

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Background**

Some of the theoretical foundations used in this research include learning, interaction, quality, and digital storytelling. These three discourses will be described more specifically in the discussion below.

##### **2.1.1 Educational interaction Quality**

###### **2.1.1.1 Definition of 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. An interaction can be called an educative interaction, if the interaction activity consciously has the purpose of educating, to bring students to their maturity.

Another definition of educational interaction quality is obtained from the perspective of Djamarah and Achmad & Shuyadi. Djamarah (2010: 11) defines educational interaction quality as the quality or quality of a two-way relationship between teachers and students with a number of norms as the medium to achieve educational goals. Meanwhile, Achmad and Shuyadi describe educational

interaction quality as the quality of active two-way relationships between teachers and students in the bond of educational goals.

From several definitions from the experts above, it can be concluded that educational interaction quality is the quality of a reciprocal relationship or two-way relationship between teachers and students, where both influence each other and are bound by certain goals in the form of achieving educational goals.

#### **2.1.1.2 Objectives of Educational Interaction Quality**

In general, educational interaction quality aims to change the attitudes and actions of students as people who receive messages (communicants), or at least aims to obtain approval or action from students as recipients of messages in and during the teaching and learning process.

Specifically, the purpose of educational interaction quality can be seen in Effendi's statement (2005: 11). Although Effendi does not specifically mention educational interaction quality, his opinion can be used as a basis for formulating the goals of educational interaction quality. The objectives of educational interaction quality quoted from Effendi's opinion (2005: 11), include the following:

##### **1. Student Attitude Changes**

The first goal of educational interaction quality is an attitude change in students. The existence of educational interaction quality is expected to change the attitude of students, from bad to good, and from good to better.

In educational interaction quality, like any other interaction is generally a value transference activity. In this stage of value transference, or in the perspective of Peter L. Berger & Thomas Luckman (2007) referred as externalization and internalization, teachers can externalize good attitudes, so that attitudes need to be internalized by each student. In the end, through the process of externalization and internalization in educational interaction quality, it is expected to be able to change student attitudes.

## **2. Student Opinion Changes**

The second goal of educational interaction quality is a change of opinion, also called a view or perspective. At the educational interaction quality stage, teachers are expected to be able to change students' opinions, views, or perspectives on something, from what was originally wrong to right. Changing attitudes through educational interaction quality is very possible, considering that interaction, according to Bourdieu (Thomson, 2013), not only serves as communication but also as a means of influencing. In this way, when educational interaction quality takes place, teachers can infiltrate some good and positive views to students. The repeated infiltration of good views will slowly change the student's view, from crooked to straight, from negative to positive.

## **3. Student Behaviour Change**

The third goal of educational interaction quality is behavior change. Educational interaction quality activities can make students change their behavior. This change occurs because in the process of educational interaction quality,

teachers can take advantage of the opportunity to instill good and bad things in behavior.

#### **4. Student Social Change**

The ultimate goal of educational interaction quality is social change. Some of the previous changes that have been sought by teachers collectively, these efforts ultimately change not only the personal but also the communal of students. This communal change, can slowly spread towards social change. *ru secara kolektif, ikhtiar tersebut pada akhirnya tidak hanya mengubah personal siswa, tapi juga komunal siswa. Perubahan komunal ini, secara perlahan dapat menjalar ke arah perubahan sosial.*

The purpose of educational interaction quality can also be found in Wijaya's opinion (2006: 10) regarding interaction. Some of these goals include the following.

First, through educational interaction quality, teachers can provide understanding to students. This goal occupies a vital position, because teaching and learning activities are actually a process of transferring knowledge from teachers to students. In the transference process, the teacher as much as possible provides easy understanding to students, so that students can easily accept the transference of knowledge. The ease of knowledge transference can be realized, one of which is by optimizing educational interaction quality.

Second, educational interaction quality is a process if the teacher's ideas are accepted by students. This process, in Belger & Luckman (2007) terminology is referred to as objectification. Objectification is a process in which interaction takes

place between two or more individuals, who in this context are teachers and students. At the moment of objectification in the form of educational interaction quality, the teacher presents his ideas to students. The explanation of the idea needs to be conveyed clearly, simply and easily. The goal is none other than that students can easily grasp the idea.

Third, educational interaction quality can be a stimulation and motivation to others to do something. Interactions that use language as a medium of communication not only function as a transmission of messages, but also a medium of influencing students. Influence here can be directed to stimulate students to do something of positive value, until in the end students are really influenced by the teacher to do something positive.

