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Combining Two Models: Digital Storytelling and Everyone Is a Teacher Here

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Digital storytelling is a model that describes a story or idea by utilizing multimedia content such as text, audio, images, and video. Using a multimedia tool can generate a more interesting story. Moreover, to prepare to become future teachers, students need to be equipped with a variety of effective learning models. One of those models is Everyone is a Teacher Here. Combining the learning models of digital storytelling and Everyone is a Teacher Here can make a class more interactive and effective. The purpose of this study was to combine the digital storytelling and Everyone is a Teacher Here models and to explore student responses to the use of the two models. The methods used in this research were the ADDIE and qualitative methods. The development phase consisted of analysis, design, development (or production), implementation (or delivery) and evaluations. The participants consisted of 40 students (future teachers). The results of this research show that learning history with the digital storytelling and Everyone is a Teacher Here models could help students (future teachers) to understand the material and competently lead their classes. The results show that 62.5% of students strongly agree with using a combination of the digital storytelling model and the Everyone is a Teacher Here model, which can motivate them to study. Furthermore, 55% of students strongly agree that the combination of the digital storytelling and Everyone is a Teacher Here models can improve their learning outcomes.

Key words: *ADDIE method, digital storytelling, Everyone is a Teacher Here, future teacher.*

Introduction

University students face numerous challenge related to numerous internal and external factors when learning about history. Internal factors include low student interest in learning history,

with history material being considered boring: students are merely memorizing the material, which is easily forgotten. The external factors challenging students have the following causes. First, history lecturers generally use the conventional method, which makes students feel bored. In this learning process, the role of the teacher is active, and the role of the students is passive. Therefore, we need an alternative learning model that emphasizes liveliness and participation, both of the class as a whole and individually, to develop students' potential to obtain satisfactory learning outcomes. Second, the historical learning media commonly used in college are textbooks. These textbooks are still less interesting and not easily understood by students. The reasons for this problem area rigid book layout with more text than images. Furthermore, the images presented are relatively unclear, and some of them lack color. Third, the technique of delivering material in today's history textbooks is only one method, which is both less interesting and difficult to understand by students. Additionally, students find it difficult to recall material that contains historical events, important years of events, and characters in the event.

In response to the problems outlined above, social science learning must begin to migrate from conventional learning to learning based on information technology (IT). This is closely related to the use of technology to optimize learning objectives so that the learning process will become more interesting for students. In the world of education, IT is a tool to obtain wide access to information and knowledge. Students can not only gain new knowledge from lecturers but also build their own knowledge through sources of science that are very diverse, e.g., e-books, digital libraries, e-journals. In addition, IT media is not strange to today's students and lecturers. Thus, they easily master the technology. Every day, they deal with mobile phones, computers, the Internet, LCD screens, and so forth. For instance, students access academic information from faculty, usually using email and social media.

The development of information communications technology (ICT) is very advanced, and people can easily obtain information. One area that has been significantly impacted by the development of technology is the field of education. ICT can help lecturers provide educational information to students more rapidly. It can also help lecturers deliver multimedia-based learning, along with teaching materials that have a more attractive appearance. In addition, the use of technology has become an integral part in the process of teaching and learning. Lecturers can use technology to create learning media that prompt more students to be active in the classroom. (Pienaar, Adams, Harreveld, & Winchester, 2016; Schuck & Kearney, 2008; Yap, Neo, & Neo, 2016) indicated that students respond positively to transforming conventional teaching to learner-centered teaching by using technology. They have a better understanding and a better motivation for learning. Nevertheless, technology should be supported by the facilities and infrastructure of the campus so that it can optimize the learning process both effectively and efficiently.

This study used the *digital storytelling model*. *Digital storytelling* is a technique that describes a story or idea by utilizing *content multimedia* such as text, sound (audio), images, and video. Using a multimedia tool can generate a more interesting story. *Digital storytelling* can be applied in a variety of subjects and can accommodate a variety of student learning styles. To engage in *digital storytelling*, we can use applications/software tailored to student needs. This *digital storytelling* application can be packaged into videos with sufficient duration or slideshow images. Some applications that can be used to create *digital storytelling* include the following: *Microsoft PowerPoint, Microsoft Photo Story, and Microsoft Windows Movie Maker.* There are also *open-source* tools/applications.

