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The Impact of Multimedia Elements on Tablets and Digital Stories in Learning Process Management

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ABSTRAK

Teknologi merupakan metode pengajaran yang efektif di kalangan pendidik karena lebih mudah dan cepat dalam penerapannya. Beralih ke cara tradisional sangat tepat diterapkan di era teknologi digital saat ini. Dimasukkannya unsur multimedia ke dalam Digital storytelling (PD) telah memberikan inovasi dalam proses pembelajaran dengan dukungan fitur interaksi teknologi mobile. Namun penggunaan fitur interaksi dan elemen multimedia seperti teks dan gambar untuk membuat storytelling masih sulit dilakukan oleh siswa dan guru. Sementara itu, unsur penilaian penceritaan dengan teknologi masih kurang. Penelitian menjadi mendesak karena adanya perbedaan harapan, teori, dan kenyataan. Penelitian bertujuan untuk menganalisis reliabilitas elemen multimedia pada tablet dan evaluasi cerita digital serta mengetahui korelasi elemen multimedia pada evaluasi tablet dan cerita digital. Metode penelitian yang digunakan adalah pendekatan survei kuantitatif. Subjeknya adalah siswa, murid, guru, dan dosen yang berjumlah 41 orang. Teknik pengumpulan data dengan instrumen yang dikembangkan dari indikator multimedia, cerita digital, dan tablet. Instrumen dinilai berdasarkan skala Likert dari 1-7 poin. Teknik analisis menggunakan SPSS Versi 25.0 dengan uji validasi, mean, standar deviasi, serta nilai minimum dan korelasi. Temuan penelitian menunjukkan bahwa penggunaan multimedia, cerita digital, dan tablet memiliki reliabilitas dan korelasi yang tinggi serta hubungan yang positif dan signifikan antara seluruh variabel dalam evaluasi. Responden juga menilai elemen multimedia dalam cerita digital dan tablet. Temuan tersebut menegaskan bahwa unsur multimedia berada pada level 5 dan dapat digunakan dalam proses pembelajaran yang efektif.

ABSTRACT

Technology is an effective teaching method among educators because it is easier and faster to implement. Switching to traditional methods is very appropriate to apply in the current era of digital technology. The inclusion of multimedia elements into Digital storytelling (PD) has provided innovation in the learning process with the support of mobile technology interaction features. However, using interaction features and multimedia elements such as text and images to create storytelling is still difficult for students and teachers. Meanwhile, elements for evaluating storytelling with technology are still lacking. Research is urgent because of differences in expectations, theory, and reality. The research aims to analyze the reliability of multimedia elements on tablets and digital story evaluation and to determine the correlation of multimedia elements on tablets and digital story evaluation. The research method is a quantitative survey approach. The subjects were students, pupils, teachers, and lecturers totaling 41 people. Data collection techniques with instruments were developed from multimedia indicators, digital stories, and tablets. Instruments were assessed based on a Likert scale from 1-7 points. Analysis techniques were using SPSS Version 25.0 with validation tests, mean, standard deviation, and minimum and correlation values. Research findings show that multimedia, digital stories, and tablet use have high reliability and correlation as well as a positive and significant relationship between all variables in the evaluation. Respondents also assessed multimedia elements in digital stories and tablets. The findings confirm that multimedia elements are at level 5 and can be used in an effective learning process.

1. INTRODUCTION

This Providing correct and good information to the public, anyone can do it in various ways, either verbally, in writing, through printed story scripts, stories in the form of cartoon films, and in the form of stories in learning at school. In education, the storytelling method is often used in the learning process for students. The storytelling method is a popular teaching method used by educators in conveying the content of teaching material. Apart from observation, demonstration, and acting techniques, teachers can also guide students' thinking toward facts. Storytelling method This is also a simple and fast method for conveying information and encouraging student