Educational interaction quality can direct teaching programs towards maximum direction and results. That is why, teachers as much as possible realize educational interaction quality optimally. Optimal educational interaction quality can not only improve the quality of interaction from teacher to student, but will also lead to the quality of mutual interaction between teachers and students, even between students themselves.

Responsible teachers must always interact with students positively and inductively. For this reason, it is necessary to pay attention to the principles of communication with students, so that communication can be accepted and able to create a harmonious atmosphere for students' mental growth and development. In order for communication between teachers and students to run well, it is necessary



to pay attention to what Alex Soubur said (2006: 6). In this case the three recipes are the most basic and are the key to successfully fostering familiarity with students. First, teachers need to love students selflessly and wholeheartedly. Second, teachers must understand the characteristics and development of students, and be willing to listen to the complaints of their students. Third, teachers as much as possible to create a creative and conducive learning atmosphere, so as to create a pleasant learning atmosphere.

### **2.1.1.3 Elements of Educational interaction Quality**

The elements of educational interaction quality are one of several important discourses in educational interaction quality. These elements can deliver educational interaction quality to its purpose. Djamarah (2014: 16) explained that the elements of educational interaction quality include several things, including:

#### **1. Communicator (Teacher)**

The communicator is the source and sender of the message, which in this context is the teacher. The degree of trust of the recipient of the message to the communicator and the communicator's skills in communicating determine the success of communication.

#### **2. Message Conveyed (Subject Matter)**

The message conveyed, or in this context referred to as the subject matter. This message is in the form of learning materials delivered by the teacher to students.

#### **3. Communicant (Student)**

Communicants are people who are invited to communicate, which in the context of educational interaction quality are students. In educational interaction quality, the success of students in capturing the content of the subject matter is caused by several things, including:

- a. The ability of students to interpret messages in the form of subject matter delivered by the teacher.
- b. Students realize that the message they receive meets their needs.
- c. The attention and focus of students in listening to the messages they receive.

#### **4. Context (School)**

Communication takes place in a specific environment. A conducive environment (comfortable, fun, safe and challenging) greatly supports the success of communication. In the context of educational interaction quality, the context is meant by school.

#### **5. Delivery System**

Message delivery systems are concerned with methods and media. Methods and media that suit various types of senses of message recipients whose conditions vary will greatly support the success of communication.

#### **2.1.1.4 Inhibiting Factors of Educational interaction Quality**

According to Wursanto (2002: 171), the inhibitions to educational interaction quality can be divided into 3, including:

##### **1. Technical Inhibitions**

Technical inhibitions are obstacles caused by several factors, such as:

- a. Lack of facilities and infrastructure needed in the process of educational interaction quality.
- b. Mastery of inappropriate educational interaction quality techniques and methods.
- c. Physical conditions that do not allow educational interaction quality to occur.

## **2. Semantical Inhibitions**

Sematic inhibitions are obstacles caused by errors in interpreting, errors in providing understanding of language (words, sentences and codes) used in educational interaction quality.

## **3. Behavioral Inhibitions**

Behavioral inhibitions come in many forms, such as;

- a. A priori view.
- b. Prejudices based on emotions.
- c. Authoritarian atmosphere.
- d. Unwillingness to change.
- e. Egocentric nature.

### **2.1.1.8 Alternatives of Educational interaction Quality**

According to Sudita (1997: 216), to overcome obstacles in educational interaction quality, the following ways can be done:

1. Improve feedback to know whether a message or information has been received, understood and implemented or not.



2. Empathy, namely the delivery of messages adjusted to the recipient's circumstances.
3. Repetition, which is the guarantee that the message can be received.
4. Use simple language so that each student can understand the content of the message conveyed.
5. Effective timing. The message is delivered when the recipient is ready to receive the message.
6. Listen effectively, so that communication between teachers and students can take place well.
7. Regulate the flow of information, that interaction must be regulated quality, quantity and way of delivery.

According to Citobroto (1982: 10), the efforts made to overcome the obstacles to educational interaction quality are:

1. Studying and practicing, that is, learning about the theory and then putting it into practice. Learn and practice to be a good speaker and listener.
2. Deepening human relations, that is, learn about etiquette. In deepening this human relationship, what is needed is a sympathetic attitude, sweet face, not arrogant, humble, and firm enough in doing things.
3. Understanding the social system, both communicators and communicants must understand the social conditions of the interlocutor. This is necessary because if the speaker does not understand the social system, then the speaker cannot be precise, as well as if the listener does not understand the speaker will not grasp the intention correctly.

