Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2776-771X (Online)
ISSN 2962-570X (Printed)
6 (2) 2026, Page: 26372-26383

DIGITAL STORYTELLING AS MEDIUM FOR FOSTERING CRITICAL THINKING IN PRIMARY ENGLISH CLASSROOMS

Dewa Ayu Widya Mas Maharani Suantara[1*], Luh Putu Artini[2], Luh Indrayani[3]
[1,2,3]Universitas Pendidikan Ganesha
Corresponding Author: ayu.widya.mas@student.undiksha.ac.id

Published: May , 2026

ABSTRACT

Digital storytelling (DST) has increasingly been recognized as an innovative pedagogical approach in primary English language education, particularly for its potential to integrate language learning with the development of 21st-century skills. By combining narrative with multimedia elements, DST offers meaningful and engaging learning experiences for young EFL learners. Although previous studies have reported the benefits of DST for language skills and learner motivation, research that specifically synthesizes its role in fostering critical thinking in primary English classrooms remains limited and fragmented. Therefore, this study aims to systematically review empirical research on the use of digital storytelling to promote critical thinking among young EFL learners. Using a systematic literature review method, ten empirical studies published between 2020 and 2025 were selected and analyzed based on DST implementation, learning outcomes, and students' cognitive engagement. The findings reveal that DST facilitates multimodal, interactive, and student-centered learning environments that enhance motivation, attention, and memory retention. Through creating and interpreting digital stories, students actively engage in analyzing, evaluating, and reflecting on information, which contributes to the development of critical thinking skills. In addition, DST supports language development across listening, speaking, reading, and writing, while also fostering collaboration, creativity, and social interaction. Despite challenges related to technological access and instructional design, DST emerges as a flexible and holistic instructional strategy for promoting critical thinking in primary English education.

Keywords: Critical Thinking, Digital Storytelling, English Language Teaching, Young Learners.

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION

English has become a fundamental competence in the era of globalization and is widely recognized as an essential skill for facing 21st-century challenges. As an international language, English functions not only as a medium of global communication but also as a gateway to knowledge, technology, and academic resources (Darma & Widiastuty, 2023; Mahendra, 2020; Sugiartha et al., 2021). This condition encourages the introduction of English at the primary school level, where learners are in a critical period of language and cognitive development. Through systematic exposure to English, young learners gain opportunities to better understand meaning, language use, and spelling, which supports both linguistic and cognitive growth (Artini, 2017). In Indonesia, this global demand is reflected in the implementation of the Merdeka Curriculum, which emphasizes student-centered learning and the development of 21st-century competencies. The curriculum promotes the mastery of foreign languages and the acquisition of the 4C skills, those are Critical Thinking, Creativity, Communication, and Collaboration, as core learning outcomes (Mulyasa, 2023; Gumilar et al., 2023). This orientation aligns with the national vision of preparing Indonesia's Golden Generation 2045 through 21st-century education, which underscores the importance of English proficiency as a fundamental competence for Indonesians to actively participate and thrive in the modern global society (Padmadewi et al., 2023). Among the 21st century competencies, critical thinking is positioned as a key skill that must be cultivated from an early age to enable students to analyze information, evaluate arguments, and solve problems in academic and real-life contexts.

Critical thinking is explicitly articulated as one of the eight dimensions of the Graduate Profile, which serves as a framework of the deep learning concept adopted in the Merdeka Curriculum (Kemendikdasmen, 2025). This dimension emphasizes not only cognitive ability but also reflective and analytical thinking skills. Critical thinking involves recognizing flawed reasoning, minimizing personal bias, and understanding knowledge as something that is often probabilistic rather than absolute (Gyenes, 2015). In line with 21st-century educational demands, learning outcomes are expected to go beyond content mastery and include cognitive and social skills, with critical thinking identified as a core competence for future generations (Haryanti, 2017; Khairunnisa et al., 2024). Previous studies also emphasize that critical thinking skills are essential for everyday problem-solving and decision-making, and therefore should be introduced during the early years of education (Khasanah & Muthali'in, 2023). Developing critical thinking skills in young learners requires learning approaches that actively engage students with meaningful problems and real-life contexts. However, critical thinking is not an instant skill; it must be nurtured through continuous exposure to problem-solving activities that stimulate reflection and reasoning (Hardiyanto & Thaib, 2017; Pebriana et al., 2017). In English language learning, teachers play a crucial role in facilitating such processes, as they are key agents in fostering students' higher-order thinking skills through appropriate pedagogical strategies and learning media (Padmadewi et al., 2020). Nevertheless, earlier educational practices often focused predominantly on cognitive achievement while overlooking character education and higher-order thinking development, which limited the effectiveness of holistic learning (Indrayani et al., 2017).

