

## StoryJumper as a Learning Medium: Integrating Technology in Kampung Inggris Transmigrasi Kalimantan Selatan

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### Kata Kunci

StoryJumper  
Media pembelajaran  
Teknologi  
Bahasa Inggris

### Keywords:

Storyjumper  
Learning medium  
Technology  
English

Received: October 2024

Accepted: November 2024

Published: December 2024

### Abstrak

Artikel ini mengulas tentang integrasi *StoryJumper*, sebuah platform cerita digital, ke dalam pengajaran bahasa Inggris di Kampung Inggris Transmigrasi, Kalimantan Selatan. Melalui program pengabdian kepada masyarakat, sepuluh tutor bahasa Inggris menerima pelatihan tentang pembuatan konten *StoryJumper* untuk meningkatkan keterlibatan siswa. Mereka menjawab pra dan pasca tes. Hasil analisis tes menunjukkan persepsi positif terhadap penggunaan teknologi dalam pendidikan, dengan peserta menyadari potensinya dalam mendukung pembelajaran yang berpusat pada siswa untuk meningkatkan motivasi belajar siswa. Hasil kegiatan PkM menunjukkan bahwa bercerita digital dapat menjadi alat pendidikan yang mendukung terciptanya pembelajaran berbasis teknologi di dalam dan luar kelas. Inisiatif ini dapat menjadi model untuk program serupa yang digerakkan oleh masyarakat di daerah transmigrasi lainnya, yang mendukung kualitas pendidikan bagi seluruh siswa.

### Abstract

This article explores the integration of *StoryJumper*, a digital storytelling platform, into English language instruction in Kampung Inggris Transmigrasi, South Kalimantan. Through a community service program, ten English tutors received training on creating *StoryJumper* content to enhance student engagement. Pre- and post-tests were given to participants. The results of the analyses indicated positive perceptions towards technology use in education, with participants recognizing its potential to foster student-centered learning to boost their learning motivation. However, technical challenges highlighted the need for additional support. The results suggest that digital storytelling can be a powerful educational tool in the classroom and out-of-class activities. This initiative could serve as a model for similar community-driven programs in other transmigration areas, promoting educational quality for every student.



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## INTRODUCTION

One of the most important aspects of contemporary teaching and learning methods has become the incorporation of technology in education in recent years (Ataş *et al.*, 2019; Lai *et al.*, 2022). The dynamics of this age-old activity have changed as a result of the advent of digital technology, which have long been acknowledged as a crucial educational resource (Rahiem, 2021). Each platform either in mobile phone or website has the ability to provide a deeper comprehension of the curriculum and improve student-centered learning (Lai *et al.*, 2022; Suppasetseree *et al.*, 2023). One platform that provides this benefit is digital storytelling. The use of digital storytelling, which has been demonstrated to empower students and

**How to cite:** Amelia, R., Salman, P., Heldiansyah., Ardida, S. D. A., Nurmaya, R., Rahman, L. (2024). Pengenalan dan Pemanfaatan Tanaman Penghasil Karbohidrat Non Beras dan Gandum sebagai Bahan Dasar Usaha Kuliner untuk Siswa Sekolah Menengah Kejuruan. *PengabdianMu: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 9(12), 2237-2246. <https://doi.org/10.33084/pengabdianmu.v9i12.8577>