4. Positive thinking, which is trying to always think positively. This is intended to eliminate prejudices that are often obstacles in interacting.
5. Using appropriate quality educational interaction media. It will facilitate the course of educational interaction quality, because educational interaction quality is less meaningful if only with mere words. The selection of media is of course also adjusted to the theme or topic of conversation.
6. Use language that can be understood by teachers and students. The selection of the right language is intended to avoid semantic disturbances that hinder communication.
7. Physical distance. The closer to the interlocutor, the better. Educational interaction quality will be more effective if it is done face-to-face between teachers and students.

#### **2.1.1.9 Success Indicators of Educational interaction Quality**

According to Iriantara (2013: 76) the characteristics of positive educational interaction quality between teachers and students are:

1. Encouraging students to actively participate in learning.
2. Good relationship between teachers and students.
3. Ability to ask questions that encourage students to explore the learning material themselves.
4. Using questions that encourage high-level reasoning.
5. Ability to facilitate various student questions and comments.
6. Acting as a guide and companion for students.

7. Skilled in various interaction techniques to prevent boredom.
8. Ability to solve conflicts and other forms of personal problems that may arise.

### **1.1.1 Digital Story' Telling**

#### **2.1.2.1 Definition of Digital Story' Telling**

The digital storytelling learning model is one of the learning media that utilizes dynamic technology that can be applied in public areas such as schools, museums, community organizations, and others (Rosyidah & Putri, 2019). Where digital storytelling can be used in various places, because in the use of digital storytelling makes it easier to convey information.

Digital storytelling is a learning model packaged in the form of technology that has a certain duration of time. It is used to convey information. In essence, digital storytelling is the integration of images, sounds, text, and video used in telling or describing certain events or conditions (Asri et al., 2017). That way, digital storytelling is an update of storytelling that is more practical and interesting for people who see, especially for school students. Usually, storytelling or fairy tales are written on a paper and delivered directly. While digital storytelling is packaged using technology with computer application features to become an interesting story in the form of audio visual accompanied by interesting sounds, images, text, illustrations and animations then can be uploaded on existing platforms.

Robin (2001) is the first person who has developed a digital storytelling learning model in his research entitled "The Educational Uses Of Digital Storytelling". According to him, digital storytelling is a revolve around the idea of

combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video. From Robin's statement, a conclusion can be drawn that digital storytelling is an integration of several ideas of storytelling skills that use several digital technologies and messages conveyed in the form of stories or learning materials.

Banaszewski (2005) defines digital storytelling as the practice of combining personal narrative with multimedia (images, audio and text) to produce a short autobiographical movie. The definition explains digital storytelling is a practice of combining narrative or personal stories with multimedia (images, audio and text) to produce a short autobiography.

Dafid Ausubel defines digital storytelling as a learning process, where students can connect new information with the knowledge they already have to make learning more meaningful. Digital Storytelling is essentially a process of combining images, sound, text, and video to tell or describe something (Frazel: 2010). In other words, digital storytelling is a new variant of storytelling. Usually in storytelling, a story is written and illustrated on a piece of paper, while digital storytelling, a story is realized in a video equipped with sound, images, text, and animation so that it is more interesting.

In addition, digital storytelling can cover a wide variety of topics, not limited to classic stories. The results of digital storytelling videos can be anything, and use a variety of available software. In the context of teaching and learning activities, digital storytelling is one learning method that tries to combine several

skills, such as listening skills, speaking skills, writing skills, and program operating skills that utilize computer and technological developments (Muhyadi, et.al: 2010). This is supported by the statement of Heriyana and Maureen (2014) who quoted writing on the University of Houston website, that learning using digital storytelling can improve some student skills. Among these skills are research skills, writing skills, technology skills, presentation skills, interviewing skills, interpersonal skills, problem-solving skills, and skills in assessing things.

#### **2.1.2.2 Elements of the Digital Storytelling Learning Model**

Digital storytelling has 7 elements based on the opinions expressed by Y. R. Prananta and P. Setyosari (2020), including:

1. Point of view, which is the point you want to convey to the audience.
2. Dramatic question, which is a question that attracts the attention of the audience to guess the story and the answer to the question that will be answered at the end of the story.
3. Emotional content, which is the delivery of a story that can attract the attention of the audience and make the audience seem to be carried away by the story being told.
4. The gift of your voice, which helps the audience understand the context of the story presented through the meaning of the story that makes the audience also carried away emotions.



