Digital Storytelling Video Analysis for Improving Digital Material Reading Practices (NILAM): A Case Study

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One way to help students improve their digital reading skills is through a digital story video. The fact that students are starting to prefer digital reading materials is a good sign because it shows that they are keeping up with modern technology. Therefore, this study aims to analyze digital storytelling videos to improve the practice of reading digital materials (NILAM). The design of this study is qualitatively using document analysis and semi-structured interviews as a method of data collection. Semi-structured interviews were conducted with three study participants to examine the Reading Incentive Planning and Activity Report and school-level NILAM data. The findings imply that digital narrative videos can enhance reading behaviors. Via reading-promoting school activities, students have also been introduced to digitalization activities. Revising the school-based reading program (NILAM), this digital storytelling film can improve the practice of reading digital content. This study is expected to further expand digital storytelling videos by diversifying digital reading materials and improving the practice of reading digital materials (NILAM).

Keywords: reading practices, digital storytelling videos, digital materials, NILAM

INTRODUCTION

The growth of cutting-edge and modern technologies is becoming a significant threat to the world's progress. This rapid development is consistent with the progression of the industrial revolution, which is approaching the Industry 5.0 revolution. Fresh discoveries will be made that have applications in everyday life every day.

IMD (2018) According to the 2018 Global Talent Ranking, Malaysia placed 22nd out of 63 nations questioned about the quality of its education. The Malaysian Ministry of Education is implementing the Sustainable Development Goals (SDGs) in schools to raise the standard of instruction there.

The Malaysian Education Development Plan (2013–2025), established by the Ministry of Education Malaysia, evaluated the current performance of the country's education system by analyzing prior accomplishments and comparing them to international benchmarks. Through this Education Development

Plan, the education system's vision, and the students' aspirations have been established to meet the nation's future demands. This strategy for improving education is built on eleven strategic shifts, five educational goals, six student goals, and six stakeholder groups.

The seventh shift shows the government's efforts to improve education by using technology in the classroom. This is one of the things the Malaysian Ministry of Education is doing to give the native digital generation and the IT-savvy generation the tools they need to be successful and shape them while they are still young. The Malaysian Education Development Plan (2013–2025) also emphasizes what students want to learn. It says that every child must fully master the skills of reading, writing, and math and learn a lot about Malaysia, Asia, and the rest of the world.

Reading is the best way to learn about any subject, so it should be a daily habit for students who want to reach their goals. According to the 2018 Program for International Student Assessment (PISA) reading report, reading activities are no longer their top priority (PISA, 2018). Students only read when their teacher instructs them to and only answer test questions. As the school's NILAM program gets less inspiring, this is a significant cause for worry. Reading culture exists in schools but is limited among elementary school children (Adam Zulkarnain Saleng & Amir Hassan Dawi, 2020). For the reading program to work (Zuridah Hanim Md Akhir, 2018), it is vital to stress getting reading materials, getting help with administration, and getting parents involved.

As technology has improved, more Malaysians are reading digital content instead of paper books. The National Library of Malaysia study shows that digital books are becoming more popular, based on how many people borrow and look up digital books.

TABLE 1
PERCENTAGE OF MATERIALS BORROWED AND REFERRED BY USERS FOR 2019–2021.

Statistics of referenced materials and borrowed materials	Details	Year		
		2019	**2020**	**2021**
Borrowed material	Physical	37%	36%	6%
	Online	**63%**	**64%**	**94%**
Referred material	Physical	37%	15%	0.3%
	Online	**63%**	**85%**	**97%**

Source: National Library of Malaysia Report 2019, 2020 and 2021.

Table 1 shows how many times all Malaysians used sources and borrowed materials. This number shows that from 2019 to 2021, more people will use digital materials at the National Library of Malaysia to research and borrow books. This percentage is essential for understanding the reading behavior of the Malaysian population. As a preventive measure, getting more people, especially elementary school kids, to read digital resources is essential.

Digital storytelling videos are one way people are trying to get more people to read digital materials in response to the problems and gaps that have been found. Also, the researcher looked at the Planning and Report of Reading Promotion Activities and NILAM data from the study school to find out how much digital storytelling videos can help with reading practice.

LITERATURE REVIEW

The digital storytelling video concept can arouse interest in learning, motivate students, and guide their education through storytelling components (Hussain & Shiratuddib, 2018). In addition to creating an interactive environment, digital multimedia technology can improve the efficacy of instruction (Muhamad Naufal Baharudin et al., 2021).