One pedagogical approach that has gained increasing attention in English language education is the integration of digital media. Digitally integrated storytelling makes English language learning more engaging and interactive, highlighting the importance of teachers' ability to utilize technology that aligns with students' digital characteristics. Therefore, teachers are expected to employ appropriate digital learning media to enhance instructional effectiveness and respond to learners who are already familiar with technology from an early age (Ramendra et al., 2025). The use of instructional media is considered an important component in achieving learning objectives, as it facilitates interaction and enhances students' understanding and memory retention (Ratminingsih et al., 2021). Among various digital media, digital storytelling has emerged as a promising tool in primary English classrooms. Digital storytelling combines narrative with multimedia elements such as images, audio, text, and video to create engaging and meaningful learning experiences (Robin, 2006; Choo et al., 2020). Previous studies report that digital storytelling enhances students' motivation, listening skills, and engagement by presenting content in an enjoyable and concrete manner (Ratminingsih & Budasi, 2018; Ratminingsih & Budasi, 2020; Tabieh et al., 2021). Beyond language skill development, digital storytelling has also been associated with the promotion of higher-order thinking skills. By engaging learners in analyzing story content, reflecting on messages, and connecting narratives with real-life situations, digital storytelling supports critical thinking processes (Tamimi, 2024). This approach is particularly relevant for young learners, who are characterized by short attention spans, a preference for stories, and a need for visually rich and engaging learning media (Suyanto, 2014; Ratminingsih et al., 2021). In addition, the narrative nature of digital storytelling aligns with the principles of deep learning, which emphasize mindful, meaningful, and joyful learning experiences through integrated cognitive, emotional, and sensory engagement (Kemendikdasmen, 2025).

Although the previous of literatures highlights the benefits of digital storytelling in English language learning, existing studies vary in focus, educational level, and learning outcomes. Many studies emphasize language skills, motivation, or character education, while fewer explicitly address critical thinking as a primary outcome, particularly in primary English classrooms. Moreover, findings related to digital storytelling and critical thinking are dispersed across different research contexts and methodologies, making it difficult to obtain a comprehensive understanding of current research trends and gaps. Therefore, a systematic literature review is needed to synthesize existing research on the use of digital storytelling in primary English classrooms, with a particular focus on its role in fostering critical thinking skills. By systematically reviewing relevant studies, this paper aims to identify research trends, summarize key findings, and reveal gaps in the literature related to digital storytelling and critical thinking in primary education contexts.

METHOD

This study employed a Systematic Literature Review (SLR) method, Systematic Literature Review (SLR) is a literature review method that is conducted systematically by establishing clear eligibility criteria, collecting relevant studies, and synthesizing the findings using transparent and reproducible procedures. This method aims to minimize bias and errors in the review process so that the results can be used to answer specific research questions in a comprehensive and reliable manner (Brignardello-Petersen et al., 2025). This methodology is suitable for examining specific research topics that meet established inclusion criteria. A total of six national and international journal articles were selected from 364 studies indexed in Google Scholar, Semantic Scholar, and ERIC, published between 2020 and 2025, as the primary data sources for this review.