give them compelling and meaningful learning experiences, is one illustration of this creative approach (Rojas *et al.*, 2023; Staley *et al.*, 2017). StoryJumper, an online platform that allows users to build interactive digital storybooks, is one example of a new learning tool (Kusumaningrum *et al.*, 2024; Laiqoh *et al.*, 2022; Rameswara *et al.*, 2019; Rojas *et al.*, 2023). Some previous research studies had StoryJumper digital storytelling platform integrated in their classroom settings from kindergarten to higher education institutions. Among others (Rameswara *et al.*, 2019) study described the development and evaluation of StoryJumper-based teaching media to enrich kindergarten students' vocabulary. Another study was done by Auliya *et al.*, 2023) which examined the effect of using the StoryJumper on reading comprehension of elementary students reading comprehension skills. Their study showed a significant positive effect. In the highest level of education, (Rojas *et al.*, 2023) study examined the effect of StoryJumper platform to improve collaborative writing skills in EFL students and its positive attitude and engagement. Furthermore, traditional teaching approaches are frequently perceived as less effective at motivating students to actively participate in the learning process. The advent of online platforms facilitates and expands access to educational content, allowing for more individualized learning experiences. (Listia *et al.*, 2022) study showed how technology is useful for students. (Fitriyani *et al.*, 2023; Rahiem, 2021; Staley *et al.*, 2017) found that digital storytelling is an excellent way to enhance language skills in students. Students can better learn complicated concepts by mixing text, graphics, and sound, while also engaging with the content in a fun and creative manner. StoryJumper as one of storytelling forms is a website that lets anyone build interactive books. It has grown in popularity as an educational resource, especially for language teaching and learning (Hariyani *et al.*, 2023; Haryani *et al.*, 2023; Murtini, 2023; Nurlaela *et al.*, 2022).



Figure 1. Conceptual Framework.

As learning not only takes place in the classroom, the use of StoryJumper is useful as out-of-class learning activities. This way of learning supports foreign language learning that emphasizes exposure (Staley *et al.*, 2017). The more students expose to more sources of learning, the better their English skills will be. StoryJumper as a free platform is able to provide many learning resources that students can choose in accordance to their interests. Kampung Inggris in South Kalimantan, notably in transmigration zones, is one of the community's endeavors to improve students' English ability. However, issues in teaching English are sometimes attributed to a lack of engaging and appropriate learning resources, particularly for children and teenagers. Thus, in this article, using StoryJumper as a learning tool is an alternative solution. This platform enables tutors to provide interactive stories that are personalized to English learning materials. In addition, this platform is easily accessible, encouraging transparency and inclusivity in the teaching-learning process. As a result, the purpose of this study is to unravel the community service activity in Kampung Inggris Transmigrasi Kalsel using StoryJumper as a teaching tool. It is envisaged that this result could lead to the identification of more engaging and relevant learning methodologies to fulfill the demands of students in the digital age, as well as the improvement of educational quality in this transmigration area as well inspire other transmigration areas.

## METHOD

This community service activity was held in October 6 until October 19 2024 in English Transmigration Village (ETV). The participants were 10 English tutors of ETV. It was carried out in the form of training of creating a StoryJumper. This method is a system of actions or stages implemented in conducting community service activities (Murdjito, 2012). The instrument used was a questionnaire, which was given to the participants before and after the training. This questionnaire was analyzed using descriptive statistics to understand the tutors' perceptions. In details, it was done in some stages as seen in Figure 1.



Figure 2. Stages of Community Service Activities.

### *Stage 1: Community Situation Analysis*

Community situation analysis aims to determine the target audience and the problems to be addressed. The target audience of the ETV was determined based on prior observations in the setting. The community service team conducted an interview with one of the management team in ETV. From the observation, it was determined that the most urgent issue was the lack of technology use, which was then addressed in the next phase.

### *Stage 2: Problem Identification*

The situation analysis result was formulated into problem identification. The tutors have two main issues faced. The first one is they have lack technology integration into English learning. The second is the tutors have limited ability to create StoryJumper content.

### *Stage 3: Setting Goals*

The community service team set the main goal of this community service activity. The goal is to enhance the technological competence of ETV tutors and to create a StoryJumper to be used in the classroom.

### *Stage 4: Problem Solving Plan*

ETV was provided with materials consisting of 30% of lectures, 10% of Q&A for clarifications, and 60% of hands-on practice in creating storybooks using StoryJumper. The community service team discussed the details of the activity's implementation, such as dates, location, and the involved parties.

### *Stage 5: Social Approach*

The social approach involved engaging PkM partners with the principle that they, as participants, are the subjects of the Community Service. After the training, the participants were expected to apply the skills they gained by creating StoryJumper content and using it in their classrooms.

### Stage 6: Activity Implementation

The training was conducted both in-person and online from 6th October to 19th October 2024. The participants were given a pre-training questionnaire, training on creating StoryJumper, participated in Q&A sessions, practiced creating the content, and completed a post-training questionnaire.



Figure 3. The participants create their own StoryJumper.