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involvement in the teaching and learning process (Chevalier et al., 2022; Klima Ronen, 2020; Suryaman et al., 2020). Currently, educators are starting to shift from traditional storytelling methods to digital storytelling, known as Digital Storytelling (PD). The Digital Storytelling (PD) method is very appropriate to apply in the current era of digital technology (Kim et al., 2021; Rubegni et al., 2022; Shinas & Wen, 2022). This transformation of innovative and creative methods helps combine the tasks of an educator effectively (Hermann & Bossle, 2020; Jahnke & Liebscher, 2020; Miranda et al., 2021). Educators often in the process of presenting information can increase retention and communication with students through storytelling methods with presentations that involve exploring information and developing student knowledge. With this combination method, the students also agreed that the combination of storytelling with multimedia technology was able to fulfill communication satisfaction through the storytelling method (Li, 2020; Tavares, 2022; Tuma, 2021).

Apart from that, interaction with students can be improved through the concept of PD which has connected audiences through media and technology (Jääskeläinen et al., 2021; John & De'Villiers, 2020; Sailer et al., 2021). Providing and disseminating information becomes more transparent when humans use technology, and the media used each takes the role of interacting directly with each other by exchanging and sharing information. Thus, the introduction of PD in the education sector can help convey information in a short time and improve technology skills for students and educators (Haleem et al., 2022; Mohtar et al., 2023). While regarding mobile technology used by students and teachers to convey information using the storytelling method. Many of the elements are used to evaluate story questions in storytelling with multimedia and tablets. Mobile technology is widely used in the hands of teachers and students as a tool for sharing information and as a tool for telling stories to students. The development of increasingly sophisticated and mobile technological equipment means that the process of sharing stories can be carried out smoothly. Sharing information in the form of stories can be realized with the support of mobile devices such as tablets and smartphones which enable learning to occur anywhere and at any time. In this case, many people agree that the use of computer equipment in the storytelling process is an improvement over traditional storytelling methods (Chevalier et al., 2022; Debnath et al., 2020; Nair & Yunus, 2021). The positive response to mobile devices such as laptops, smartphones, and tablets is also popular among Indonesians and internationally. Many manufacturers in Indonesia are preparing and proposing by offering unique features that support interaction such as touchscreen technology. Acceptance of orders is increasing in the education sector, especially in higher education when education experts also estimate that tablets will be the most popular mobile devices in the period 2019 to 2023 (Alghazi et al., 2020; Dehghani et al., 2020; Dubé & Wen, 2022).

The choice of tablet as the mobile device used in this study compared to other mobile devices is because from the aspect of (i) mobile device compared to a desktop computer, (ii) the screen size is larger (for example, 10 inches for an iPad) compared to a desktop computer. smartphones and (iii) have fast and wireless start-up which is suitable for media applications compared to laptops. Apart from that, the positive response to the use of tablets in class shows an increase in student learning performance, namely (i) students' focus increases and they give full attention in class, (ii) teachers immediately provide feedback when students do not understand, (iii) teachers can immediately changing learning materials and (iv) providing a high level of satisfaction for students (Mishra et al., 2020; Rajhans et al., 2020). Thus, the use of touchscreen tablets makes learning more interactive and interesting. Touchscreen tablets also facilitate user interaction with multimedia elements such as text and images. Studies show that interacting with information on a screen using a finger as an input device can give users confidence in controlling their interactions. This is because the role of input control devices like keyboards and mice that have been moved by touching screens has made it easier to input data. In addition, touchscreen functions such as zooming in, zooming out, and moving images to the desired location via finger input have made it easier to quickly complete tasks and reduce errors (Argelaguet & Andujar, 2013; Sánchez-Velasco et al., 2020). In addition, the media editing process can be saved to resize and improve image quality. Users are also free to interact with the tablet and fun image-based interactions have resulted in creative and innovative product designs that fit the PD concept. To realize the application of the PD concept more effectively, the need for appropriate storytelling tools is expected to help the successful implementation of this research. The use of storytelling tools in the construction of multimedia products is important to determine whether the media content produced adheres to the concept of PD (Flavián et al., 2019; Mascini et al., 2020).