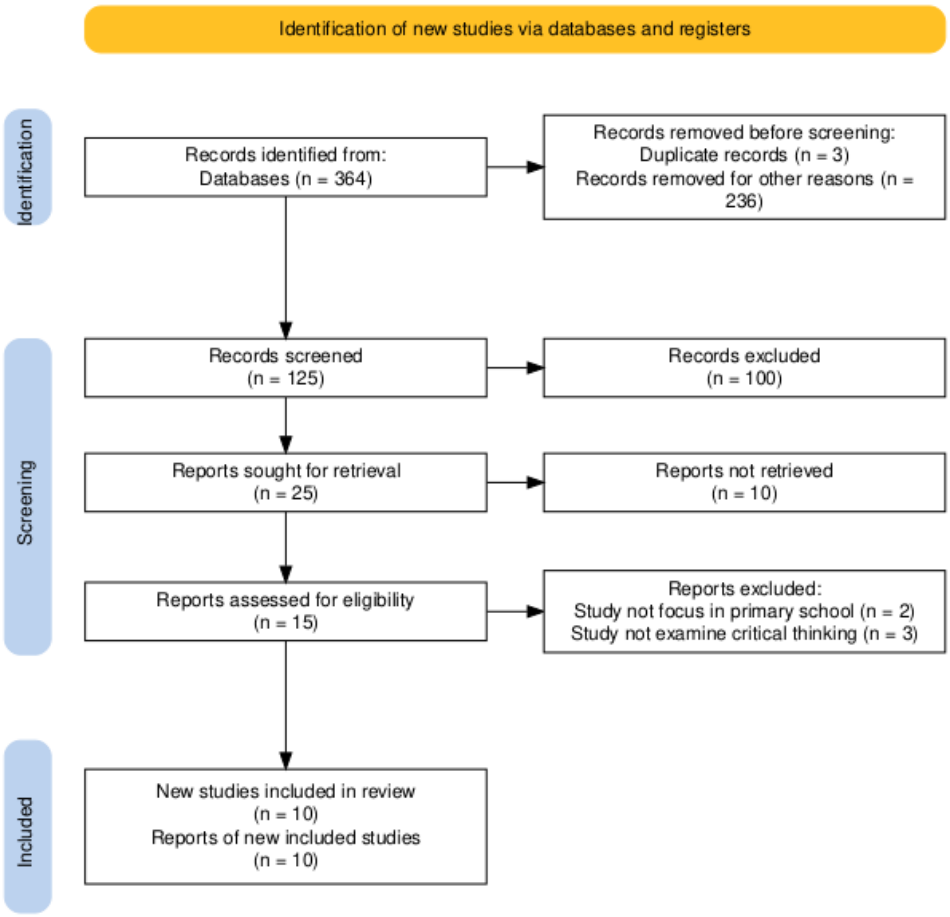


Image 1. PRISMA flow diagram

This study employed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. The PRISMA procedure consists of four main stages, namely identification, screening, eligibility, and inclusion. Through this approach, articles related to the use of digital storytelling as a medium for fostering critical thinking in primary English classrooms were systematically selected. All retrieved articles underwent a selection process before being reviewed and synthesized. The selected studies were then analyzed and summarized based on the authors, year of publication, research objectives, research instruments, participants, main findings, and recommendations for future research.

Table 1. The inclusion and exclusion criteria for the study

Aspect	Inclusion Criteria	Exclusion Criteria
Language	Articles published in the English language	Articles not published in the English language
Research design	Empirical studies using qualitative, quantitative, or mixed-methods approaches	Non-empirical studies such as systematic literature reviews, conceptual papers, literature reviews, or meta-analyses
Period of research	Journal articles published between 2020 and 2025	Journal articles published before 2020
Critical Thinking	The studies examined critical thinking as a learning outcome	The study did not address or assess critical thinking skills
DS in ELT	The studies examined and evaluated digital storytelling in English language teaching	The studies did not examine or evaluate digital storytelling in English language teaching
Educational level	Digital storytelling was implemented in English language learning at the elementary school level	Digital storytelling was not implemented in English language learning at the elementary school level

FINDING AND DISCUSSION

The table of key findings presents a synthesis of the main results of the studies included in this systematic literature review. The selected articles were analyzed to identify how digital storytelling was implemented in primary English classrooms and how it contributed to the development of students' critical thinking skills. By summarizing the key findings, this table provides a clear overview of current empirical evidence on the role of digital storytelling in fostering critical thinking among young EFL learners.