### Stage 7: Evaluation of Implementation and Results

The evaluation was just as important as the other stages. It was done to assess the success of the activity and its outcomes. The evaluation used a non-test instrument in the form of a post-training questionnaire to gather participants' perceptions. The questionnaire contained 16 statements, which operationalized indicators that the respondents answered using a Likert Scale (Strongly Agree, Agree, Neutral, Disagree, or Very Good, Good, Neutral, and Poor). The questionnaire consisted of main main aspects, detailed in Table 1.

Table I. Evaluation Instrument.

Aspect	Item Numbers
Technology integration in learning	1, 2, 3, 7, 12, 13
Ability to create StoryJumper content	4, 5, 6, 10
Benefits of StoryJumper	8, 9, 11, 14
Training implementation	15, 16

The identified need was to improve their technological skills to enhance teaching quality. The participants were trained in creating a StoryJumper, incorporating local wisdom to increase students' motivation to learn.



Figure 4. Documentation after the community service program.

## RESULT AND DISCUSSION

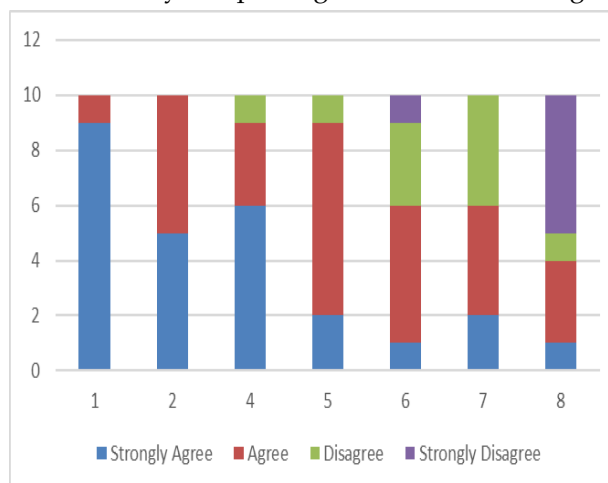
The results of the community service are divided into pre-test and post-test results. The pre-test result provides insights into participants' initial attitudes and experiences regarding technology integration in teaching English, particularly focusing on the use of technology-based media and StoryJumper. The pre-test result is given in Table 2.



**Table II.** The results of the pre-test

Pre-test					
No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	In my opinion, integrating technology in English language learning and teaching at Kampung Inggris is beneficial for students.	9	1		
2	The use of technology in learning is good for students.	5	5		
4	It would be better if technology-based media/applications were also shared with students' parents.	6	3	1	
5	Students pay attention when technology-based media/applications are used in learning.	2	7	1	
6	Students are able to understand technology-based media/applications in learning.	1	5	3	1
7	I use technology-based media/applications in my teaching.	2	4	4	
8	Have you ever used Storyjumper when teaching at Kampung Inggris?	1	3	1	5

It is interpreted from Table 2 that the vast majority believe that integrating technology is beneficial. All participants agree that using technology in learning is beneficial, with an even split between strongly agree and agree. Most participants agree that it would be beneficial to share technology-based media with students' parents. In regard to students' attention with technology-based media, the responses (2 strongly agree, 7 agree) indicate that participants feel students pay more attention when technology-based media is used. Responses of participants in students' ability to understand technology-based media: here are mixed, with only 1 strongly agreeing, 5 agreeing, 3 disagreeing, and 1 strongly disagreeing. The current use of technology shows a split result between those who currently use technology in teaching and those who do not, suggesting varying levels of technology adoption. Most participants have little to no prior experience with Storyjumper. This lack of experience indicates that the use of Storyjumper is relatively new for the group, where tutors first learn about and integrate new technology tools at a basic level before fully incorporating them into their teaching.

**Figure 5.** Results of the pre-test

The pre-test responses suggest generally positive perceptions of technology's role in learning and indicate openness to integrating it further. However, there are concerns regarding students' ability to understand technology-based media and limited prior experience with tools like Storyjumper. This indicates that while participants recognize the potential benefits, there may be a need for additional training and support to build both tutors' and students' digital competencies.

Then, the post-test was given, and the results are depicted in Table 3.