Previous study claims that storytelling tools can clarify storytelling and inspire new ideas for the development of a story (Lowery et al., 2020). This can also help convey the meaning of the story and develop thinking to build storytelling. Therefore, teachers need to master various technological skills so that students can understand narratives in the process of conveying information (Botsis et al., 2020; Davy Tsz Kit et al., 2022). Use storytelling tools commonly used by teachers such as Movie Maker, Microsoft PowerPoint, and Prezi because they are easy to use, already installed, and downloaded on the computer. However, these tools do not support the storytelling process and are not designed with education in mind. Story tools are more based on entertainment and cannot operate with mobile devices. This is due to the lack of appropriate elements to evaluate the storytelling process with mobile technology (Ardoin et al., 2020; Vackova et al., 2023). Therefore, as with the problems

discussed previously, the research proposal is to include elements such as multimedia and tablet interfaces to assess PD. The main objective of this research is to determine the relationship between three main variables, namely tablet interface, multimedia, and PD in evaluating storytelling. Evaluation is based on existing heuristics and has been verified by experts. Elements for Evaluation of Storytelling. Narrative evaluation involves several well-known elements, namely: tablet interface, PD, and multimedia. Each element represents a heuristic dimension that has been validated by leading experts in the field of usability. Heuristics are general rules (rules of thumb) or known as a set of principles for the usability of a product (Mohammad & Pedersen, 2022; Muhanna et al., 2020). Each item in the research heuristic dimension has adapted existing heuristic items to evaluate storytelling such as Item Source Size. Steps for story evaluation in previous research, Multimedia, Digital Storytelling, and Digital Storytelling in student research on the use of minimal learning resources (Rodríguez et al., 2021).

The items on the tablet interface dimensions are based on the 10 interface heuristics. This was then adapted by Inostroza produce 12 mobile device interaction heuristics (Muhanna et al., 2020; Rangraz Jeddi et al., 2020). Touchscreen interaction through tablet interface elements has enabled interaction to occur between users by other multimedia elements such as text, images, and audio. Meanwhile, multimedia elements have contributed to interactive interactions with users. Therefore, the recommendation for Multimedia Dimension items uses 8 multimedia heuristics which is guided by the heuristic evaluation of multimedia materials (Mohammad & Pedersen, 2022; Sobrino-Duque et al., 2022; Xu, 2020). Tablets are relatively easier to use because they provide visibility of system status, compatibility between the system and the real world, user control and freedom, consistency and standards, avoid errors, reduce loading on user storage, modifications and shortcuts, efficiency of use and performance, aesthetics and form design. at a minimum, helping users find their way around, recognition, diagnosis and recovery, help and documentation, interaction and ergonomics.

Meanwhile, multimedia has elements, where the multimedia used has a clear purpose, the use of multimedia elements in accordance with the content, the appropriate combination of multimedia elements, the presentation of multimedia elements that are managed in a healthy manner, the number of multimedia elements for a screen does not exceed two elements, the use of multimedia elements that are interesting to support the information provided, High quality multimedia elements, Use of multimedia elements can improve the presentation of content (Abdulrahaman et al., 2020; Latini et al., 2020). While elements in pd consist of a perspective following a first or third person view in the story, the story is created deliberately to achieve the goal of a task (information, education, entertainment,), the narrator appreciates the story, and tells how the story affects the audience, questions and situations are used in the story process to involve the audience and the final solution, telling the story attracts the audience's attention through the emotional path or emotional purpose of the argument, the use of sound to retell the story is effective in conveying the message, the sound track is used to support the emotions and message to be conveyed and to attract the audience, story beats are manipulated by music tempo, sound level, picture period, camera angle to make the narrative interesting, the story consists of bending the story starting from the introduction, content and ending, the use of media such as images and sound without using text to convey the message, narrative material contributes in the storyline, users interact with other users to build a story, users contribute to the construction of the narrative by interacting with the storytelling system, and use materials correctly and optimally without overdoing it (Jensen et al., 2022; Khosrawi-Rad et al., 2023; Salminen et al., 2022).