5. Soundtrack, which is the addition of the right sound or music that serves as a dramatic enhancer in the story so that the audience can feel more emotions in the story.
6. Economy, which is a story that is displayed using images and videos in a limited way, but its use is still effective.
7. Pacing, which is a rhythm in the story, whether the story has a slow or fast rhythm.

### **2.1.2.3 Steps of Digital Storytelling**

Kadger et al (2020) explained that there are several steps in implementing digital storytelling in the classroom. Among these are:

1. The first step, preparing the script to be used.
2. The second step, preparing the story template to use.
3. The third step, checking the manuscript that has been made for improvement.
4. The fourth step, adding images and videos in sequence so that they can be used as a whole in the form of video.
5. The fifth step, adding effects that can support the story.
6. The sixth step, adding audio such as music that fits the story.

The steps in telling a story, including:

#### **1. Stages of Storytelling Include The Following Activities:**

- a. Encouraging students to respond or comment on specific passages.
- b. Monitoring students with questions to deepen understanding of the story.



- c. Inviting children to make preconceived notions, what will happen before the story continues.
- d. Providing opportunities to interpret the story.
- e. Translating words that are still difficult for children to accept.

## **2. Stages Of Closing Story and Evaluation**

- a. QnA (discussions) about characters and deeds that must be emulated and abandoned.
- b. Encouraging students to try retelling or telling stories with their own creations and reward students who want to tell stories.

In making digital storytelling itself, broadly speaking there are three stages as described by Frazel (2010). The three stages are:

### **1. Planning Phase**

In this stage, teachers and students prepare for digital storytelling work consisting of:

- a. Determination of the audience as the target user.
- b. The type of product produced (in the form of a video or podcast).
- c. How to present digital storytelling products (in class or published on the website).

In addition, teachers also prepare materials and plans for digital storytelling.

Digital storytelling preparation and planning includes:

- a. Determining whether digital storytelling is done individually or in groups.

- b. Creating rubrics to assess the process of preparation, creation, and presentation.

The planning stage can also refer to Frazel's (2010: 100-105) statement. This stage consists of several things, including:

- c. Determine the theme of digital storytelling.
- d. Determine the length of work on digital storytelling.
- e. Explain and exemplify digital storytelling products.

## **2. Production Phase**

At this stage, students with their groups (if digital storytelling is done in groups) carry out the following things:

- a. Determining the software used.
- b. Determining the topic of digital storytelling.
- c. Dividing the tasks of each group member.
- d. Creating a story board.
- e. Creating a story draft.
- f. Collecting digital storytelling materials, either from books, the internet, or from student cameras (photos or videos).
- g. Creating digital storytelling according to the story board and story draft made earlier.

At this stage, the teacher monitors and evaluates the process of making digital storytelling, including the content of each product draft based on the rubric adapted from Frazel (2010).

### **3. Presentation Phase**

At this stage, students present directly the digital storytelling product to the audience (teachers and classmates), namely by introducing and describing it and answering the questions asked as feedback. In addition, students can also present digital storytelling products indirectly, namely by saving product files by uploading the product files on a website, such as Youtube, Facebook, and so on.

#### **2.1.2.4 Advantages of Digital Storytelling Learning Model**

Robin (2001) explains some of the advantages of digital storytelling if applied in education. Among them are:

1. Can develop students' skills in finding interesting idea concepts.
2. Can develop students' skills in using computers.
3. Can increase students' creativity in thinking.
4. The results of students' work can be shared through the internet, which can be seen by everyone so that they can develop their social behavior with other students.
5. Students can tell their experiences more interestingly through existing internet platforms.

#### **2.1.2.5 Disadvantages of the Digital Storytelling Learning Model**

Heriyana & Maureen (2012) explain that the disadvantages of digital storytelling are:

1. Teachers must be able to master computers well.

2. The need for mastery of digital cameras for video capture according to the needs of the story.
3. Teachers must also be able to create good storyboards and storylines.
4. The need for choosing the right characters in a story.