**Table III.** The results of the post-test

Post-test					
No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	In my opinion, integrating technology in learning and teaching at Kampung Inggris is beneficial for students.	8	2	0	0
2	I will consider using technology-based learning media/applications in my teaching in the future.	7	3	0	0
3	I will use Storyjumper at Kampung Inggris in the future.	5	4	1	0
4	I can use and incorporate text in Storyjumper.	3	6	1	0
5	Now I can use and incorporate images in Storyjumper.	4	4	2	0
6	I can insert audio in Storyjumper.	4	3	3	0
7	I will share the Storyjumper projects created by me and/or my team with students' parents.	5	3	2	0
8	Storyjumper is an engaging medium for students to learn.	7	3	0	0
9	Integrating technology will support student engagement in my class.	6	3	1	0
10	Local wisdom can be integrated into Storyjumper.	7	3	0	0
11	Storyjumper is authentic (I feel I can apply the knowledge gained to the real world) as a medium.	5	3	2	0
12	I may encounter difficulties using Storyjumper when teaching.	5	4	1	0
13	My students may encounter difficulties using Storyjumper while learning.	2	6	2	0
14	In general, what is your opinion on using Storyjumper in your class?	2	8	0	0
15	What is your opinion on the implementation of the Community Service Program that has been conducted?	7	3	0	0
16	Overall, what is your opinion on the ability of the facilitators in the Community Service Program?	6	4	0	0

The clear picture of the post-test result is given in Figure 4.

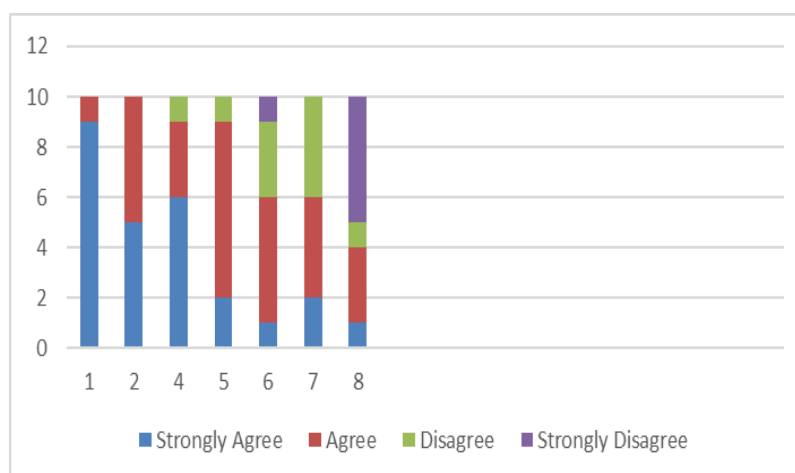


Figure 6. Results of the post-test.