With the differences in opinion from each previous study regarding the effectiveness of multimedia elements in using tablets as tools to assist the learning process, telling stories to students, and sharing information between educators and students, this research urgently needs to be carried out. This gap is visible, educators and students hope that the presence of tablets as a storytelling tool can help them convey the content of the material, while theory says that tablets are presented to help consumers share information and the reality in the field, researchers see elements in multimedia Many shortcomings are found and tend to make students and teachers confused about its use. This becomes urgent to be researched to analyze the reliability of multimedia elements in tablets and in the evaluation of digital stories and to find out the correlation of multimedia elements in tablets and in the evaluation of digital stories.

2. METHOD

The type of research used in this research is quantitative with a survey method (Johnson et al., 2020). The subjects in this research were students, teaching staff, and teachers at schools. The total number of respondents was 41 people, consisting of 18 women and the remaining 23 men. Meanwhile, the composition of the teaching staff consists of 11 lecturers, 26 students, and 14 school teachers. The data collection technique in this research is with instruments. The instruments provided are prepared based on research indicators and validated so that they are suitable for use as measuring tools. The respondents were given an instrument on a Likert scale from point 1 to point 7. The number of respondents was distributed to 41 people and the instrument was distributed using the Google From link that had been created. Respondents were asked to assess as objectively as possible what they

experienced, felt, and saw. Table 1, Table 2, Table 3, and Table 4 show the research indicators for each media that want to identify.

Table 1. Tablet Related Indicators

Number	Indicator
1	Visibility of system status
2	Matching between the system and the real world.
3	User control and freedom.
4	Consistency and standards.
5	Avoidance of errors.
6	Reduce loading on user Storage.
7	Modifications and shortcuts.
8	Efficiency of use and performance.
9	Aesthetics and minimal shaping design.
10	Help users know course, recognize, diagnose and recovery
11	Help and documentation.
12	Interaction and ergonomics.

Table 2. Multimedia Indicators

Number	Indicator
1	Multimedia element used has a clear purpose.
2	The use of multimedia elements is appropriate to the content _
3	Combination of appropriate multimedia elements.
4	Healthy managed presentation of multimedia elements.
5	The number of multimedia elements for a screen does NOT exceed two elements.
6	Use of interesting multimedia elements to support the information provided
7	High quality of multimedia elements.
8	Use of multimedia elements can improve content presentation.

Table 3. Digital Storytelling (PD) Element Indicators

Number	Indicator
1	Perspective follows looking at the first or third person in the story.
2	The story is created intentionally to achieve objective A of the assignment (information, education, entertainment, etc.).
3	The narrator appreciates the story, and tells how the story influences the audience.
4	Questions and situations are used in the story process to involve the audience and the final solution.
5	Telling stories attracts the audience's attention by the emotional path or emotional purpose of the argument.
6	The use of sound to tell stories is again effective in conveying messages.
7	Sound tracks are used to support the emotions and messages you want to send and to attract the audience.
8	The beat of the story is manipulated by music tempo, sound level, picture period, camera angle to make the narrative interesting.
9	The story consists of bending the story starting from the introduction, content and conclusion.
10	Use of media likes images and sounds without the use of text to convey messages.
11	Narrative material contributes to the plot of the story.
12	Users are interacted with by other users to build a story.
13	Users contribute to the construction of the narrative by interacting with the storytelling system.
14	Use ingredients correctly and optimally without overdoing it.

