maximal point as the characters of *Wayang* students made were too modern. As the teacher concerned on preserving, introducing, and emphasizing Indonesian local culture toward Indonesian students, the teacher decided to go to the second cycle with some revision. In the second cycle, the teacher revised some aspects and reapplied the project of digital story telling using contemporary *Wayang*. The teacher reintroduced Indonesian *Wayang* characters to the students through power point presentation as it was the simplest and practical visual medium to use before the classroom. The integration of technology is very pivotal as tremendous advantages offered, such as attract students' attention, enhance effective ways of learning (Lari, 2014). The introduction *Wayang* characters (Punakawan, Pandawa, Rama, Shinta, and so on) through the help of power point technology was considered very crucial to be conducted to refresh students' knowledge on *Wayang*. Even though students

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had been introduced to *Wayang* prior to the project, the repetition on the *Wayang* materials was important as the students never knew the original Indonesian *Wayang* characters previously. After being given sufficient introduction, students were asked to create the character of Indonesian *Wayang* as shown in the power point presentation they were interested in. In creating *Wayang* characters, students did it individually so that each student can be more imaginative, explorative, freely expressive, and creative. As the classics form of Indonesian *Wayang* characters is very difficult to create exactly as its original forms, then, students were given a freedom to do some modifications. Some characters that students created were Gatotkaca, Punakawan (Semar, Gareng, Petruk, Bagong), Srikandi, Arjuna, Bima as shown in the Figure 1.



Figure 1. Students' Art work on *Wayang* Characters

In the cycle 2, after creating *wayang* characters, the students developed and produced the stories under the same topic as the previous stage, which is environmental issues. Some topics chosen by the students during the project were disposal problems, forest fire, water pollution, wildlife protection, and global warming. After that, the students came to the process of editing video in which they can insert a title page, write captions, add musical instrument, provide neat transitions between clips, and have credits at the end. The last step in the project of *Wayang-based* digital story telling was presentation and reflection session. Particularly, the presentation of the digital storytelling product would foster students' presentation and discussion skills as students need to present their work to the public (classmates) and give constructive feedback in the form of both oral and written towards others' work as well as receive feedback for the future betterment. These activities would build students' character, such as communicative, confident, open minded, honest, polite, respect, and appreciative. The screenshot of students' video of digital storytelling is shown in the Figure 2.



Figure 2. Students' work on Digital Storytelling using *Wayang* Characters

The Advantages of *Wayang*-Based Digital Storytelling

Based on the implementation of *wayang*-based digital storytelling project, it can be concluded that *wayang*-based storytelling project can be a connecting bridge to answer three challenges at once, namely the issue of preserving local culture, increasing environmental awareness, and develop digital literacy. *Wayang*, with some

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modification, then, is believed to be effective means to achieve the goals and cope the aforementioned challenges – environmental, national identity, and technology. The combination between contemporary *Wayang* and digital storytelling meets the equilibrium point of a number of 21st century education goals which are local culture preservation and technology literacy. The learning process was also successfully carried out continuously for approximately four semesters and follow-up projects were carried out by referring to the results of reflection on previous projects so that it is hoped that there will always be revisions to lead to better achievements and give rise to various innovations.

This contemporary *wayang* is an integration of several scientific disciplines, Arts and Culture, Natural Sciences, Social Sciences, Information and Communication Technology (ICT), and language. Thus, this application is a real embodiment of the ideals of the *Merdeka Curriculum*, which must be interconnected between subjects so that students gain holistic knowledge (Hadi et al., 2023). This contemporary *wayang* project also familiarizes students with independent and collaborative skills at the same time. Independent learning in creating *wayang* characters is based on the theory that each person is a unique person who must be developed to the maximum. The individual work within the process of *Wayang* characters creation is also due to the concept of differentiated learning which aims at accommodating students' unique characteristics, interests, readiness, level of academic achievement, prior knowledge, and abilities level. Through implementing this differentiation through individual works, students will also be able to do self-reflection toward their own learning progress. In addition, the balance of individual independence with social collaboration is also maintained so that in completing the *wayang* project in Digital Storytelling, students complete it in groups, working together, sharing information, tasks and responsibilities which is in line with the 21st century skill.

