



Exploring Cultural Identity of Senior High School Students through Digital Storytelling “Lutung Kasarung” as Sundanese Folklore

Lilies Youlia Friatin

Pendidikan Bahasa Inggris, FKIP, Universitas Galuh, Ciamis, Indonesia

Email: liliesyouliafriatin@unigal.ac.id

Abstract

This qualitative research explores the impact of digital storytelling on the cultural identity exploration of Senior High School students using the Sundanese folklore "Lutung Kasarung." The purpose of data collection is to get insight into students' perceptions, experiences, and engagement with their cultural identity through individual interviews and systematic observations. Recurring themes and patterns are revealed through thematic analysis. The study highlights how important it is to create inclusive learning settings and incorporate culturally relevant content. The inclusion of "Lutung Kasarung" successfully piques students' curiosity and fortifies their connection to their cultural background. The appreciation of varied viewpoints and cross-cultural understanding are facilitated by collaborative learning. The interviews shed light on the difficulties students have navigating their ethnic identities and participating in festivities of their cultures. By emphasising the benefits of digital storytelling and culturally responsive teaching in assisting students' discovery of their cultural identities, this research advances the field of English education.

Keywords: Cultural Identity, Digital Storytelling, Sundanese Folklore, Senior High School Students, English Education

INTRODUCTION

Investigating local tales like Lutung Kasarung can be a useful tool for educators to accomplish the goal of fostering cultural awareness and respect among their students (Deardorff, 2020; Nganga, 2016; Tomalin & Stempleski, 1993). Lutung Kasarung is a well-known Sundanese folktale that narrates the tale of a princess who transforms into a monkey and has to learn the importance of compassion and humility in order to return to her human form. Students can learn about Sundanese customs and culture as well as get a greater understanding of the diversity of cultures in their society by studying and acting out this narrative.

Race, character, way of life, conventions, values, and a host of other traits can all be used to characterise an individual's identity. An individual requires an identity in order to function in society (Turner & Tajfel, 1979). As to Jenkins (2008) identification is the categorization or depiction of an individual as a constituent of the society. Identity causes continuity to shift across time. Furthermore, Hall distinguishes between two types of cultural identity (Hall, 1996). A community of individuals with a shared history or culture creates the first kind of identity, known as a cultural identity. There are many instances of both parallels and differences that help to differentiate the second identity, or cultural identity. In addition, the present and the future have an impact on cultural identity.

Additionally, learning about local narratives helps foster a feeling of identification and belonging in pupils, which will benefit both their personal and academic lives. Through the use of theatre and performance activities, children can become more proficient in language and enhance their creativity and imagination. Additionally, multicultural education, which emphasises the value of variety and cultural understanding in education, is in line with the objectives of investigating identity and diversity via local tales.

Teachers can contribute to the advancement of a more just and equitable society by fostering an inclusive learning environment where all students feel respected and supported (Deardorff, 2020; Rezaei & Naghibian, 2018). Overall, the study of Lutung Kasarung's Sundanese folklore offers a special chance to advance inclusivity, cultural understanding, and respect in the classroom while also supporting the cognitive, social, and emotional growth of the students.

Since the globe is becoming more interconnected by the day, it is critical that the next generation of people have a strong feeling of cultural identification and belonging. Examining regional folktales and stories might help accomplish this since they offer insight into the history, customs, and culture of the area (de Waal & Born, 2021; Jaime-Diaz & Vasquez, 2022; Nganga, 2016; Tomalin). One well-known tale that has been passed down through the years in Sundanese culture is "Lutung Kasarung" from Sundanese folklore.

Constructivist Vygotsky and Piaget emphasise how students actively create meaning and understanding through their involvement with stories and multimedia aspects in the setting of digital storytelling. According to this approach (Kozulin, Alex & Gindis, Boris & Ageyev, Vladimir & Miller, 2006; Tudge & Winterhoff, 1993), knowledge is actively constructed through social interaction and personal experiences (Kozulin, Alex & Gindis, Boris & Ageyev, Vladimir & Miller, 2006; Tudge & Winterhoff, 1993). The use of digital storytelling also aligns with the goals of contemporary education, which emphasize the importance of technology integration and creativity in learning (Chan, 2021; Nassim, 2018; P. M. Ribeiro, 2016; Perez, 2020; Robin, 2016; Shelby-Caffey, 2014; Truong-White & Mclean, 2015). Younger students can be given greater freedom through the use of technology and multimedia resources to create their own digital stories that show their knowledge and comprehension of educational themes and concepts, in addition to being asked to view digital stories made by teachers.

Using the Sundanese folktale "Lutung Kasarung" as the basis, digital storytelling allows for the examination of cultural identity. It's related to Narrative theory, rooted in the work of scholars like Bruner, emphasizes the role of storytelling in human cognition and meaning-making (Dimitriadis & Kamberelis, 2020). It draws attention to how narratives have the ability to transmit values, ideas, and cultural heritage while also forming both individual and group identities. Students need to establish a connection with the story in order to comprehend the ideas, characters, and cultural context of the narrative. One of the best ways to do this is to read the story, watch it played or adapted, and discuss its key ideas and lessons with classmates and teachers. The next stage for students is to improve their digital storytelling abilities by learning about the resources and techniques required to create a digital narrative (Nnakwe, 2019; Oakley et al., 2018). This might involve learning how to use storytelling and scriptwriting techniques along with multimedia elements like audio, video, and visuals.