Table 4. Device Third Indicator

Number	Indicator
1	Draw
2	Using images from the library
3	Take and edit photos
4	Using videos from the library
5	Notes And edit video

Number	Indicator
6	Uses audio from the library
7	Notes And edit audio
8	Type and edit text
9	Sharing data from the server
10	slot for that scene
11	Export to digital form
12	Operation with tablet
13	Free
14	Draw

Note: Not Available; VB: Version Trial

Data analysis techniques were carried out using SPSS statistics version 25.0 by looking at the average value and standard deviation. Apart from looking at the average and standard deviation, SPSS statistics version 25.0 was also used to analyze the correlation of data obtained from respondents. Before carrying out SPSS analysis, the research first groups the data obtained, how much data comes from men, and how much data comes from women. Data grouping is also carried out based on national origin status. The research scale use in this study is show in Table 5.

Table 5. Research Scale

Scale	Choice
1	Very very NOT important
2	Very unimportant
3	Not important
4	Less is important
5	Important
6	Very important
7	Very very important

The questionnaire instrument was tested through validity analysis and reliability analysis before the actual research analysis was carried out. The validity of the instrument containing heuristic items was carried out by experts in the fields of tablets, PD, and multimedia. Then the reliability of the research instrument items is determined by the Cronbach Alpha coefficient. For instruments that have reliability, the Cronbach Alpha coefficient/value must be at least 0.7 (Beykmirza et al., 2022; Naqvi et al., 2020). Alpha values of less than 0.60 are considered low and not acceptable, while Alpha values between 0.60 to 0.80 are acceptable (De Juan-Roldán et al., 2022; Zhang et al., 2020; Taghizadeh et al., 2020). Reliability analysis obtained on the 34 items of this research instrument has obtained a high average Alpha value of 0.883. This value is above 0.80 which indicates that the item has high reliability to continue the actual analysis of this instrument.

3. RESULT AND DISCUSSION

Result

The following are the results of the analysis of the respondents' responses. In Table 6, there are 19.5% of male respondents provided responses and 80.30% of female respondents provided assessments.

Table 6. Demographic Profile of Respondents

Nation	Man	Woman	Frequency	Percent (%)
Indonesia	5	6	11	26.8
China	2	24	26	63.4
Another	1	3	4	9.8
Amount	8 (19.5%)	33 (80.5%)	41	100.0

From Table 6, it can be seen that the users are still dominated by students and teachers who come from China or a mixture of Chinese and Indonesian with a frequency ratio of 26 people versus 11 people. Minute scores and standard deviation for each measure is show in Table 7.

Table 7. Minute Scores and Standard Deviation for Each Measure

No	Between Facing Tablets		Multimedia		Digital Story	
	Minimal	Standard deviation	Minimal	Standard deviation	Minimal	Standard deviation
1	5.71	1.123	6.15	0.792	5.95	0.973
2	**6.56**	0.673	6.22	0.881	6.15	0.792
3	5.83	1.138	**6.54**	0.596	6.02	0.908
4	5.71	0.844	5.88	0.872	6.00	0.806
5	5.32	1.491	5.24	1.280	**6.39**	0.703
6	5.39	1.222	5.85	0.963	6.22	0.852
7	5.49	1.165	6.20	0.813	6.22	0.852
8	5.63	1.220	6.51	0.779	5.83	0.972
9	5.63	1.199			6.24	0.888
10	6.17	1.022			5.90	0.800
11	5.83	0.946			6.17	0.892
12	6.15	0.882			6.12	1.053
13					6.02	0.724
14					6.32	0.907
Average	**5.78**	**0.923**	**6.07**	**0.498**	**6.11**	**0.866**

From Table 7, it can be seen that using multimedia is still better than just using tablets or digital media that specifically tells stories. Moreover it can be seen that the standard deviation for multimedia is 0.498, this means that respondents who rated multimedia were still better on tablets or digital stories. The strength of relationship following the correlation coefficient value is show in Table 8.