Digital storytelling videos must be conducive to the cognitive growth of students. Students will not miss out on anything if they do not watch movies, especially regarding teaching and learning (Malini Kamlin & Tan Choon Keong, 2020). So, according to Mayer's Cognitive Theory of Multimedia Learning

(2001), an excellent digital storytelling video needs to be judged on how well it works. This is to make learning more meaningful and to have a beneficial effect on students. The Malaysian Ministry of Education set up the Heart of Reading Practice Knowledge (NILAM) program. This makes it possible to measure how much reading practice students have as early as elementary school. The main goal of the NILAM program is to get kids to love reading at school and at home (Bahagian Sumber dan Teknologi, 2016).

The NILAM program no longer focuses solely on physical reading materials but includes digital reading materials. The 2018 introduction of the Improved NILAM is consistent with the objectives of the Malaysian Education Development Plan (2013–2025). Considering the amount and quality of the material, this improved NILAM combines activities for reading with activities for styling that can be done after reading. Therefore, reading materials are not limited to physical books but include non-book and digital materials (Source: NILAM Yang Ditambah baik-Panduan Perlaksanaan Di Sekolah, 2016). Zuridah Hanim's (2018) empirical study shows that library and media teachers need to plan creative activities and offer engaging activities to help students grow for the NILAM program to be more effective. So, the NILAM program is essential to the Malaysian Education Development Plan (2013–2025) to help students reach their goals. Teachers and other socialization agents do not help because they must focus on the curriculum at a particular time (Adam Zulkarnaen Saleng, 2020). Due to the need for more emphasis on reading culture, the NILAM program is less effective in schools. A digital narrative video method with digital reading material is being considered to encourage people to read more in this technological era. Students can then view digital storytelling films at home with their parents or at school with their teachers.

METHODOLOGY

To address the research questions, the researcher utilized a qualitative study design and a case study approach to examine the digital storytelling video's effect on enhancing the practice of reading digital materials (NILAM). The researcher studied the document, the Planning and Report of Reading Promotion Activities for 2022, and the NILAM data for 2022 at the study school. In addition to document analysis, the researcher also conducted semi-structured interviews. This interview takes place between the researcher and the study participants. The purpose of information gathering is to help answer research questions.

The sample was selected using purposive sampling. One of the first people to join was the deputy director of the education technology resource sector at the Perak State Department of Education. He oversaw planning activities to promote reading at the state level. The second participant was an outstanding librarian and media teacher (with experience in the fields of libraries and reading. The last person was a teacher of media and library who planned activities to get kids to read at school. Creswell (2013) said that purposive sampling works well for people who have experienced the issue or phenomenon being studied and can give the necessary information.

The researcher utilizes semi-structured interviews due to their greater adaptability. The interviews are conducted online using Google Meet over several days. One of the people who participated in the study was talked to over WhatsApp, and the conversation was recorded. The interview procedure lasts thirty minutes. Before being interviewed, research participants provided informed consent by completing a consent form. The interviews were also taped for data transcription. After the transcription, the participants reread the interview transcript and signed the consent form to show that they agreed with everything said. The researcher then examined the data and tried to answer the study questions by making themes and subthemes. This theme pattern is vital for figuring out what is happening and making a study's generalization process possible (Creswell, 2013).

FINDINGS

As a result of the research findings, there are three main themes based on data analysis. Table 2 shows the main themes and subthemes that came out of the interviews and analysis of the data.

TABLE 2
SUMMARY OF THE STUDY'S FINDINGS FOLLOWING DATA ANALYSIS

Theme	Sub-themes	PK 1	PK 2	PK 3
Reading Incentive Activity Planning and Report	A1) social media	/	x	/
	A2) Panitia activity	/	/	/
	A3) Student outcome	/	/	/
NILAM data	B1) Digital Materials	/	x	x
	B2) Digital Storytelling Video	/	x	/
Reading practice	C1) NILAM	/	/	/

Planning and Reporting of Reading Promotion Activities

The researchers found that the school being looked at had the same Reading Incentive Activity Planning and Report for 2022. This means that all plans made at the beginning of the year have been carried out successfully. What is done can be put into three subthemes: promoting on social media, working with committees, and making students. These events will utilize digital resources and platforms to promote reading habits.

Social Media

A review of the papers showed that one of the things that were done to get people to read more was to promote reading-related activities on social media. The following social media platforms are utilized to promote reading and encourage related activities:

1. advertising NILAM via Telegram
2. Marketing NILAM on Facebook
3. Advertising NILAM on YouTube channels

Library teachers and Med professionals use modern platforms like social media to promote reading-encouraging initiatives such as NILAM. They have used social media platforms like Telegram, Facebook, and YouTube. In addition to promoting reading encouragement activities via social media platforms, Library Teachers and Media also send digital reading materials, such as virtual shelves, including flipbooks, digital posters, infographics, and Digital Storytelling Videos. Education is one of the industries that use many platforms, communication indicators, and online engagement strategies, such as social media (Abdul Rabu & Hussin, 2018).