Table 2. Key findings of the included studies

No	Author(s)	Key Findings
1.	Al-Bakarat et al., 2025	1. A digital storytelling-based learning environment has been proven to significantly improve children's key science process skills, namely observation, classification, and prediction. 2. Children in the digital storytelling group demonstrated a significant improvement in their ability to identify details about natural phenomena that might be missed with traditional methods. They become more sensitive to subtle environmental changes, such as the freezing of water or the melting of snow. 3. The use of digital stories helps children organize and categorize information more logically, following the

No	Author(s)	Key Findings
		narrative structure. Thru stories, children learn the correct classification criteria, such as distinguishing between freshwater and saltwater and their uses in daily life. 4. Children's prediction skills improve because narrative methods encourage them to connect information from stories with real-life experiences. 5. Children are able to use scientific knowledge to logically predict outcomes, for example, predicting that water will evaporate if heated continuously. 6. Increased motivation and engagement, as the integration of multimedia (text, moving images, sound, and video) makes the learning process more creative, interesting, and effective. 7. Fictional characters and real-life scenes in the story help children understand abstract scientific concepts in a more concrete way.
2.	Alderbashi, 2021	1. Students' Positive Attitudes: Overall, elementary school students in the UAE demonstrated a very positive attitude toward the use of digital storytelling methods by teachers in the classroom. 2. The use of this method significantly increased student engagement in the teaching and learning process and their motivation to learn, as it was considered an entertaining and enjoyable activity. 3. Digital stories helped improve students' concentration levels. Additionally, engaging visual features help students retain information in long-term memory (better information retention). 4. This method helps students understand complex curriculum content more easily because digital stories can connect lesson material with real-life examples. 5. The use of digital stories develops students' critical thinking skills (such as deduction and induction) as well as their problem-solving abilities. This happens because stories often present problems that require students to think creatively to find solutions. Students are encouraged to adopt good behavior and moral values such as honesty, tolerance, integrity, and cleanliness thru the characters in the story. 6. Digital stories open up opportunities for discussion, group collaboration, and strengthening social bonds among students regardless of their cultural backgrounds.
3.	Kartikasari et al., 2025	1. The use of digital stories significantly improves students' vocabulary, grammar, speaking skills, and writing abilities compared to traditional teaching methods. 2. This method creates an enjoyable learning experience that enhances active engagement, intrinsic motivation, and children's confidence in communicating using English.

No	Author(s)	Key Findings
		3. Digital stories have proven effective in sparking children's creativity and critical thinking skills thru the interactive process of narrative construction. 4. Digital story-based learning environments encourage social interaction and collaboration among students, and provide significant benefits for children from minority groups or those with learning disabilities such as dyslexia.
4.	Putri et al., 2025	1. The use of digital storytelling applications has proven more effective in increasing students' reading interest compared to traditional lecture methods, which tend to be monotonous. 2. Integrating multimedia such as text, images, sound, and video creates a more interactive learning experience, thus increasing students' enthusiasm, curiosity, and engagement in the literacy process. 3. This method encourages students to think logically and organize ideas systematically. The process of constructing visual narratives helps develop students' creativity and critical thinking skills in understanding the material. 4. Digital storytelling supports constructivist learning theory, where students actively build their own knowledge thru learning experiences that are meaningful, enjoyable, and relevant to technological developments.
5.	Sari et al., 2021	1. This project significantly enhances four key 21st-century skills in students: Communication, Collaboration, Critical Thinking, and Creativity. 2. Students felt their English language skills, especially in terms of vocabulary, grammar, speaking, and writing, improved because they had to compose scenarios and revise texts in depth. 3. The process of planning descriptive and narrative texts trained students to think abstractly and analytically, especially in choosing the right topics and overcoming technical constraints during production. 4. Students developed new digital literacy skills thru video creation, which is considered a Higher Order Thinking Skill. 5. This learning was received as a fun method that actively engaged students and was highly relevant to educational needs in the digital age, although it was considered quite challenging.
6.	Tamimi, 2024	1. Using DST significantly improves students' listening, reading, and writing skills compared to traditional teaching methods. 2. Students become more proficient at interpreting information and evaluating arguments because the

