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ENHANCING FLIGHT ATTENDANT STUDENTS' ENGAGEMENT THROUGH THE DST APPROACH AT MULIA ANGKASA ACADEMY CIREBON

Abstrak

Kelas aktif dan sehat, baik secara offline maupun online, seharusnya menjalankan dua arah komunikasi secara simultan untuk menyeimbangkan komunikasi antara dosen dan mahasiswa di dalam kelas. Dalam menjalankan komunikasi pembelajaran, mahasiswa memiliki tanggung jawab untuk mengantisipasi kekosongan atau kurangnya lingkungan komunikatif selama proses belajar-mengajar. Digital Storytelling adalah pendekatan yang dapat digunakan oleh dosen dalam pengajaran untuk meningkatkan interaktivitas mahasiswa karena metode ini menantang mereka untuk berbicara secara individu, dapat berbicara secara acak, dan memberikan kesempatan bagi semua orang untuk berbagi cerita mereka tentang topik tertentu. Dalam penelitian ini, peneliti ingin mengamati bagaimana pendekatan Digital Storytelling dapat meningkatkan interaktivitas mahasiswa jurusan pramugari. Metode penelitian yang digunakan oleh peneliti adalah narrative inquiry, yaitu untuk merekam aktivitas dan pengalaman individu atau kelompok kecil yang berkaitan dengan cerita yang dibagikan oleh objek penelitian. Ada beberapa hal penting yang mendasari penelitian ini; salah satunya adalah dengan menerapkan pendekatan Digital Storytelling, mahasiswa pramugari merasa tertantang oleh dosen untuk berbicara, dan hal ini merangsang inisiatif mahasiswa untuk berbagi pengalaman mereka secara digital.

Kata Kunci: Digital Storytelling, Interaktivitas Mahasiswa, Pendidikan Pramugari.

Abstract

An active and healthy offline or online classroom should run simultaneously two ways of communication to counterbalance the communication between the lecturer and the students inside. In running the communication of a lesson, a student has a responsibility to anticipate the emptiness or the lack of a communicative environment during the teaching-learning process. Digital Story Telling is an approach that can be used by lecturer in teaching to enhance the students' interactivity because they will be challenged to speak up individually, can be randomly speaking, and everybody will get an opportunity to share their story about a certain topic. In this research, the researcher would like to observe how can DST approach enhance flight attendant students' interactivity. The research method used by the researcher is a narrative inquiry to record the objects' activities and experiences of an individual or a small group concerned with stories shared by the research objects. There are some important things underlying this research; they are by implementing the DST approach, the flight attendant students felt challenged by the lecturer to speak up and it stimulated the students to emerge their initiative to share their experiences digitally.

Keywords: Digital Story telling, Student Interactivity, Flight Attendance Education.

INTRODUCTION

Actively engaging students through effective communication is a crucial aspect of the teaching-learning process. Educators are responsible for motivating students, capturing their attention, and ensuring their comprehension of the course content, whether in face-to-face or

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online settings. To create a fully engaged and active learning environment, lecturer must be knowledgeable in various techniques, without any downtime or blank spaces in their instructional activities. Mastering a diverse repertoire of pedagogical strategies is essential for lecturers in facilitating meaningful learning experiences for their students. Previous research has highlighted the need to address the issue of student engagement and participation in flight attendant students at Mulia Angkasa Academy Kota Cirebon, Indonesia, as it has significant implications for the overall academic success and personal development of these young learners (Williyan, n.d.) (Harun et al., 2015).

Flight attendant students at Mulia Angkasa kota Cirebon, Indonesia, have exhibited varying levels of engagement and participation during classroom activities, which suggests the need for innovative teaching approaches to enhance their learning experiences and improve their academic outcomes.

The term Interactivity refers to the meaningful exchange of information between the lecturer and students, as well as among students themselves, which fosters active learning and critical thinking.

The Digital Storytelling approach, a student-centered instructional method, has been increasingly recognized for its potential to enhance student engagement in various educational settings. (Aliyu et al., 2023) Research has shown that the integration of Digital Storytelling in classroom instruction can effectively engage students, as it combines the power of technology, multimedia, and personal narratives to create a captivating learning experience (Williyan, n.d.). Digital Storytelling is a technique that enables students to create short, personal multimedia narratives by combining various digital media elements, such as images, audio, and video, to tell a story (Hussain & Shiratuddin, 2016).

The Narrative Inquiry research method, which focuses on the collection and analysis of personal stories, can provide valuable insights into the perceptions and experiences of flight attendant students at Mulia Angkasa Cirebon regarding the impact of the Digital Storytelling approach on their engagement and learning.

In this research, the researcher did narrative inquiry and adopted four principles from Hollway & Jefferson in Maggi & Lana (2007) as follows:

1. Uses open-ended questions;
2. Elicit story;
3. Avoid 'why' questions; and
4. Follow up using respondents' ordering and phrasing.