> *PK 1: Every week, I will share five digital materials on my PSS telegram. NILAM is independent of digital reading materials. In fact, I also give digital posters, infographics, brochures, and digital newspapers, including digital storytelling videos, to the students. These digital materials can increase the number of students' readings.*
> **(PK1, 8/2/2023, Wednesday, para 165)**

Figure **1** shows an example of digital information that can be sent through Telegram. Digital materials submitted on Telegram include digital reading materials, infographics, and digital posters.

FIGURE 1
DIGITAL INFORMATION SENT VIA TELEGRAM

Panitia Activity

The Committee's Efforts In addition to the Resource Center's planned activities to promote reading, the Subject Committee is helping to modify digital materials so students can use them in more ways. At the study school, the digital committees made a digital Hari Raya greeting card (Islamic Education Committee), Malay and English digital virtual bookshelves, a Tik Tok contest called "My Favorite Books" (English Committee), digital posters for use in the classroom (Arts Education Committee), and a short video (Malay Language Committee). The Digital Activities Plan and Report for 2022 tells the committee how to implement digital activities. The committee decided to hold competitions and create digital resources with educational and festival themes. This means digital videos will tell stories when students make videos.

> *PK 1: It is true. All activity planning can be done successfully. There are also committees like the Islamic Education Committee, the Malay Language Committee, the English Language Committee, and the Art Education Committee that run competitions based on digital learning. The activities carried out are related to the creation of materials and competitions. This is an outstanding achievement. I will arouse the interest of the other committees in the future.*
>
> **(PK 1, 8/2/2023, Wednesday para 180)**

> *PK 2: I see many schools running competitions in this digital format. This is a good development. Sometimes I see them not under the direction of the resource center but under the direction of the committee. All teachers are slowly getting used to these digital materials, especially the Digital Storytelling Video.*
>
> **(PK2, 10/2/2023, Friday, para 102)**

Student Outcome

After looking at the documents, it was clear that the Resource Center's primary goals are to help students get better at using technology and to spread information through social media. Activities conducted include the following: Effective Public Speaking (recorded and uploaded to the Resource Center YouTube channel); TS25 Small Host Competition: Small Reporter (PSS TV); Public Speaking (recorded and uploaded to the Resource Center YouTube channel); Book Review (recorded and uploaded to the Resource Center YouTube channel); and Creating Presentation Materials with the Canva app (Creator Content). Writing a Greeting Card Using the Padlet Application (Creative ICT) The YouTube channel works best for posting videos of students showing what they can do in different areas. Some activities help students improve their skills, such as creating digital materials with apps like Canva and Padlet. This is a good place for students to develop their skills and potential, especially in the digital field.

PK2: Apart from this, we are actively promoting the resource center in the state of Perak to build TV PSS as a platform that encourages students and teachers to develop creativity in producing high-quality videos and discovering students' talents in hosting. This can lead to higher-performing students, especially in terms of developing students' potential.
(PK2, 10/2/2023, Friday, para. 134)

PK3: Since the MCO, students are more familiar with digital platforms. During MCO, they explore many things through a cell phone. Students tell stories through videos on YouTube, learn through YouTube, and more; so, the digital platform is one of the platforms for students' personality development.
(PK3, February 13, 2023, Monday, paragraph 102)

NILAM Data
Digital Materials
One thing the school is doing to encourage reading is using digital materials. This benefits students because it is convenient, and they can read anywhere without going to the library or school. During school breaks, library and media teachers use digital platforms to share valuable digital materials and information about the school with students.

Students can fill their free time with reading. After watching the digital storytelling video, the teacher gave them, the students were more interested in finding other storytelling videos to go along with what they were reading in NILAM. Hussain and Shiratuddin (2018) found that digital storytelling interested people in learning and motivated them to learn from engaging instructional media.

PK1: This VPD also encourages other students to watch and is already a favorite of my students, helping to increase the number of digital reading materials in NILAM. Please use this digital storytelling video to get them to make more digital materials.
(PK1, 8/2/2023, Wednesday, paragraph 86)

PK3: Since the Department of Educational Technology Resources renewed the reading program (NILAM), digital materials have been expanded to include digital books and digital storytelling videos. That is a good thing to do to encourage students to read. Again.
(PK3, February 13, 2023, Monday, paragraph 156).