No	Author(s)	Key Findings
		storytelling process requires them to think analytically and make logical narrative decisions. 3. This method increases students' interest in tasks and strengthens their belief that they are capable of mastering difficult English language material. 4. DST encourages deep social interaction thru teamwork, where students learn to provide constructive feedback and negotiate ideas with their groupmates. 5. Learning shifts from passive to active, where students act as content creators and teachers serve as facilitators supporting the self-directed learning process.
7.	Tabieh et al., 2021	1. The use of digital stories is significantly more effective in improving students' active listening skills compared to traditional teaching methods. 2. This method has been proven to improve fluency in creative thinking, but it does not show a significant difference in flexibility and originality. 3. The integration of multimedia (sound, images, and animation) successfully captures attention, increases concentration, and makes the language learning process more enjoyable. 4. Digital stories help students enrich their vocabulary and learn to organize their thoughts chronologically after watching and listening to the stories. 5. This strategy helps children overcome shyness and introvertedness, and improves their ability to express ideas both verbally and visually.
8.	Septiarini, 2025	1. Digital storytelling significantly enhances children's reading motivation because it uses visual media, music, and sounds that are engaging and relevant to children's world. 2. The use of audio and visual context helps students understand text content, story structure, and enrich their vocabulary more effectively compared to conventional methods. 3. The process of analyzing and creating digital narratives encourages students to think critically, organize logical flow, and express ideas creatively. 4. Students not only learn to read written text but also develop the ability to understand and create meaning from various media such as images, videos, and sounds in an integrated manner. 5. Digital storytelling projects conducted in groups strengthen cooperation, empathy, the ability to share ideas, and confidence in expressing opinions.
9.	Pandiangan et al., 2024	1. The use of digital stories significantly improves children's listening, speaking, reading, and writing skills. 2. This method enhances listening comprehension, vocabulary, and pronunciation. Additionally, children

No	Author(s)	Key Findings
		become more confident in expressing themselves and interacting socially. 3. Digital stories enhance literacy awareness, phonological skills, and understanding of grammatical structure. In writing, children show progress in aspects of ideas/content, grammar, and text structure. 4. Using this medium empowers children's ability to grasp information, think logically, and critically analyze content. 5. Audio and visual integration makes learning more enjoyable, improves concentration, and motivates children to actively participate in the learning process.
10.	Wiwikananda and Susanti, 2022	1. The use of digital storytelling has been proven effective in significantly improving students' critical thinking skills compared to before the intervention. 2. This method strengthens students' analytical and deductive reasoning abilities in understanding information. 3. This implementation helps students master five important cognitive processes: analyzing (main idea), evaluating (giving opinions), organizing (sequencing the flow), synthesizing (summarizing), and interpreting (presenting results). 4. Digital stories serve as a bridge between conventional literacy (reading, listening, speaking, writing) and visual literacy based on modern technology. 5. This media creates a fun and interactive learning environment, encouraging active student participation and reducing boredom in traditional learning. 6. Thru digital storytelling, students are invited to empathize with characters and project the problems in the story onto everyday life challenges.

The Implementation of Digital Storytelling in Primary School

Digital storytelling (DST) in primary EFL classrooms is implemented as a multimodal, interactive, and student-centered learning approach. According to the reviewed studies, teachers integrate various multimedia elements, including text, images, audio, video, and animation, to make the learning content more engaging and concrete (Al-Bakarat et al., 2025; Tamimi, 2024). This combination of modalities caters to young learners' preference for visual and auditory stimuli, helping them maintain attention and retain information effectively (Tabieh et al., 2021; Suyanto, 2014).

In many implementations, DST is not only used to present stories but also as a constructive activity where students actively create narratives. Kartikasari et al. (2025) and Putri et al. (2025) highlight that learners are encouraged to write, illustrate, and record their own stories, which transforms them from passive recipients of knowledge into content creators. This process promotes autonomy, creativity, and responsibility while simultaneously allowing teachers to scaffold language learning through guided practice. Furthermore, collaborative DST projects foster peer interaction and social learning, providing opportunities for discussion, negotiation, and feedback, which strengthen both language and social-emotional skills (Septiarini, 2025; Alderbashi, 2021).

Another key feature of DST in primary EFL classrooms is the integration of real-life and relatable content. By connecting stories to familiar experiences or cultural contexts, teachers make

abstract language concepts more meaningful, enhancing comprehension and application (Al-Bakarat et al., 2025; Putri et al., 2025). This method aligns with constructivist learning principles, in which learners actively construct knowledge by linking new information to prior experiences and real-world situations. Overall, DST is implemented as a flexible and dynamic approach that combines multimedia, storytelling, and collaborative learning to optimize engagement and language learning outcomes for young EFL learners.