In addition, to support this learning media to be more optimal in learning history, the researchers used the model *Everyone is a Teacher Here*. This model allows every student to play a teacher role with his friends. With this learning model, students who have been unwilling to engage will participate in effective learning. This model is very appropriate to obtain the participation of the class, both individually and as a whole. The advantage of the *Everyone is a Teacher Here* model is that students will be active and teachers will obtain the participation of the class, both individually and as a whole, in the learning process.

Previous research has relied solely on the use of a single model for classroom learning. However, combining multiple models may increase active learning in students and mastery of classroom material. This approach may improve student preparation to be future teachers.

Therefore, the following research questions were posed:

1. How can the *digital storytelling* and *Everyone is a Teacher Here* models be created using the ADDIE method?
2. What is the student teacher's response to the use of the *digital storytelling* and *Everyone is a Teacher Here* models?

Literature Review

Digital Storytelling Model

This study was multimedia-based. According to Arsyad (2015),multimedia can be interpreted as more than one medium. It can be a combination of texts, graphics, animations, sounds, and videos. This combination is a unity that simultaneously displays information, messages or lesson content. The information presented through this multimedia is in the form of a living document that can be viewed on a computer monitor screen or *smart phone*, voices can be heard, and movement (video or animation) can be seen. The learning model used in this research was *digital storytelling*. This model is interesting and improves students' motivation

to learn because students are interested in multimedia. This model is different from the conventional model that is commonly used. This proposition is supported by Hartley and McWilliam (2009, p. 262); "*digital storytelling* offers educators a new and exciting way to captivate the students' interest like never before."

This model is a learning model that combines image media with a soundtrack in the form of sound, music, and video. *Digital storytelling* is one practice of combining narration/story with multimedia, such as images, sound and text, to produce a short autobiographical film. Moreover, storytelling is perfect for learning history and culture, since students must first master the concept and then tell the story.
According to Garg (2017), when telling a story to a child, we speak directly about the past, we use different powers of eye contact, gestures, movement and sound. The purpose of telling stories is to convey information and ideas, foster children's imagination, and help children understand the human situation and human conditions that concern the present and the past. This statement strongly supported the model of learning history by telling stories. Furthermore, storytelling with the help of multimedia-based models follows the development of modern childhood, in which children are familiar with video, pictures, and sound. An image, sound or video can also affect the listener. This is in line with the opinion of Block (2008): each picture is composed of a story, visuals and sometimes sounds. These 3 elements can be used for communication. If the image is an advertisement, the listener/reader may be influenced to purchase the product. Similarly, if the image is a game, story, visual and sound, it can influence students to learn.

The applications of *digital storytelling* to student subjects are as follows: First, the student can summarize the core material. These activities are both individual- and group-based. Before engaging in *digital storytelling*, students first master the concept that will be presented. This activity is very useful for improving the ability to master the material. It helps students who are embarrassed to speak and express their opinions in the classroom to improve their cooperative learning in the class. Second, after students have mastered the material and obtained additional data, they report it by making a verbal narration by students with digital content in a *digital storytelling*. This reporting format will be simpler and more interesting than asking students to create a scientific paper in a format that often makes them lazy because the structure is very rigid and the rules of writing are formal. By reporting using *digital storytelling*, students need only a small amount of skill for digital content processing software such as *Movie Maker* and voice charging using a *microphone*.

Third, the *digital storytelling* results obtained by the students will be appreciated together, presented in the classroom during each class session, and discussed in the classroom. For class presentation activities, the model used was *Everyone is a Teacher Here*, in which every student has the opportunity to teach up front. Thus, there are many advantages to using this

digital storytelling media. (1) Students cannot only express themselves and no longer work with written words but also have a voice integrated with digital content, creating a sense of ownership of the work as well as self-representation, thus confirming their identity. (2) It makes the learning process more interesting, more challenging, and less boring, giving students the opportunity to hone the spirit of competition, develop creativity and innovation, and form togetherness in groups; it also enables teachers to obtain a good appreciation of student work. (3) It enables the routine production of opportunities for distribution and possibly for further collaboration through participation on social media on the Internet while accelerating the spread of content knowledge for all.