The post-test results suggest a generally positive perception among participants regarding the integration of technology in teaching English, specifically using Storyjumper as a learning medium. The results demonstrate overall positive attitudes toward technology integration, particularly with Storyjumper, but also highlight some technical challenges that could be mitigated through targeted training. Supporting theories (TAM, Constructivist theory, Engagement Theory) suggest that increased confidence in using such tools may further enhance teaching outcomes and student engagement which is further discussed in the discussion. The majority of the participants indicate a willingness to use technology-based applications in their teaching. They express a willingness to adopt technology-based tools, like Storyjumper, in future teaching, indicating openness to incorporating digital media in their instruction. Their perception toward technology is positive showing that integrating technology is beneficial and impacts the learning. Both pre- and post-test results show strong support for integrating technology in learning, with participants recognizing its benefits for engagement and teaching effectiveness (Gan *et al.*, 2014; Listia *et al.*, 2022). According to educational technology theories, such as the Technology Acceptance Model (TAM), perceived usefulness is crucial for technology adoption in educational settings, which seems strongly supported here (Davis, 1989; He *et al.*, 2018). In fact, future use of technology-based media aligns with Constructivist theories that advocate for active learning environments where technology aids engagement and learning autonomy (Bada, 2015). In addition, Storyjumper is an authentic medium that allows for real-world application of knowledge, supporting the theory of Authentic Learning, which emphasizes contextual learning with real-life relevance (Auliya *et al.*, 2023; Laiqoh *et al.*, 2022; Listia *et al.*, 2022; Murtini, 2023). Its use, tutor can share with students' parents what students can do at home, especially the Storyjumper homeworks and projects, indicating awareness of involving parents in the learning process, which research shows can enhance students' motivation and support through family engagement as well as students' learning experiences. In terms of engagement, technology supports student engagement (Dekhane *et al.*, 2013; Gray *et al.*, 2016; Martin *et al.*, 2018). This aligns with Engagement Theory, which emphasizes that interactive, technology-supported environments can increase students' participation and enthusiasm. The content, if created by tutors, can be adjusted to the integration of local wisdom in the areas. Tutors as the participants believe Storyjumper can integrate local cultural elements, with 7 strongly agreeing. This shows recognition of culturally relevant pedagogy, which advocates for connecting learning to students' cultural contexts, reflecting a focus on creating culturally relevant and interactive learning experiences. Most participants plan to use Storyjumper in the future, although 1 disagrees. This suggests a strong inclination toward using digital storytelling, a method supported by theories emphasizing personalized learning and creative expression. The stated some possible reasons that might hinder the application particularly in terms of technical factors. There are concerns about difficulties in using Storyjumper both for tutors and students. This aligns with the diffusion of innovations theory, which suggests that complexity can hinder adoption. Identifying specific technical issues and providing support or additional training may alleviate these concerns. Although participants show moderate confidence in using Storyjumper's features (text, images, and audio), there are varying levels of comfort, with some participants needing further support to become proficient.

According to the Digital Competence Framework, educators' comfort level with such tools is key to successful technology integration. The mixed responses here suggest some need for further training (Listia, Al Arief, Alfia Zahra, *et al.*, 2022; Listia, Al Arief, Amelia, *et al.*, 2022). In other words, there are concerns regarding potential technical challenges for both tutors and students in using Storyjumper, highlighting a need for ongoing support and resources. However, in general, the participants have a favorable view of Storyjumper overall and positively rate the Community Service Program and the facilitators' abilities. This reflects high satisfaction and could indicate program effectiveness. Several implications are drawn from this community activities, among others :

1. The varied levels of confidence in using Storyjumper and technology-based media suggest a need for additional training sessions to build tutors' digital skills and confidence, ensuring they can effectively integrate these tools. Providing resources, tutorials, and technical support can mitigate anticipated difficulties, which is essential for sustaining technology adoption and maximizing its benefits;
2. The willingness to involve parents suggests that structured methods for parental engagement could enhance student motivation and learning outcomes;
3. With participants seeing Storyjumper as an authentic tool, tutors should be encouraged to select and design projects that connect directly to students' real-world experiences, thereby enriching the learning process in class or outside the class.

## CONCLUSION

The pre- and post-test analyses reveal a generally positive attitude among participants toward integrating technology in English language teaching at Kampung Inggris, with a particular interest in using digital storytelling tools like Storyjumper. Participants recognize the benefits of technology for enhancing student engagement, supporting authentic learning, and connecting with local culture, which aligns with educational theories on technology acceptance and constructivist learning. While there is strong enthusiasm for future use, varying levels of technical proficiency and anticipated challenges indicate a need for further training and support. Overall, this positive reception and readiness to adopt technology suggest a solid foundation for future technology-based initiatives. With targeted support, Kampung Inggris can effectively leverage digital tools to enrich the learning experience, making it more interactive, culturally relevant, and aligned with real-world applications. High satisfaction with the program and facilitators can be leveraged to further develop similar technology integration initiatives, fostering a community of practice that values continuous improvement in teaching approaches. The more possible action is establishing a peer mentorship program where more experienced tutors can support those less familiar with technology, fostering a collaborative learning environment.

## ACKNOWLEDGEMENT

The authors thank Director of Politeknik Negeri Banjarmasin, Head of P3M Politeknik Negeri Banjarmasin, Head of Accounting Major of Politeknik Negeri Banjarmasin, and all parties involved in the implementation of the program funded by Ministry of Higher Education, Science, and Technology under the Directorate of Vocational Higher Education Batch III Year 2024 No. 385/SPK/D.D4/PPK.01.APTV/VIII/2024.

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