The Contribution of Digital Storytelling to Students' Critical Thinking

The studies indicate that DST contributes to critical thinking by encouraging learners to analyze, evaluate, synthesize, and reflect on information presented in narratives. Al-Bakarat et al. (2025) report that children improved their observation, classification, and prediction skills through story-based activities, suggesting that DST provides a cognitive framework that enhances logical reasoning and analytical thinking. Similarly, Wiwikananda and Susanti (2022) found that students' abilities to identify main ideas, evaluate arguments, sequence events, and summarize information were significantly strengthened after engaging in DST activities.

DST encourages critical thinking through problem-solving embedded in stories. Alderbashi (2021) and Sari et al. (2021) emphasize that narrative conflicts or dilemmas presented in digital stories require learners to think creatively, infer causes and consequences, and propose solutions, which promotes higher-order thinking skills. This process also allows learners to connect story content with real-life contexts, enhancing their ability to transfer cognitive skills beyond the classroom. In addition, the construction of digital narratives itself, deciding what to include, how to sequence events, and which language structures to use, stimulates metacognitive reflection and evaluative judgment (Putri et al., 2025; Septiarini, 2025).

Furthermore, DST fosters analytical engagement with multiple media types, requiring students to integrate textual, visual, and auditory information. Pandiangan et al. (2024) and Tamimi (2024) found that this multimodal interaction strengthens students' ability to organize ideas logically, interpret meaning critically, and articulate their understanding both orally and in writing. Collectively, these studies suggest that DST not only improves language skills but also serves as a cognitive scaffold for developing critical thinking, providing students with opportunities to practice analysis, evaluation, reflection, and synthesis in a meaningful, contextualized, and enjoyable way.

The Pedagogical Implications and Challenges of Using Digital Storytelling in Primary EFL Classrooms?

The pedagogical implications of DST are significant. The studies consistently report that DST enhances motivation, engagement, and enjoyment in language learning (Alderbashi, 2021; Tabieh et al., 2021). By presenting English language content in interactive and visually stimulating formats, learners become more eager to participate and explore new ideas. DST also simultaneously supports multiple skill domains, including vocabulary, grammar, speaking, writing, digital literacy, creativity, collaboration, and critical thinking, making it a highly integrative approach suitable for 21st-century competencies (Sari et al., 2021; Kartikasari et al., 2025).

Moreover, DST aligns with constructivist learning principles, as students actively construct knowledge through meaningful experiences while teachers act as facilitators, providing guidance and feedback instead of solely delivering information (Putri et al., 2025; Tamimi, 2024). Group-based DST projects also promote social-emotional learning, such as empathy, tolerance, and confidence in expressing opinions (Septiarini, 2025; Alderbashi, 2021). These characteristics indicate that DST supports holistic learning, integrating cognitive, emotional, and social development.

However, implementing DST in primary EFL classrooms is not without challenges. Studies report that technological access and digital literacy may limit its effectiveness, as both teachers and students need basic proficiency in using digital tools (Tamimi, 2024). The planning and execution of DST activities are often time-consuming, requiring careful preparation of multimedia resources and lesson design (Wiwikananda & Susanti, 2022). Additionally, balancing language skill development and critical thinking outcomes can be difficult; teachers must ensure that story-based tasks do not solely

focus on content delivery but also require active cognitive engagement and reflection (Kartikasari et al., 2025; Pandiangan et al., 2024).

In summary, DST emerges as a promising pedagogical strategy for primary EFL classrooms, capable of fostering critical thinking, language proficiency, and 21st-century skills. Yet, successful implementation requires careful instructional design, adequate technological resources, and ongoing teacher support to maximize its potential benefits.

CONCLUSIONS

This systematic review demonstrates that digital storytelling (DST) is a highly effective approach for fostering critical thinking in primary English classrooms. DST engages young learners in meaningful, multimodal, and interactive learning experiences that combine text, images, audio, and video, capturing their attention and supporting memory retention. By involving students in the creation and interpretation of digital stories, DST transforms them from passive recipients of knowledge into active content creators, promoting autonomy, creativity, and responsibility. The narrative and problem-solving elements embedded in stories encourage learners to analyze, evaluate, and reflect on information, as well as to connect ideas to real-life contexts, thereby strengthening high order thinking skills. DST also enhances language development across multiple domains, including reading, writing, speaking, listening, vocabulary, and grammar, while simultaneously promoting collaboration, social interaction, empathy, and confidence in expressing ideas. Beyond cognitive and language skills, DST motivates and engages students by providing enjoyable and contextually relevant learning experiences, aligning with the goals of 21st-century education. Despite these benefits, successful implementation requires careful planning, technological resources, and teacher guidance to balance language learning with critical thinking outcomes. Overall, DST emerges as a holistic and flexible pedagogical strategy that effectively integrates language proficiency, critical thinking, creativity, and social-emotional growth, making it a highly suitable approach for young learners in primary English classrooms.