From the theory above, the researcher formulates some questions for this research, they are:

1. How is the concept of Digital Story Telling running in the teaching-learning activity?
2. What is the students do inside of DST?
3. What is the benefit of Digital Story Telling to the students?
4. What is the disadvantage of Digital Story Telling to the students?

Digital Storytelling is an emerging approach in the field of education that has gained significant attention and recognition. Due to its user-friendly and engaging nature, Digital Storytelling has become popular among educators as a means to promote student involvement and enhance the teaching-learning process. this literature review examines the effectiveness of the Digital Storytelling approach and its applications in diverse educational settings, with a particular focus on its potential to enhance engagement among students enrolled in flight attendant training programs at Mulia Angkasa Academy in Cirebon. Student engagement is a crucial factor in the success of vocational education, as it fosters active participation and deeper learning, which is especially important for preparing students for real-world scenarios that require strong communication and interpersonal skills.

The design and application of a Digital Storytelling process model can effectively enhance teachers' understanding and implementation of this approach in the classroom. (Alabbasi, 2018) Digital Storytelling combines multimedia elements, such as text, graphics, audio, and video, to create personal and meaningful narratives that captivate and engage students. (Hussain & Shiratuddin, 2016)

The integration of Digital Storytelling in the classroom has been shown to have a positive impact on students' learning outcomes and engagement levels. Digital Storytelling can help students develop critical thinking, creative thinking, and active listening skills, as well as overcome shyness and introversion. (S et al., 2020)

Student engagement is a critical element for the success of vocational education programs. It encompasses emotional, behavioral, and cognitive components that collectively foster active involvement and profound learning.(Fredricks et al., 2004). For flight attendant training, student engagement is crucial as it equips students with the communication and interpersonal competencies necessary for real-world professional scenarios.(Kim & Park, 2020).

Digital storytelling refers to the use of digital tools to create multimedia narratives that integrate various elements, including text, audio, and video.Lambert (2013) Research indicates that the Digital Storytelling approach promotes creativity and critical thinking, while also bolstering students' confidence and communication competencies. In the context of language instruction, Digital Storytelling has demonstrated efficacy in empowering students to express themselves and develop oral fluency.(Robin, 2008).

The Digital Storytelling approach has been particularly effective in language learning contexts, as it offers students the opportunity to narrate personal stories, practice language skills, and receive constructive feedback from their peers and instructors. This approach has been shown to promote language proficiency and oral fluency development. According to Fathi and Afshari (2021), Digital Storytelling approaches foster an inclusive learning environment that encourages active student engagement. This aligns well with the communication-focused curriculum of flight attendant training programs, which emphasize self-confidence and clear expression as paramount skills.

Research indicates that the Digital Storytelling approach substantially bolsters student engagement by tailoring learning experiences and fostering a collaborative classroom environment. For instance, a study by Huang et al. (2023)

The research demonstrated that the Digital Storytelling approach enhances students' motivation and engagement in the classroom environment. Similarly, Ahmed et al. (2023) found that incorporating gamification elements into DST increased student enthusiasm and participation.

The Digital Storytelling approach has numerous advantages, yet challenges such as limited technological access, insufficient educator training, and time constraints can impact its implementation.Zawacki-Richter et al. (2019). Research has revealed that a lack of digital competency among teachers and students can impede the effective implementation of Digital Storytelling tools. For vocational institutions like Mulia Angkasa Academy, it is essential to address these challenges to ensure successful adoption of the approach.

Digital Storytelling is a crucial component of flight attendant training, as it enables students to cultivate their communication and narrative skills, which are essential for their future profession. Hooda et al. (2022) argue that the real-time feedback facilitated by DST tools can enhance students' presentation competencies, which are crucial in the service sector. Moreover, integrating DST into flight attendant training programs enables students to simulate real-world scenarios and practice customer service interactions in a controlled setting.

Recent research has highlighted the potential of Digital Storytelling to extend the flipped classroom approach, wherein students engage with instructional content outside of class and then use class time for interactive activities and discussions. In a flipped classroom, teachers can create their own digital stories to introduce new concepts or reinforce existing knowledge, while students can be given assignments to research a topic, gather relevant media, and create their own digital stories to demonstrate their understanding of the content.

METHODOLOGY

In this research, the researcher uses narrative inquiry to collect the needed data from the participants. Murray (2009) told that narrative inquiry is an interdisciplinary field that is concerned with the stories we share in our everyday lives. The idea of narrative inquiry is that stories are collected to understand experience as lived and told through both research and literature. With the help of field texts, such as stories, autobiographies, journals, field notes,

letters, conversations, interviews, family stories, photos (and other artifacts), and life experience, narrative inquiry can study and comprehend the ways in which individuals construct the narratives that represent their lives.

The object of this research is Flight attendant students at Mulia Angkasa Cirebon, In this research, the researcher wants to understand the implementation of DST to make the class more interesting and awaken the students' motivation to share their experiences.

