ASSESSING LEARNERS' INTERACTION QUALITY DURING DIGITAL STORY TELLING PROCESS

CHAPTER I

INTRODUCTION

1.1 Background

The learning process can be maximized when there is a good interaction between students and teachers. Hamalik (2010: 14) explains that a good teaching and learning interaction is a two-way process. A two-way pattern occurs when communication flows from the teacher to the students and from the students to the teacher. The teacher asks questions and the students answer, or the students express their ideas and the teacher responds. This pattern will not work effectively if one party is not actively involved in the interaction.

The interaction in the world of education aims to bring about significant changes to the learners. At the very least, these changes are noted by Effendi (2005: 11) in four aspects, namely changes in learner attitudes, changes in learner opinions, changes in learner behavior, and changes in learner social interactions. Through these four aspects, learners are expected to transform themselves into individuals with noble character and broad-mindedness.

In the context of education, educational institutions strive to enhance the learners' interaction qualitys. Improving the learners' interaction qualitys is aimed at manifesting three aspects. First, learning satisfaction. Second, student motivation to learn. Third, student interest in learning.

The learners' interaction qualitys can lead to learning satisfaction. Learning satisfaction itself is a feeling where expectations, needs, and desires are fulfilled through teaching and learning activities (Putra, 2019: 24). The impact of student interaction quality on learning satisfaction is supported by the research conducted by Ridha et al. (2023). According to their findings, Ridha (2023) states that the level of satisfaction among students in both experimental groups, where one group experienced high-quality student interactions while the other group did not, yielded different results. Students in the group that experienced high-quality student interactions reported higher levels of satisfaction compared to the group that did not experience such interactions.

The learners' interaction qualitys can also foster student learning motivation. Student learning motivation is a fundamental drive that stimulates someone to engage in learning (Hati et al., 2016: 2). According to Afdhal (2015: 196), motivation is characterized by responses, attention, willingness, concentration, and awareness to actively participate in the ongoing teaching and learning process. The impact of student interaction quality on student learning motivation is supported by research conducted by Halifah et al. (2016: 1). The findings of Halifah et al. (2016: 1) indicate the following: 1) Eight indicators of educative interactions implemented in the classroom showed improvement; 2) Six

indicators of intrinsic and extrinsic motivation also showed improvement in each meeting; 3) the implementation of educative interactions can enhance student learning motivation.

The learners' interaction qualitys can also create student interest in learning. This is supported by the findings of research conducted by Ramadhani (2018). In that research, Ramadhani (2018) states that the relationship between learning interaction and learning interest shows a coefficient value of $b1 = 0.631$, $t = 2.743$, and sig $0.008 < 0.05$. These values indicate that learning interaction has a positive influence on student learning interest.

From the statements above, it is evident that the learners' interaction quality is crucial and urgent to be implemented in the context of education. This urgency is apparent from the impact generated by the learners' interaction quality, which can stimulate learning satisfaction, student learning motivation, student learning interest, as well as create a conducive and active learning environment. By implementing good quality student interaction, educational institutions can create a more positive learning experience and foster better academic achievement for students.

Based on the teaching experience in the field, the author has observed differences in the learners' interaction quality between classes X, XI, and XII at MA Al-Aman. In class X at MA Al-Aman, the author did not implement the digital storytelling teaching method at all. The absence of the digital storytelling teaching method in class X at MA Al-Aman resulted in a low quality of student interaction.

The low quality of student interaction in class X at MA Al-Aman is evidenced by the absence of characteristics of high-quality student interaction, as explained by Iriantara (2013:76). These characteristics that do not demonstrate high-quality student interaction include: 1) the existing interaction does not encourage active student participation in learning; 2) there is a lack of good relationships among the students; 3) students are unable to facilitate various questions and comments from their classmates; 4) there are no students skilled in various interaction techniques to prevent boredom; 5) there are no students capable of resolving conflicts and other personal issues.

At the same time, classes XI and XII at MA Al-Aman, which implemented the digital storytelling teaching method, demonstrated a higher quality of student interaction compared to class X at MA Al-Aman. Conversely, classes XI and XII at Al-Aman showed a better quality of student interaction than class X at MA Al-Aman. The higher quality of student interaction is evidenced by the presence of characteristics of high-quality student interaction, as described by Iriantara (2013:76), which are observed in the students of classes XI and XII at MA Al-Aman.