Model *Everyone is a Teacher Here*

The model of *Everyone is a Teacher Here* is very appropriate to obtain the participation of the class, both individually and as a whole. This model provides an opportunity for each learner to play a role as a teacher with his/her friends. With this model, learners who have been unwilling to engage will participate in active learning.

The procedure of *Everyone is a Teacher Here strategy* unfolds as follows: (1) hand out an index card to each student and ask them to write a question about the learning material being studied in the class; (2) collect the cards, shuffle them, distribute one to each student, and ask students to silently read the question or topic on their card and think of a response; (3) invite volunteers who are willing to read and respond out loud to the cards they obtained; (4) after a response is given, ask the others in the class to add to what the volunteer has contributed; and (5) continue as long as there are volunteers.

This learning model has been investigated by previous researchers, for instance, Kuswandari (2012) and Utami (2011). Both of them examined the implementation of the *Everyone is a Teacher Here* strategy to improve student learning outcomes and efforts to increase student activity in the classroom. The type of the research that they used was classroom action research. The results from previous studies indicated an increase in student learning outcomes. Unlike previous researchers, these researchers attempted to examine history majors enrolled in the social science study program. In addition, previous researchers investigating *digital storytelling* included Hung, Hwang, and Huang (2012), Kim (2014), and Smeda, Dakich, and Sharda (2014). They concluded that the *digital storytelling model* was very effective and efficient to use. In this study, researchers combined the learning model of *digital storytelling* and *Everyone is a Teacher Here*. Furthermore, the sample from this study was future teachers who were prepared to become masters in IT and to become good teachers with an understanding of the material that they will teach.

Materials and Methods

The method used in this research was ADDIE and qualitative methods. The ADDIE method is used to design the learning models that will be created. However, the qualitative methods were used to understand the student responses to the *digital storytelling model* and *Everyone is a Teacher Here*. The ADDIE method can be used for various forms of product development, such as learning methods, learning models, learning strategies, teaching materials, media, etc. In this research, it was expected to produce learning models.

The instruments used were questionnaires and interviews. The questionnaire consisted of 2 stages. The first stage was the question about student responses to the use of both models; the second stage was the student responses as being prepared to become a prospective master by using the combination of both models. The questions on the questionnaire were in the form of a Likert scale of 1 to 4 (1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree).

After distributing the questionnaires, the researchers conducted more in-depth interviews of the participants. The research was conducted among history majors at the Faculty of Teacher Training and Education, Halu Oleo University, Indonesia. Forty students participated. The result of questionnaire performed the students' perception of both of the models.

Results

The Results of Creating a Digital Storytelling Model and Everyone is a Teacher Here
The stages in Creating a Digital Storytelling Model and Everyone is a Teacher Here

Analysis

At this stage, the main activity conducted was the researcher analysis of the learning model that had been frequently used by lecturers in the process of learning and teaching in the classroom. The learning model that is often used is a lecture model and class presentation. The problems were that this model was no longer relevant to the needs of students, and students' learning environment was based on the technology. Next, there was a need for learning model development. The researchers had performed the analysis in this study and whether: 1. the new learning model could overcome the problems faced; 2. the new model supported facilities in the classroom; and 3. the lecturers have the ability to apply this new model.

Design

In this stage, the researchers designed the model of learning by combining the *Everyone is a Teacher Here* model with a *digital storytelling model*. After students mastered the topic of discussion, they attempted to collect the data in the form of sound, data and video. Next, they engaged in *digital storytelling* according to the topic given by the lecturer.
Development

The activity realization in this stage was the development of the model of learning. The stages in the learning process were as follows:

- The lecturer gave subtopics to be studied for several meetings.
- Students searched materials, added materials, collected data in the form of images, video or sound and mastered the material.
- Students reported in a narrative form with *digital storytelling* using a video-making application.
- In the class, the lecturer asked students to make 2 lots. The first lot contained the name of each student, and the second lot contained a list of questions about the material.
- The lecturer then used the first lot to invite the students to report the results of his *digital storytelling* in front of the class. Every student should be ready at any time to become a teacher in front of the class. Next, the lecturer used the second lot to answer questions from his classmates.
- The lecturer called the next student, and so on.