Data sources in narrative inquiry include field notes of shared experiences, journal records of participants, interviews (usually unstructured), storytelling, letter writing, and autobiographical and biographical writing. In this research, the researcher uses storytelling from the students, an interview section with the teacher, and sharing experiences from the teacher in using DST Approach in teaching. The researcher also used open questionnaires, observation, and library research to gain the needed data for this research.

RESULT AND DISCUSSION

Digital Story Telling is used in teaching an international class because it has an important main purpose, that is inside of DST activities, the lecturer will invite the students to share their experiences. so the activities inside of the class will be more insightful, fruitful, and full of discussion.

In delivering the Digital Story Telling, the lecturer used SSO (Single Sign On) from Mulia Angkasa Academy. The registered lecturer and the lecturer who have Mulia Angkasa Academy's email will be able to access the class and meet with the students digitally (thru the Learning Management System or LMS).

When the researcher did an observation, the topic of the discussion was talking about the logistics activities in different countries. The lecturer opened the discussion by explaining the material then the lecturer invites the students to share their ideas. When the students tell their understanding and their knowledge, the lecturer writes down their story to make a conclusion.

The interview and questionnaire done by the researcher yielded comprehensive answers from the research's subject, which are explicated in the following explanation.

Answering the first question delivered by the researcher to the subject of the research, the followings are the activities inside of the Digital Story Telling Approach:

1. The lecturer introduces the students to a material
2. The lecturer explains the material
3. The students listen to the lecturer's explanation
4. The lecturer opens the discussion by giving an opening question
5. The lecturer lets the students explain one by one their understanding of a certain material given by the lecturer
6. One by one student tells their own story based on their experience, insight, and memory.
7. The lecturer gives them feedback one by one and checks the completeness of the students' responds
8. The lecturer draws a conclusion from the first discussion
9. The lecturer explains the next material in the same topic area
10. The lecturer invites the students to explain their understanding of the mentioned material.

The second question of this research is asking about the activities of the lecturer inside Digital Story Telling. Here are the activities done by the lecturer before, while, and after the teaching and learning process:

1. Before the class begins, the lecturer prepares the material and writes it down in a PowerPoint Presentation. He prepares some stages of the activities including the opening section (warming up the student's motivation and understanding of the material), completing materials, and creating an interesting and understandable conclusion.
2. While doing the teaching-learning activities, the lecturer does not only explain the materials but also gives some stages' discussion and each of them has its own discussion. At every stage, the lecturer invites the students to explain their knowledge about the activity of logistics. It implies the two ways communication in the class awakened orderly. In the main part of the discussion, the lecturer writes down the story of each student who is delivering

their story about logistics activities. These stories are summarized into general understanding framing by the lecturer. Then it is followed by a complete explanation from the lecturer.

3. After having the discussion, the lecturer asks the students to deliver their questions and comment regarding the material delivered by the lecturer. The lecturer draws a conclusion and delivered the points sum up from the discussion before.

Go to the third research question which is asking about the benefit of Digital Story Telling. Here are the benefits of Digital Story Telling to the students:

1. By implementing Digital Story Telling, the students are invited to share their ideas, memory, and knowledge about a certain topic mentioned by the lecturer. The students can brainstorm their ideas with the lecturer and other students
2. By implementing Digital Story Telling, the class will be much more practical and the material easy understood by the students
3. By implementing Digital Story Telling, the students will be guided into a comprehensible discussion.
4. By implementing Digital Story Telling, the students will have the opportunity to speak up better and have more opportunities to improve their speaking skills by delivering their ideas in every stage prepared by the lecturer.

The last question was about the disadvantage of implementing Digital Story Telling. Every method/approach we raised to teach, will bring its own advantage and disadvantage. As we know the word 'digital' raised in the term Digital Story Telling goes beyond the traditional way of telling a story. It needs comprehensive knowledge from all the students about a certain material opened by the lecturer. If the students do not have comprehensive knowledge, they will get difficulty responding to the discussion. The students who have a low level of thinking will ashamed to the others in the midst of the learning process.

This narrative research was designed to meet the requirement of Digital Story Telling. It is because when we implemented Digital Story Telling, we need to record the story narratively. Also, it is based on the form that needs to be observed which is 'story'. This research hopefully can be contributed to science as an additional point of view about the implementation of Digital Story Telling to International students using a narrative approach in conducting the research.

CONCLUSION

The researcher can draw a conclusion that the implementation of Digital Story Telling brings many benefits to the students which able to awaken the students' motivation to join the class, awaken the students' motivation in having the speaking class, improved the interactivity between the students and the lecturer.

The findings suggest that the integration of Digital Storytelling into the teaching and learning process at Mulia Angkasa Academy has significantly enhanced student engagement and participation. Through the DST approach, students have been empowered to develop essential communication and narrative skills that will serve them well in their future roles as flight attendants, a profession that demands strong interpersonal and presentation abilities.

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