REFERENCES

Al-Barakat, A. A., Al-Hassan, O. M., AlAli, R. M., & Ibrahim, N. A. (2025). The impact of digital storytelling-based learning environment on young children's science process skills. *Emerging Science Journal, 9*(Special Issue).

Alderbashi, K. Y. (2021). Attitudes of primary school students in UAE towards using digital storytelling as a learning method in classroom. *Research on Humanities and Social Sciences, 11*(10).

Artini, L. P. (2017). Rich language learning environment and young learners' literacy skills in English. *Lingua Cultura, 11*(1), 19–24.

Brignardello-Petersen, R., Santesso, N., & Guyatt, G. H. (2025). Systematic reviews of the literature: An introduction to current methods. *American Journal of Epidemiology, 194*, 536–542. doi:10.1093/aje/kwae232

Choo, Y. B., Abdullah, T., & Nawi, A. M. (2020). Digital storytelling vs. oral storytelling: An analysis of the art of telling stories now and then. *Universal Journal of Educational Research, 8*(5A), 46–50. doi:10.13189/ujer.2020.081907

Darma, R. N., & Widiastuty, H. (2023). The importance of learning English at school. *Jurnal Pengabdian Kepada Masyarakat, 1*(1). doi:10.37253/landmark.v1i1.7878

Gumilar, G., Perdana, D., Rosid, S., Sumardjoko, B., & Ghufron, A. (2023). Urgensi penggantian Kurikulum 2013 menjadi Kurikulum Merdeka. *Jurnal Papeda, 5*(2), 201–208.

Gyenes, A. (2015). Definitions of critical thinking in context. *大阪大学教育学年報, 20*, 17–25.

Hardiyanto, S., & Thaib, D. (2017). Peningkatan kemampuan berpikir kritis siswa SMP melalui pembelajaran berbasis masalah pada konsep respirasi. *EduHumaniora: Jurnal Pendidikan Dasar Kampus Cibiru, 8*(1), 55–65.

Haryanti, Y. D. (2017). Model problem based learning membangun kemampuan berpikir kritis siswa sekolah dasar. *Jurnal Cakrawala Pendas, 3*(1).

Indrayani, L., Artini, L., & Seken, K. (2018). Character education practices at a piloted primary school. In *Proceedings of the 1st International Conference on Education Innovation (ICEI 2017)* (pp. 180–183). Atlantis Press.

Kartikasari, E., Pratama, H., & Bahri, S. (2025). Digital storytelling as a tool for language learning in young learners: Insights from literature. *International Conference on Cultures & Languages*, *3*(1), 777-789. https://conferences.uinsaid.ac.id/iccl/paper/view/459

Kemendikdasmen. (2025). *Naskah akademik pembelajaran mendalam: Menuju pendidikan bermutu untuk semua*. Kementerian Pendidikan Dasar dan Menengah Republik Indonesia.

Khairunnisa, A. A., Isrokatun, I., & Sunaengsih, C. (2024). Studi implementasi projek penguatan profil pelajar Pancasila: Meningkatkan berpikir kritis di sekolah dasar. *Educatio: Jurnal Pendidikan Indonesia, 10*(1), 242–250. doi:10.31949/educatio.v10i1.7828

Khasanah, V. A., & Muthali'in, A. (2023). Penguatan dimensi bernalar kritis melalui kegiatan proyek dalam Kurikulum Merdeka. *Dimensi: Jurnal Pendidikan dan Pembelajaran, 11*(2).