The differences in the learners' interaction quality between class X, and classes XI and XII at MA Al-Aman have prompted the author to undertake a research project focusing on assessing learners' interaction quality during the digital storytelling process in class X at Al-Aman. The specific focus of this research is to investigate three aspects. Firstly, to describe the process of learners' interaction quality during the digital storytelling process. Secondly, to analyze the results of

learners' interaction quality during the digital storytelling process. Thirdly, to analyze the advantages and disadvantages of learners' interaction quality during the digital storytelling process.

Based on the background mentioned above, the author proposes conducting a research study with the title "Assessing Learners' Interaction Quality During Digital Storytelling Process."

1.2 State of Problem

Based on the background of the above problem, this study formulated the following state of problem:

1.2.1   How is the implementation of learners' interaction quality during digital storytelling process?

1.2.2   How is the results of learners' interaction quality during digital storytelling process?

1.2.3   What are the advantages and disadvantages learners' interaction quality during digital storytelling process?

1.3 Objective of the Research

Based on the state of problem, this study suggests the following objective of the research:

1.3.1   To describe the process of learners' interaction quality during digital storytelling process.

1.3.2 To analize the results of learners' interaction quality during digital storytelling process.

1.3.3 To analize the advantages and disadvantages of learners' interaction quality during digital storytelling process.

1.4 Significance of the Research

1.4.1 Theoretical Significance

This research will produce an elaboration of learners' interaction quality and digital storytelling. Theoretically, this research can be a means of new knowledge about learners' interaction quality and digital storytelling, especially the implementation, results, and advantages and disadvantages of learners' interaction quality during the digital storytelling process.

1.4.2 Practical Significance

From the aspect of practical significance, in general, this study can illustrate the state of learners interaction quality and digital storytelling process. Specifically, this research can provide several benefits to teachers, students, education practitioners, and subsequent similar research. These benefits in detail will be explained in the following description.

1.4.2.1 Practical Significance to Teachers

This research can provide practical significance to teachers. These significances include:

1. Teachers can find out the steps to implement learners interaction quality in the digital storytelling process.

2. Teachers can obtain evaluation materials related to the implementation of learners interaction quality during digital storytelling process.

3. Measuring strengths and weaknesses learners interaction quality selama digital storytelling process.

4. Growing and improving interaction quality between teachers and students.

5. Growing and increase enthusiasm, interest, and motivation to teach.

6. Teaching satisfaction.

1.4.2.2 Practical Significance to Students

This research can give practical significance to learners. These significances include:

1. New experiences in the learning process.

2. Increasing interaction quality, both with colleagues and teachers.

3. Students can improve their interaction skills with others.

4. The fulfillment of affective and emotive aspects of students, in addition to cognitive aspects in the learning process.

5. Fostering students' interest, motivation, and enthusiasm for learning.

6. Can foster emotional intelligence (EQ) and facilitate students with power.

7. Learning satisfaction.

1.4.2.3 Practical Significance to Education Practitioners

This research can provide practical significance to education practitioners. The significance is in the form of reflection and evaluation of the importance of concerning affective and emotive aspects in addition to cognitive aspects in the teaching and learning process.

1.4.2.4 Practical Significance to Similar Future Research

For future research, the results here can be a source of inspiration, provide a means of knowledge, as well as additional references in discussing learners interaction quality and digital storytelling.

1.5 Definition of the Key Terms

1.5.1 Educational Interaction Quality

Educational interaction quality consists of two terms, namely quality dan educational interaction. In the Kamus Besar Bahasa Indonesia, quality is defined as the degree of good or bad of something. Quality is synonymous with grade, quality, and grade. And educational interaction quality, as explained by Sardiman (2012: 8) is a mutual communication between one party and another party that contains certain purposes to achieve mutual understanding for the realization of learning objectives. Based on both definitions, educational interaction quality means the quality or quality of mutual communication between one party and another party that contains certain purposes to achieve mutual understanding for the realization of learning objectives.

1.5.2 Digital Story' Telling

According to Asri et al (2017), digital storytelling is defined as a learning model in the form of technology that has a certain duration of time to convey information. In essence, digital storytelling is a learning model that is integrated into images, sounds, text, and videos used in telling or describing certain events or circumstances.