Table 8. The Strength of Relationship Following the Correlation Coefficient Value

Correlation Coefficient Size (r)	The Power of Correlation
±.81 to 100	Very strong
±.51 to .80	Strong
±.31 to .50	Simple
±.21 to .30	Weak
±.01 to .20	Very weak

From Table 8, it can be seen that the correlation between tablets, multimedia and digital stories has a fairly strong relationship. The analysis results show that students or teachers who can use multimedia can already use tablets and digital stories. Pearson intercorrelation analysis is show in Table 9.

Table 9. Pearson Intercorrelation Analysis

Size		Tell a story Digital	Multimedia	Between faces tablet
Digital Storytelling	Pearson Correlation	1	0.703**	0.424**
	Signature (1- tail)		0.000	0.003
	N	41	41	41
Multimedia	Pearson Correlation	0.703**	1	0.495**
	Signature (1- tail)	0.000		0.001
	N	41	41	41
Between the tablet faces	Pearson Correlation	0.424**	0.495**	1
	Signature (1- tail)	0.003	0.001	
	N	41	41	41

**Correlation is significant at the 0.01 level (2- tailed).

Discussion

This research found that the demographic profile of respondents was still dominated by students and teachers with mixed backgrounds between Indonesia and China. As can be seen in Table 6, there were 41 respondents involved, but 26 people who used tablets, multimedia, and digital stories were still dominated by students and teachers from indigenous Indonesian backgrounds. Overall there were 80.5% female respondents and the remaining 19.5% male respondents. Meanwhile, for racial composition, the majority consisted of Chinese respondents (63.4%), Indonesian (26.8%), and the remainder from other races (9.8%). This research also found mean values, scores, and standard deviations which were used to see the distribution of goods according to

dimensions as shown in Table 7. In total, there are three dimensions involved, namely tablet interface, multimedia, and PD. The first dimension is the tablet interface with full minutes = 5.78, and the highest score is 6.56, that is, the second item is the match between the system and the real world. This is important regarding the clarity of the language or instructions used in this storytelling tool. This is because there are respondents from non-technical backgrounds who have difficulty understanding instructions and terminology correctly. The second dimension is multimedia with an overall mean = 6.07 and the highest score is 6.54, namely item 3 which is an appropriate combination of multimedia elements. Multimedia elements are expected to be the main contributor to conveying information in PD. Because, combining text, images, and audio in a storytelling presentation is important to make it more interactive and interesting. The last measure is PD per minute overall, which is 6.11 and the highest score is 6.39, in item 5, namely, Storytelling attracts the audience's attention in an emotional way or with the aim of emotional argumentation. A story will be more interesting if it can maintain students' emotional interest in listening to the story presented. This is in line with previous findings which say that a teacher must present material as interesting as possible so that students have an interest in hearing the material (Girón-García & Fortanet-Gómez, 2023; Jalaluddin et al., 2020; Mishra et al., 2020).

It was found from the results of descriptive analysis involving mean values, scores, and standard deviations which were used to see the distribution of goods according to dimensions as shown in Table 6. In total, there are three dimensions involved, namely tablet interface, multimedia, and PD. The first dimension is the tablet interface with full minutes = 5.78, and the highest score is 6.56, that is, the second item is the match between the system and the real world. This is important regarding the clarity of the language or instructions used in this storytelling tool. This is because there are respondents from non-technical backgrounds who have difficulty understanding instructions and terminology correctly (Kalantari et al., 2023; Talan, 2021). The second dimension is multimedia with an overall mean = 6.07 and the highest score is 6.54, namely item 3 which is an appropriate combination of multimedia elements. Multimedia elements are expected to be the main contributor to conveying information in PD. Because, combining text, images, and audio in a storytelling presentation is important to make it more interactive and interesting. The last measure is PD per minute overall, which is 6.11 and the highest score is 6.39, in item 5, namely, Storytelling attracts the audience's attention in an emotional way or with the aim of emotional argumentation. A story will be more interesting if it can maintain students' emotional interest in listening to the story presented (Ferguson et al., 2020; Gilliam et al., 2020; Silvia, 2020). Overall, the findings of this research answer the research objectives regarding the Reliability of Multimedia Elements on Tablets and Evaluation of Digital Stories and to determine the Correlation of Multimedia Elements on Tablets and Evaluation of Digital Stories. Based on the findings, from the respondents' responses, the average of all dimensions is above the Important Scale 5, especially the highest PD average on a scale above 6 (Very Important) to strengthen the importance of PD elements in the story results. On the other hand, a standard deviation value of less than 1 for all dimensions indicates that the smaller the standard deviation, the smaller the spread of scores in the distribution, which means the data are close to each other. other (homogeneous). This homogeneous data distribution proves the high reliability of the instrument and illustrates that there are obstacles to the use of multimedia elements and the correlation of multimedia elements with tablet use. This finding is in line with previous research findings which stated that the use of multimedia was related to the use of tablets and digital stories (Davy Tsz Kit et al., 2022; Hafeman et al., 2020).