Digital Storytelling Video
Digital storytelling videos are one type of digital material that can help improve reading skills. Depending on how well the videos are chosen, they can benefit students, especially their intellectual growth. In this study, digital narrative videos were used as one of the measures to improve reading practice. The video used was based on reading material from books. The titles of the digital storytelling video given to the students include the wise buffalo, the city rat & the land rat, the milkmaid's dream, the king of the golden mountain, the fisherman and his wife, the beauty and the Beast, the snow princess, the last leaf, and the story of the bamboo cutter. These ten titles are just the beginning for students to explore more digital storytelling videos. This video is also based on the theme of teaching Malay.

I have already told some teachers in this school about the digital storytelling video you shared with my Malay teacher in class. Because in my school, every class has a smart TV, and the Malay teachers have been showing digital storytelling videos to the students. It is fascinating for the students. Through digital materials, they can improve their reading practice because these videos are also based on book materials that are recorded on video. The story in this video is perfect for students. My students were excited and watched more videos to increase their reading.
(PK1, 8/3/2023, Wednesday, paragraph 20).

Digital Storytelling Videos Can Improve the Practice of Reading Digital Material
NILAM

As the NILAM program has changed and grown, digital materials have been added to the total number of books read by students. The number of stars shows how much a student has improved in NILAM. This star is recorded in the PAJSK of sixth-graders when they graduate. Table 2 shows the star rating based on students' reading material from grade 4 to grade 6. Table 3 shows the NILAM data of the studied school that was analyzed.

TABLE 3
STAR RATING FOR ELEMENTARY SCHOOL ASSESSMENTS FOR PHYSICAL ACTIVITIES, SPORTS, AND CO-CURRICULUM (PAJSK) ASSESSMENTS

Star rating	Amount of reading material
1 star	144-287
2 stars	288-431
3 stars	432-575
4 stars	576-719
5 stars	720 and above

Table 4 shows how much the number of stars in the NILAM program will grow in 2021 and 2022 as the use of digital storytelling videos in the classroom grows. Nevertheless, teachers and parents will keep an eye on the students to ensure they watch digital story videos that are right for their age and mental development. The following statements from participants in the second study confirm this:

> *This video should be kept going and shown in all schools, especially elementary schools. It should be added to the list of storytelling videos. Teachers and parents should watch their students' videos to ensure they are age-appropriate.*
> **(PK2, 10/3/2023, Friday, para. 123)**

TABLE 4
PERCENTAGE OF NILAM STAR ACHIEVEMENT FOR LEVEL 2 STUDENTS FOR 2021/2022 AND 2022/2023

Standard	Year	% 1 star	% 2 stars	% 3 stars	% 4 stars	% 5 stars
Standard 4	2021/2022	0	0	7%	27%	66%
	2022/2023	0	0	0%	18%	92%
Standard 5	2021/2022	0	0	9%	31%	60%
	2022/2023	0	0	5%	13%	82%
Standard 6	2021/2022	0	0	2%	10%	88%
	2022/2023			0%	10%	90%

DISCUSSION

Based on the results of the study, it was found that digital storytelling videos can improve reading practice. The number of stars earned in NILAM increased as Digital Storytelling Video expanded,

demonstrating this. Digital Storytelling Video has been added to the NILAM program to help with the digital materials. This is because the different kinds of media in this video can get students interested in looking at other videos. Malini Kamlin and Tan Choon Keong (2020) say that using videos can make students more motivated and interested.

Also, the rightness of the video content for digital storytelling is critical to ensuring that the videos students watch align with their cognitive growth and help them learn something useful. Based on Mayer's (2001) cognitive theory of multimedia learning, meaningful learning in a multimedia learning environment occurs in five stages: appropriate word selection, image selection, word assembly, image assembly, and verbal and visual integration. This is very helpful in integrating multimedia elements into students' cognitive development.

Digital story videos can also help kids learn in multiple ways simultaneously (Nunvarova et al., 2022). This means that this approach to digital storytelling videos can positively affect students. The atmosphere in the school' that incorporates the digital aspect in school activities, such as reading promotion and the facilities provided, are also catalysts for teacher and student responses to digital storytelling videos.

In conclusion, this digital storytelling video can improve the practice of reading digital materials by strengthening the NILAM program in schools. It is also hoped that this study will expand the use of digital storytelling videos in schools to extend the reading practice to physical books and digital materials, including digital storytelling videos.

CONCLUSION

The researchers said that the quality of digital storytelling videos must be maintained so that videos made in the future can help students learn more. The researchers say that in the future, more research should be done to figure out how to make digital storytelling videos that are good for education in Malaysia.

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