Implementation

At this stage, the researcher implemented both models in the class. Each student had the opportunity to become a teacher and present the *digital storytelling* that he had made. The presentation of student technology was very important to convey information to his friends in the most interesting way. Subsequently, the students received questions from other students based on lot results.

Evaluation

In this phase, formative evaluation was carried out at the end of each meeting with questions about the topic of discussion. It was very important to understand the students' understanding of the given material. The results of this evaluation were very satisfactory. Students were masters of the material and could answer the questions well and were successively better prepared for exams.

***The Results of Student Responses to the Use of Digital Storytelling* and the *Everyone is a Teacher Here* model**

The result of the student responses to the use of *digital storytelling* and the *Everyone is a Teacher Here* model are shown in Tables 1 and 2 below.

Table 1: Students' responses to the use of digital storytelling and the Everyone is a Teacher Here model

No	Questions	Likert Scale (%)			
		Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
1	I am satisfied with the combination of the *digital storytelling* and *Everyone is a Teacher Here* models.	72.5	25.0	2.5	0
2	The combination of the *digital storytelling* and *Everyone is a Teacher Here* models can eliminate boredom during the learning process.	47.5	47.5	2.5	2.5
3	The combination of the *digital storytelling* and *Everyone is a Teacher Here* models motivates me to learn more.	62.5	37.5	0	0
4	I agree that the combination of the *digital storytelling* and *Everyone is a Teacher Here* models is an effective and innovative model.	52.5	40.00	5.0	2.5
5	I feel the beginning of the learning process is interesting in the *Everyone is a Teacher Here* model.	50.0	42.5	5.0	2.5

Table 2: Students' response as being prepared to become a prospective master by using the combination of digital storytelling and the *Everyone is a Teacher Here* model.

No	Questions	Likert Scale (%)			
		Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
1	The model of *Everyone is a Teacher Here* makes me more active in learning.	45.0	52.5	2.5	0
2	I have readiness to follow the learning process.	50.0	45.0	2.5	2.5
3	The combination of the *digital storytelling* and *Everyone is a Teacher Here* models makes me study the subject matter seriously.	62.5	35.0	2.5	0
4	I agree the combination of the *digital storytelling* and *Everyone is a Teacher Here* models is very suitable for learning history.	77.5	20.0	2.5	0
5	I am sure that the combination of the *digital storytelling* and *Everyone is a Teacher Here* models can improve my learning outcomes.	55.0	35.0	7.5	2.5
6	I am happy to learn to lead and create new things in the learning process.	60.0	35.0	5.0	0
7	Learning by using the combination of the *digital storytelling* and *Everyone is a Teacher Here* models can make lecturers and students more interactive.	52.5	37.5	10.0	0
8	The combination of the *digital storytelling* and *Everyone is a Teacher Here* models is more interesting than the lecture/talk method.	30.0	67.5	2.5	0

Questions 1, 2, 3, 4 and 5 were about the students' responses to the use of *digital storytelling* and *Everyone is a Teacher Here* model. (see Table 1 above). The results showed that the

highest percentage was 72.5% , question 1. Students strongly agreed that they were satiesfied with the combination of the models. The lowest percentage was 0%, question 1 and 3.

Questions 1, 2, 3, 4, 5, 6, 7, and 8 were about the students' response as being prepared to become a prospective master by using the combination of *digital storytelling* and *Everyone is a Teacher Here* model. (see Table 2). The result showed that the highest percentage was 77.5% , question 4. Students strongly agreed that the combination of both models was suitable for learning history in the class. The lowest percentage was 0%, question 1,3,4, 6, 7, and 8.