Mahendra, M. S., Dewi, N. L. P. E. S., & Utami, I. A. M. I. (2020). An analysis of EFL learners' integrative and instrumental motivation factor at English Language Education Undiksha. *The Art of Teaching English as a Foreign Language, 1*(2), 55–60. doi:10.36663/tatefl.v1i2.83

Mayasari Pandiangan, W., Santosa, M. H., & Purnamika Utami, I. G. A. L. (2024). Examining the impact of digital story-based learning on English four skills for young learners. *JIST, 5*(10).

Mulyasa, H. E. (2023). *Implementasi kurikulum merdeka*. Bumi Aksara.

Padmadewi, N., Artini, L. P., & Agustini, D. A. E. (2020). Promoting autonomous learning and 21st century skills of English education students through empowering their pedagogical skills. *Journal of Education and Practice, 11*(10), 1–10.

Padmadewi, N. N., Artini, L. P., Ratminingsih, M., & Ana, I. K. T. A. (2023). Elementary school teachers' readiness in teaching technology-based literacy. *International Journal of Elementary Education, 7*(2), 299–310. https://doi.org/10.23887/ijee.v7i2.61675

Pebriana, Y., Kurnia, D., & Panjaitan, R. L. (2017). Penerapan model problem posing learning untuk meningkatkan keterampilan berpikir kritis. *Jurnal Pendidikan Dasar, 2*(1).

Putri, W., Ardianti, I., & Wirandani. (2025). Implementation of technology-based learning strategies through digital storytelling applications of elementary school students. *Aphorisme, 4*(1), 49–64. doi:10.37680/aphorisme.v5i1.6871

Ramendra, D. P., Yudiana, K., & Juniarta, P. A. K. (2025). Pendampingan implementasi pembelajaran storytelling berbantuan media English cartoon story untuk meningkatkan kemampuan dan minat bahasa Inggris siswa. *International Journal of Community Service Learning, 9*(1), 89–98. doi:10.23887/ijcsl.v9i1.86245

Ratminingsih, N. M., Artini, L. P., Santosa, M. H., & Adnyani, L. D. S. (2021). *Pembelajaran Bahasa Inggris untuk anak abad 21: Pegangan guru profesional*. PT Raja Grafindo Persada.

Ratminingsih, N. M., & Budasi, I. G. (2018). Local culture-based picture storybooks for teaching English for young learners. *SHS Web of Conferences, 42*, 00016.

Ratminingsih, N. M., & Budasi, I. G. (2020). Printed media versus digital media: Which one is more effective? In *Proceedings of ICIRAD 2019* (pp. 49–55). Atlantis Press.

Robin, B. R. (2006). *The educational uses of digital storytelling*. Retrieved from http://www.coe.uh.edu/digitalstorytelling/

Sari, N. T. A., Adjie, N., Rajasa, G., & Madjid, N. W. A. (2021). Genre-Based Digital Storytelling In The 21st Century Education: A Students' Perception. *Jurnal Sosioteknologi*, *20*(1), 39–45. https://doi.org/10.5614/sostek.itbj.2021.20.1.4

Septiarini, W. I. (2025). The role of digital storytelling in primary school reading literacy development: A systematic review. In *Proceedings of the International Conference of Research Innovation and Technology on Elementary Education II 2025*.

Sugiartha, P. A. H., Supatra, P. E. D., & Hadisaputra, I. N. P. (2021). Language learning strategies used by students in learning English through online. *Jurnal Pendidikan Bahasa Inggris Undiksha, 9*(2), 156–163.

Suyanto, K. E. (2014). *English for young learners: Melejitkan potensi anak melalui English class yang fun, asyik, dan menarik*. Bumi Aksara.

Tabieh, A. A. S., Al-Hileh, M. M., Abu Afifa, H. M. J., & Abuzagha, H. Y. (2020). The effect of using digital storytelling on developing active listening and creative thinking skills. *European Journal of Educational Research, 10*(1), 13–21. doi:10.12973/eu-jer.10.1.13

Tamimi, M. A. A. (2024). Effects of digital storytelling on motivation, critical thinking, and academic achievement in secondary school English learners. *Research in Social Sciences and Technology, 9*(1), 305–328. doi:10.46303/ressat.2024.18

Wiwikananda, S. K. S., & Susanti, A. (2022). Improving students' critical thinking skills through digital storytelling on narrative text. *Pioneer: Journal of Language and Literature, 14*(2), 356. doi:10.36841/pioneer.v14i2.1685