## **2.2 Previous Related Study**

Discussions regarding learners' interaction quality and digital storytelling can be found in several previous studies. One of these studies was written by Dianty Astuti Ramadhani (2018) titled "The Influence of Teacher-Student Interaction and Learning Environment on Students' Interest in Economics in Class XI IIS SMAN 1 Wates." This study aimed to determine the partial and simultaneous effects of teacher-student interaction and learning environment on students' interest in economics in Class XI IIS SMAN 1 Wates. The research design used in this study was ex-post facto, causal associative, and census with a quantitative descriptive method. There is a similarity between Ramadhani's research and the author's in terms of the variables used, which is the variable of teacher interaction. However, the difference lies in the focus of the research. Ramadhani's study focused on examining the influence of teacher-student interaction and learning environment on students' interest in economics in Class XI IIS SMAN 1 Wates, while the author's research focuses on assessing learners' interaction quality during the digital storytelling process.

The next study was conducted by Lisa et al. (2018) titled "Analysis of Teacher-Student Interaction in Indonesian Language Learning in Grade VII of SMP Negeri 15 Kota Bengkulu." The aim of this study was to describe the interaction

between teachers and students that occurred during Indonesian language learning in Grade VII of SMP Negeri 15 Kota Bengkulu using the BIAS (Brown Interaction Analysis System) interaction analysis. The research approach used was qualitative with a descriptive method. The subjects of this study were teachers and students in Grade VII of SMP Negeri 15 Kota Bengkulu, while the object of the study was the interaction between teachers and students in Indonesian language learning. The data collection techniques used were interviews, observations, and documentation. The results of this study explained that there were differences in the tendency of categories that emerged in the learning activities in classes VII B and VII C. The seven brown categories that tended to emerge in Indonesian language learning in class VII B were the category of student response (Pupil Respons - PR). Students speak more in terms of commenting and asking questions. The interaction that takes place is two-way interaction. This is related to speaking skills and the characteristics of the taught material. In class VII C, the category that tends to emerge is the teacher's questions (TQ), where the teacher is more dominant in asking questions to the students. The interaction that occurs is two-way, as some students respond to the teacher's questions. The interaction that takes place is related to the characteristics of the taught material and the skills that students need to achieve after the learning process. The similarity between Lisa et al.'s (2018) research and the author's lies in the variables used. Both Lisa et al. and the author discuss the variable of teacher-student interaction. From a different perspective, Lisa et al.'s research focuses on analyzing teacher-student interaction in Indonesian language



learning in Grade VII of SMP Negeri 15 Kota Bengkulu, while the author's research focuses on assessing learners' interaction quality during digital storytelling process.

The next research is written by Eni Syarah Harahap (2016) titled "Implementasi Interaksi Edukatif Antara Guru dan Siswa di Kelas 1 Aliyah Pada Yayasan Perguruan Zending Islam Indonesia Medan" (The Implementation of Educative Interaction Between Teachers and Students in Class 1 Aliyah at Yayasan Perguruan Zending Islam Indonesia Medan). The research aims to: 1) Determine how teachers plan the implementation of educative interaction between teachers and students in Class 1 Aliyah at Yayasan Perguruan Zending Islam Indonesia Medan; 2) Identify the strategies employed by teachers in implementing educative interaction between teachers and students in Class 1 Aliyah at Yayasan Perguruan Zending Islam Indonesia Medan; 3) Examine the evaluation conducted by teachers in implementing educative interaction between teachers and students in Class 1 Aliyah at Yayasan Perguruan Zending Islam Indonesia Medan. This research utilized a qualitative holistic method, emphasizing the description of data obtained through field research, which involved observation, interviews, documentation, and secondary data from relevant literature. The results of the study revealed that the planning of educative interaction between teachers and students in Class 1 Aliyah at MAS Zending Islam Medan pertained to the planning of the classroom learning process. This included aspects related to teaching and learning processes, learning tasks, classroom management, and instructional management that occur on a daily basis. The strategy employed for educative interaction between teachers and students in the classroom involved collaboration to enhance educative interaction.



The school principal played a crucial role in providing continuous improvement for teachers through education, training, and effective guidance to ensure the successful implementation of educative interaction. The evaluation of educative interaction conducted by teachers in Class 1 Aliyah at MAS Zending Islam Medan was deemed satisfactory. Both Harahap (2016) and the author of this discussion focused on the variable of teacher interaction. However, Harahap's research primarily investigated the implementation of educative interaction between teachers and students in Class 1 Aliyah at Yayasan Perguruan Zending Islam Indonesia Medan, while the author's research focuses on assessing learners' interaction quality during the digital storytelling process.