Discussion

Learning history with the *digital storytelling* and *Everyone is a Teacher Here* models provided an opportunity for students (i.e., future teachers) to prepare to understand the historical concept of everything that needs to be represented in the form of a multimedia-based narrative. Thus, students were not encouraged to memorize; rather, they had to understand the material. Understanding was very important in learning history. Understanding ensured the ability to solve problems well. Solving problems included deep thinking activities and gathering both old information and new information. After a thorough understanding, students could provide an explanation or description of the core material in a general and special nature. They could describe the material or story with their words in the form of digital storytelling to make it more interesting in the learning process.
Additionally, one way to gauge the students' understanding was to ask them questions. This was supported byKniep and Zocchia (2009), who found that questions help us establish what we know and what we want to know, to test and to improve our knowledge, and differentiate our thinking from that of others. The learning model of *digital storytelling* and *Everyone is a Teacher Here* could also improve classroom leadership skills by presenting the material. According to Silver, Strong, and Perini (2007),the presentation had two purposes: first, to gauge the students' understanding of the material; and second, to enable students to design and convey information that will allow an assessment of their competence and especially in this study, of how they mastered the material and managed the class. This skill was very important for future teachers. Through mastery of the stages of teaching, these two models would increase students' confidence about speaking in front of the class. This was because they had prepared the material content well before entering the class. Lecturers only had to prepare the material at the beginning of the meeting, control classroom activities, and provide feedback.

Students' response to the merging of the two models was very good. They had to learn before entering the classroom. This was one of the keys so that they could understand the material they would present. They were not very quiet and more actively expressed the new ideas they

received. Especially in history learning, whereas previously their learning strategies often involved memorization, they now realized they were understanding history. In addition, students believe the digital storytelling model and *Everyone is a Teacher Here* is better used for teaching history. What used to be history learning is still conventional, but today it is better to use multimedia. This is because the student environment is now based on IT. According to Hunt (2007, p. 86), "presentation technology can be used very effectively to examine or deconstruct both images and text in a way that would be more difficult, and less engaging, though by no means impossible, by more traditional means." In historical learning, they therefore need to retell important past events in a more interesting form with the help of pictures, sounds and videos.

Based on the results of the questionnaires and the interviews on the implementation of the *digital storytelling* and *Everyone is a Teacher Here* models in the classroom, 45% of students strongly agreed that both models make them more active in the learning and teaching processes. This was because students were feeling motivated to learn, and they were supported by a multimedia-based learning model. (see Table 2 above) In addition, 50% of students had the readiness to follow the learning activities before entering the class due to the requirement to always be prepared.

Furthermore, 62.5% of students strongly agreed that they were more serious about studying the subject matter. This was because the students were motivated by the new learning models they received during teaching and learning. They were given their own task to look for additional data beyond the supplied material, whether in the form of images or video. Moreover, 77.5% of students strongly agreed that both models were well-suited for use in the history subjects. This was because the history subject was more interesting when delivered in the form of narratives using multimedia. Thus, they were happy to learn history. In addition to being happy, the results of their tasks were satisfactory. 55% of students strongly agreed that both models can improve their learning outcomes because the students had a high level of interest in doing the tasks of the lecturer.

The advantages of these two models include the following: 1) The students can learn to lead the class well. Every student was required to be a teacher all the time and master their material. This can be seen from the results of the questionnaire, in which60% of students strongly agreed that with these two models, they can learn to lead the class and create new things in the classroom; 2) Both models made students active in the classroom. This was evidenced by 52.5% of students who strongly agreed with both models and that the lecturers and the students were more interactive; and 3) 70% of students strongly agreed that through the learning model *Everyone is a Teacher Here*, "I can gain knowledge to be a teacher who is always ready and have the confidence to speak in front of the class." In addition, 67.5% of students concluded that both models were better than the lecture method in teaching history.

One limitation of this study is the researcher did not ask the students which of the two models the students liked better: *digital storytelling* or *Everyone is a Teacher Here.* Perhaps they liked combining the models. Referring to the findings of this study, the researchers recommend that history teachers consider the use of the *digital storytelling* and *Everyone is a Teacher Here* models in classroom learning activities to improve problem-solving skills and classroom management.

Conclusion

Based on the results of the research that has been conducted by designing a model of learning that combines the learning models of *digital storytelling* and *Everyone is a Teacher Here*, the following conclusions can be drawn:

1. Combining the *digital storytelling* and *Everyone is a Teacher Here* models may be created by using the ADDIE method.
2. Both of these learning models are very motivating for student learning and help the students to achieve readiness to be future teachers who master the material well.
3. Students believed that they can gain knowledge about how to lead classes, and they also felt confident about teaching in front of the class.

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