Pearson Correlation analysis was used to determine whether there was a connection between the three drivers of change: tablet faces, multimedia, and PD. The relationship between these three variables was tested by considering the strength of the relationship based on the Relationship Strength Scale by (Chvala, 2020) as shown in Table 7. The results of the Pearson Inter Correlation Analysis show that there is a significant relationship between the three variables with a significance value of $p < 0.05$. There is a strong and positive correlation between Digital Storytelling and Multimedia with a significant value of $p = 0.000$ and a coefficient value of $r = 0.703$. The relationship between PD and multimedia that influences storytelling production is in line with the research conducted which states that multimedia injection has a positive impact on storytelling. Meanwhile, there is a moderate and positive correlation between PD and tablets with an importance value of $P = 0.003$ and a coefficient value of $r = 0.424$ (Tohiran et al., 2023). This proves the suitability of the tablet interface with the Digital Storytelling element which has elements of involvement and collaboration involving interaction between the user and the tablet interface (Nieto-Escamez & Roldán-Tapia, 2021; Vaportzis et al., 2017). Meanwhile, the relationship between the last two variables, namely multimedia interface, and tablet, has a significant value of $p = 0.001$ and a coefficient value of $r = 0.495$ which has a moderate and positive correlation. Where, the suitability of the tablet interface can facilitate user interaction with multimedia elements such as text, images, and audio.

The implication of this research is to provide an idea for teachers and students to actively use multimedia as a tool to help the learning process. This research shows a correlation between the use of multimedia in digital and tablet stories. Teachers can prepare learning plans and implement material using multimedia because these elements are very supportive. This research has a positive impact in providing images and information as well as convincing teachers and students to use multimedia rather than just using digital stories or just using tablets.

Meanwhile, the weakness of this research is that it did not carry out development and training on the use of multimedia, tablets, and digital stories. Another weakness is that the research did not conduct tests using multimedia, digital stories, or tablets on students to see improvements in student learning outcomes using these media. The evaluation is only limited to looking at the correlation of multimedia, digital Stories, and tablets. This weakness is also a recommendation for future researchers to conduct further research by conducting development research to measure the effectiveness of multimedia use.

4. CONCLUSION

The research conducted shows that the research instrument with three variables, namely PD, tablet interface and multimedia, is suitable for use in story evaluation because it has high trustworthiness, a high average score and a standard deviation value close to 1. In addition, there is a significant relationship with positive magnitude between the three variables in the evaluation of storytelling on touch screen tablets. Where each variable is directly proportional to each other, namely the higher the PD, the higher the multimedia and the higher the tablet interface. This proves that these three variables are significant as elements of evaluating storytelling with appropriate storytelling tools. The transformation of traditional storytelling into PD becomes more interactive through the use of multimedia elements suitable for interacting with tablet interfaces. This research suggests the use of more reliable and robust analyzes such as regression analysis as future research to determine the main predictors in the evaluation context. In addition, the research population and sample must be expanded to all IPG students in Malaysia to facilitate generalization.

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