The next research is written by Neni Isnaeni and Dewi Hildayah (2020) titled "Media Pembelajaran Dalam Pembentukan Interaksi Belajar Siswa" (Learning Media in Forming Student Learning Interaction). This research aims to improve students' learning outcomes through the use of learning media. The research methodology used is qualitative, employing literature review as the primary data source from relevant literature and references. The findings of this study highlight the importance of educators understanding the modern aspects of education, including technology and learning media. The role of learning media and technology significantly influences the learning process. Learning media fosters a close relationship between educators and students, promoting good interaction. Learning media conveys information or messages about the content through various tangible forms, such as images, videos, and more. This allows students to gain new experiences and enhances their thinking skills. The presence of learning media

increases students' enthusiasm for learning and facilitates broader and better interaction. Learning media helps activate students' sensory perceptions, such as touch, hearing, and vision, encouraging active participation in a clear and tangible learning process. Both Isnaeni and Hildayah's (2020) research and the writer's research discuss the variable of teacher-student interaction. However, the difference lies in the research focus, as Isnaeni and Hildayah's research examines the role of learning media in shaping student learning interaction, while the writer's research focuses on assessing learners' interaction quality during the digital storytelling process.

The next research is written by Titi Ratnawati (2018) titled "Pengaruh Interaksi Belajar Mengajar Efektif Terhadap Prestasi Belajar Siswa di SMAN 2 Woja Kab. Dompu Kec. Woja" (The Influence of Effective Teaching and Learning Interaction on Students' Academic Achievement at SMAN 2 Woja, Dompu District, Woja Subdistrict). This research discusses the development of social competence among teachers at SMAN 2 Woja. The focus of this research is to investigate: 1) How effective teaching and learning interactions contribute to students' academic achievement at SMAN 2 Woja; 2) The patterns of social interaction among teachers to determine students' success at SMAN 2 Woja; 3) Whether teaching and learning interactions have an influence on students' success at SMAN 2 Woja. This research adopts a quantitative descriptive approach. Data analysis is conducted by examining the available data, reducing the data, presenting the data, and drawing conclusions. In the final stage of data analysis, data validity is ensured through observation perseverance and triangulation. The research findings indicate that in order to

enhance personal competence, social community competence, and professional competence, particularly in Islamic education, teachers of Islamic education become more enthusiastic and better understand their respective duties and obligations. Both Ratnawati (2018) and the writer of the present study address the variable of teacher interaction. However, the difference lies in the focus of Ratnawati's research, which examines the influence of effective teaching and learning interaction on students' academic achievement at SMAN 2 Woja, Dompu District, Woja Subdistrict, while the writer's research focuses on assessing learners' interaction quality during the digital storytelling process.

The next study, written by Devi Yana Nasution (2019), is titled "The Influence of Educatif Interaction on Students' Learning Motivation in Grade XI Economics at State Senior High School 1 Rambah." This study aims to examine the influence of educative interaction on students' learning motivation in the subject of economics at State Senior High School 1 Rambah. The research is motivated by the low learning motivation of students in economics at State Senior High School 1 Rambah. The research approach used in this study is quantitative. The subjects of the study are teachers and students in Grade XI Social Sciences, and the object of the research is the influence of educative interaction on students' learning motivation. The data collection techniques used in the study are questionnaires and documentation. The data analysis technique employed is the influence test using the simple linear regression formula. Based on the calculation, the Pearson correlation coefficient ( $r$ ) between the X variable (educative interaction) and the Y variable (Students' Learning Motivation) is 0.856 with a probability level of 0.000. Since

Sig. (1-tailed) is less than 0.05, the null hypothesis ( $H_0$ ) is rejected. This means that there is a significant influence of educative interaction on students' learning motivation in economics at State Senior High School 1 Rambah. The contribution of the X variable to the Y variable is 0.734%, indicating that the variation in educative interaction towards students' learning motivation in economics can explain 73.4%, while the remaining 26.6% (100-73.4) is influenced by other variables not included in this study. Both Nasution (2019) and the author focus on the variable of teacher-student interaction. However, from a different perspective, Nasution's study (2019) examines the influence of educative interaction on the learning motivation of Grade XI students in economics at State Senior High School 1 Rambah, while the author focuses on assessing learners' interaction quality during the digital storytelling process.