Moreover, in the contemporary *wayang* application with Digital Storytelling, the project focuses on current environmental issues, especially forest fires, river and air pollution, and hunting for wild animals. The insertion of environmental awareness values is aimed at achieving one of the goals of 21st century education, which includes students being able to have social, cultural, global and environmental awareness. In mediating the challenges of environment, culture, and technological literacy, digital story telling, then, is a potential answer as it can bridge between them well. The integration of contemporary *wayang* projects with Digital Storytelling also trains students to work together systematically and be actively involved in groups namely in terms of determining the story that will be shown, creating *wayang* characters, recording a video based on the story that has been made, polishing the video recording so that it is more interesting, and presenting it in front of the class. Thus, the contemporary *wayang* project with Digital Storytelling applies the principles of a scientific approach, namely observing, asking, associating, researching, connecting and communicating.

Students are also trained to be able to facilitate the different learning styles of each student and develop multi-literacy skills (Alameen, 2011); language skills by writing narratives and story scenarios, visual skills by creating and modifying *wayang* characters, communication skills by discussing and presenting stories, and technological literacy skills by utilizing digital media (camera, cellphone, or computer). Especially in presenting work, students are also trained to have communication skills, public speaking skills, and build character and noble manners (graciousness in accepting comments from other groups, respecting other people's work, and remaining polite and courteous in giving feedback to other groups so as not to hurt feelings. So, it can be concluded that the contemporary *wayang* project with Digital Storytelling has the 4C principles, namely critical thinking and problem solving, communication, collaboration, creativity and innovation.

The Drawbacks

From the results of ongoing project implementation, contemporary *wayang* has been able to introduce Indonesian *wayang* culture to the Indonesian young generation. Students are introduced to *wayang* characters, and they create *wayang* characters in a work of art. However, based on the results of teacher reflection in implementing the project, there are several obstacles in implementing the contemporary *wayang* project. Firstly, teachers' knowledge of *wayang* characters is still limited so that the presentation of the characters is carried out in less detail, explanations of the characters are only done in outline and introductions to classic stories in *wayang* are also not told to students considering the limited teacher staff and school time. Second, the limited school computer facilities for students and students' abilities in operating video processing software are still very limited, meaning that digital storytelling video results need a lot of improvement. Even though it has several limitations, this does not mean that the project cannot be implemented. Teachers and students must be able to use the limited and available resources in order to still be able to achieve the goals set at the beginning of learning.

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CONCLUSION

Based on the results of the description and analysis of *wayang*-based digital storytelling applications, the researcher concluded that digital storytelling and *wayang* project can facilitate a wide range of student learning needs, develop multiple intelligences, critical thinking, collaborating in teams, arouse interest and motivation to learn, attract attention, and increase creativity and self-confidence, develop intrapersonal and interpersonal communication, improve writing and presentation skills, and develop ICT literacy. It is expected that in the future, educators will be able to apply various types of *wayang* (*wayang golek*, *wayang beber*, *wayang wong*, and other types of *wayang*) in the educational contexts to introduce and preserve the *wayang* cultural heritage. The future teachers can assign students to create narrative stories, drama scripts about *wayang* stories using their own language level along with internalization of characters values stated in Profil Pelajar Pancasila. The government should also take a role and action to support young generations for preserving our distinctive cultural heritage.

For future research, it would be beneficial to explore the integration of various types of *wayang*, such as *wayang golek*, *wayang beber*, and *wayang wong*, in different educational settings. Research could focus on how these traditional forms can be adapted to foster creativity, cultural awareness, and moral values aligned with Profil Pelajar Pancasila. Additionally, future studies could examine the impact of *wayang*-based digital storytelling across diverse student populations and educational levels, assessing its effectiveness in enhancing critical thinking, collaboration, and ICT literacy. It would also be valuable to investigate the role of government policies and educational programs in supporting the preservation of *wayang* as a cultural heritage through its integration into modern educational practices. Such studies could provide insights into how teachers and institutions can further develop pedagogical approaches that connect traditional arts with contemporary learning needs.

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