Meanwhile, research on digital storytelling has also been widely conducted. Among the authors who have conducted research on digital storytelling, we can trace the works of the following authors. First, the research written by Fortinasari et al. (2022) titled "Digital Storytelling Sebagai Media Pembelajaran Yang Kreatif dan Inovatif di Era New Normal" (Digital Storytelling as a Creative and Innovative Learning Media in the New Normal Era). This article discusses the implementation of training in creating digital storytelling as a creative and innovative learning media for elementary school teachers, as well as the participants' perceptions of digital storytelling. The training consists of four stages: observation, socialization, mentoring, and evaluation. Through these stages, the training received positive responses from the participants and directly benefited the elementary school

teachers. The participants enthusiastically and actively participated in the training, and they were able to create engaging, high-quality digital storytelling with character values that should be developed in their students during remote learning. Both Fortinasari et al. (2022) and the author of this text focus on the variable of digital storytelling. However, from a different perspective, Fortinasari et al. (2022) focused on investigating digital storytelling as a creative and innovative learning media in the New Normal era, while the author of this text focused on assessing learners' interaction quality during the digital storytelling process.

The next study is written by Heriyana and Maureen (n.d.) titled "Penerimaan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP 1 Kedamean Gresik" (Acceptance of the Digital Storytelling Method in Developing the Skill of Narrating Idol Figures in Indonesian Language Subject for 7th Grade Students at SMP 1 Kedamean Gresik). The purpose of implementing the digital storytelling method is to describe the process of applying the digital storytelling method in developing the skill of narrating idol figures in the Indonesian language subject for 7th-grade students at SMP 1 Kedamean Gresik. This study utilizes a qualitative research approach. The data collection methods used are observation, documentation, and interviews. Based on the research findings, it is revealed that the implementation of learning using the digital storytelling method went well according to the planned instructional design that was prepared beforehand. The study produced 29 story drafts, 29 storyboards, and 29 digital storytelling outputs. These findings are supported by interview data with teachers and documentation. Through



observation, it was also noted that the teachers guided and motivated the students to actively participate and show enthusiasm during the learning process. Both Heriyana and Maureen (n.d.) and the author of this text focus on the variable of digital storytelling. However, from a different perspective, Heriyana and Maureen (n.d.) focused on examining the acceptance of the digital storytelling method in developing the skill of narrating idol figures in the Indonesian language subject for 7th-grade students at SMP 1 Kedamean Gresik, while the author of this text focused on assessing learners' interaction quality during the digital storytelling process.

The next study is written by Mumtaza (2023) titled "Efektivitas Digital Storytelling Untuk Meningkatkan Prosocial Behavior Anak Usia Dini" (The Effectiveness of Digital Storytelling in Enhancing Prosocial Behavior in Early Childhood). This research aims to further investigate the effectiveness of digital storytelling in improving prosocial behavior. The research method used is pre-experimental with a total of 10 subjects. The researcher employed non-probability sampling technique using purposive sampling as the sample selection technique by setting specific criteria or limitations. The data collection method used is observation checklist based on the prosocial behavior aspects by Beaty (2013). The data analysis techniques used are the Friedman test and the Wilcoxon signed-rank test to determine the significance of the data before and after the treatment. The research findings show that the obtained significance value is 0.000. This value is  $< 0.05$ , indicating a significant difference between before, the first week, the second week, and the third week after the treatment. The Wilcoxon signed-rank test also reveals a significant difference between the first, second, and third weeks. The



significance value in the first week is ( $p = 0.028$ ), in the second week it is ( $p = 0.005$ ), and in the third week it is ( $p = 0.005$ ). These calculations indicate that  $H_a$  is accepted and  $H_0$  is rejected, suggesting that Digital Storytelling is effective in enhancing prosocial behavior in early childhood. Both Mumtaza (2023) and the author of this text focus on the variable of digital storytelling. However, from a different perspective, Mumtaza (2023) focuses on examining the effectiveness of digital storytelling in enhancing prosocial behavior in early childhood, while the author of this text focuses on assessing learners' interaction quality during the digital storytelling process.

The next study is written by Maratul Azizah (2014) titled "Penerapan Strategi Digital Storytelling Pada Mata Pelajaran Bahasa Inggris Dengan Materi Pokok Menceritakan Kembali Teks Recount Untuk Meningkatkan Hasil Belajar Siswa Kelas VIII di MTS Negeri Surabaya 2" (The Application of Digital Storytelling Strategy in English Language Subject with Recount Text Retelling Material to Improve Learning Outcomes of 8th Grade Students at MTS Negeri Surabaya 2). This research is a quasi-experimental study using a Pre-test-Post-test Group research design with class VIII C as the research subjects. The data collection techniques used in this study are observation and tests. Based on the research findings, it can be observed that there is a significant improvement in learning outcomes after the implementation of the digital storytelling method. This is evidenced by the observation and test results, where the test results of class VIII C show that the calculated t-value is greater than the t-table value, i.e.,  $8.96 > 2.04$ . From these results, it can be concluded that learning using the digital storytelling

method is highly effective when applied to support English language learning activities with the material of recount text retelling, specifically related to vacation experiences. Both Azizah (2014) and the author of this text focus on the variable of digital storytelling. However, from a different perspective, Azizah (2014) focuses on examining the implementation of digital storytelling strategy in the English language subject with recount text retelling material to improve the learning outcomes of 8th-grade students at MTS Negeri Surabaya 2, while the author of this text focuses on assessing learners' interaction quality during the digital storytelling process.

The next study is written by Vachry Ardi Nugratama Jaya (2016) titled "Pengembangan Multimedia Digital Storytelling Sebagai Sarana Penunjang Proses Pembelajaran Pada Tema Makananku Sehat dan Bergizi di SD Negeri 12 Purwodadi" (The Development of Multimedia Digital Storytelling as a Supporting Tool for the Learning Process on the Theme of Healthy and Nutritious Food at SD Negeri 12 Purwodadi). The purpose of this research is to create innovation in supporting the learning process and to identify the increase in enthusiasm during the learning process through the use of multimedia digital storytelling. This study used a development method with the ADDIE model to develop multimedia digital storytelling. The research stages included analysis, design, development, implementation, and evaluation. The researcher found that multimedia digital storytelling is suitable for supporting the learning process. This can be seen through the media assessment results conducted by media experts, subject matter experts, and users (students). The assessment results obtained from media experts were

79.2%, from subject matter experts were 85.3%, and from users (students) were 87% of the maximum score given by each assessor, which is 100%. Furthermore, the results obtained from observations and interviews with students and teachers showed that the learning media can make students more enthusiastic about learning and more active in the learning process. This was supported by the observation results after calculating the Paired t-test, with an average difference in student enthusiasm before using the media being 36.62 with a deviation of 5.999, and the average after using the media being 43.38 with a deviation of 2.669. The sample size was 8 students. The calculation resulted in an average difference of -6.75 with a standard deviation of 3.808. The calculated p-value was  $0.002 = 0.2\% < 5\%$ , indicating that the null hypothesis ( $H_0$ ) was rejected. This means that there was a change in the average enthusiasm of students before and after using multimedia digital storytelling. One of the recommendations is the need to use multimedia digital storytelling in the classroom as an alternative supporting tool for learning to prevent students from getting bored. Both Jaya (2016) and the author of this text focus on the variable of digital storytelling. However, from a different perspective, Jaya (2016) focuses on the development of multimedia digital storytelling as a supporting tool for the learning process on the theme of healthy and nutritious food at SD Negeri 12 Purwodadi, while the author of this text focuses on assessing learners' interaction quality during the digital storytelling process.

The next research is written by Asti Prasetyawati (2020) titled "Digital Storytelling Kok Bisa?: Transforming Information Abundance into Educational Content." This research is descriptive-exploratory in nature and uses triangulation

method to collect data, as well as applies thematic analysis to the concept of "Kok Bisa?" digital storytelling. The results of this research show that in creating educational narratives in the digital era, "Kok Bisa?" utilizes online platforms to produce and distribute its content, which is presented in an engaging manner through digital storytelling. This is done to maintain audience enthusiasm and ensure the relevance of educational content to the audience. Both Prasetyawati (2020) and the author of this study discuss the variable of digital storytelling. However, from a different perspective, Prasetyawati's research (2020) focuses on "Kok Bisa?" as a means of transforming information abundance into educational content, while the author of this study focuses on assessing learners' interaction quality during the digital storytelling process.

From the various authors and research conducted, the discussion regarding "Assessing Learners' Interaction Quality During Digital Storytelling Process" has not been addressed by any of the authors. Therefore, the study conducted by the author will provide practical contributions to fill the gap between existing research. By focusing on evaluating the quality of learners' interaction during the digital storytelling process, this research will provide a deeper understanding of how learners interact with the media, allowing the identification of strengths and weaknesses in the learning process. The results of this study are expected to provide insights and recommendations for educational practitioners to enhance the effectiveness of digital storytelling as an effective learning method.

### 2.3 Conceptual Framework