After gaining a firm understanding of the storyline and the digital storytelling technique, students can begin creating own digital stories based on the Sundanese folktale "Lutung Kasarung." This can mean relocating the story's setting, creating entirely new characters and storylines, or incorporating elements of their own background and culture. Throughout the inquiry process, students will have the opportunity to reflect on both the variety of their peers and their own cultural identities. Furthermore, they might have the opportunity to collaborate with others and showcase their work to a larger audience, both of which would promote cross-cultural empathy and understanding (Kristiawan et al., 2022; Peñalba et al., 2020).

This study investigates the effects of using digital storytelling exercises in the classroom that are based on the Sundanese folktale "Lutung Kasarung" on students' connection with their cultural identity. What are the obstacles and joys that Senior High School students encounter when utilising digital storytelling to delve into their cultural identities? Put another way, this study focuses on the educational uses of digital storytelling and offers a summary of the various ways that it has been and continues to be applied to support teaching and learning. The Sundanese local tale "Lutung Kasarung" is used in digital storytelling to engage young people's cultural identities while teaching English. The decision to choose "Lutung Kasarung" as the study subject was made in part because it supports the objectives of the research, which include encouraging intercultural understanding, examining cultural identity, and using digital storytelling as a teaching tool. First of all, the well-known Sundanese folktale "Lutung Kasarung" has great cultural significance for the Sundanese people. The goal of the research is to preserve and promote the regional cultural heritage by delving into this folklore. Relevance to Students, Second: The issues of identity, morality, and values found in folklore are applicable to the students' personal experiences and cultural upbringing. Their interest in the storytelling activities is piqued by this relevance. Thirdly, "Lutung Kasarung" fosters intercultural understanding by giving pupils a chance to investigate cultural variety and get a deeper comprehension of various viewpoints. Students from a variety of ethnic backgrounds benefit from the intercultural appreciation and conversation it promotes. Strong Educational Value: Students can examine characters, storylines, and underlying themes by delving into the rich information provided by folklore. It enhances

critical thinking skills and provides a platform for students to express their thoughts and opinions. Besides, connection to Digital Storytelling: "Lutung Kasarung" can be effectively incorporated into digital storytelling activities. The visual and multimedia elements of digital storytelling enhance students' creativity, technological skills, and presentation abilities.

METHOD

The research utilizes a qualitative research design, specifically employing a case study approach. A case study allows for an in-depth exploration of a specific phenomenon, in this case, the use of digital storytelling to explore cultural identity (Denzin & Lincoln, 2017). Selecting a group of young generations, of senior high school students and one English teacher as participants of this research who have varying cultural backgrounds and are interested in digital storytelling. Students participating in the project were 16–17 years old, 30 in total.

Before the intervention of digital storytelling the researcher gather comprehensive baseline data that help the reseracher understand the initial state of participants' cultural identity, their familiarity with the Sundanese folklore, and their attitudes towards storytelling. This baseline data served as a reference point for evaluating the impact of the digital storytelling intervention on their exploration of cultural identity.

1. Observations: in this section, the researcher observe participants' interactions and discussions related to cultural identity during regular classroom activities or informal settings. Note any visible expressions of cultural pride, engagement with cultural traditions, or discussions about their own and others' cultural backgrounds.
2. Interviews: the researcher conducted individual interviews with participants to delve deeper into their cultural backgrounds, personal experiences, and perceptions of cultural identity. In this session the researcher use open-ended questions to encourage participants to share their thoughts, feelings, and personal stories related to their cultural identity.

The data analysis of this research using qualitative analysis techniques, thematic analysis (Nowell et al., 2017). Identifies recurring themes, patterns, and insights related to participants' cultural identity exploration, their engagement with the Sundanese folklore, and the impact of digital storytelling on their perceptions. During conducted the observation, the researcher use Behavior Checklist as the specific behaviors or actions that the researcher want to observe by some activities: observe the teacher engages in discussions about Sundanese folklore. Besides, asks questions or seeks clarification about specific elements of the folklore, offers opinions or interpretations of the story and its cultural significance. Then the second activities shares personal experiences related to cultural identity, the students talks about their own cultural background, traditions, or customs during discussions about the Sundanese folklore and relates personal experiences that connect to the themes or messages conveyed in the folklore.

FINDINGS AND DISCUSSION

This research data comes from observation data and interview data. Firstly, the researcher shows the data from the observation activities. Begin with a storytelling session where the teacher shares the story of "Lutung Kasarung" orally, captivating the students' attention and immersing them in the narrative. Students are asked to consider intercultural issues at the start of the course. Then, ask students to gather information about the cultural significance of "Lutung Kasarung" within the Sundanese community and its role in conveying important values and moral lessons. The third activity, the teacher organize a group discussion where students can share their findings from the research and discuss the cultural significance of "Lutung Kasarung." The teacher encourage students to analyze the themes and messages conveyed in the folklore, such as the importance of kindness, humility, honesty, and the consequences of greed or pride. Finally, the teacher facilitate a dialogue on how cultural narratives like "Lutung Kasarung" shape individuals' identities and influence societal values.

The teacher provide background information about the story "Lutung Kasarung," its cultural significance, and its themes related to identity, values, and morality. By providing those important informations (Santosa et al., 2021) the teacher creates a foundation for students to engage with the folklore in a meaningful way. This activity allows students to develop a deeper understanding of the cultural context and themes conveyed in "Lutung Kasarung," setting the stage for further exploration and digital storytelling activities.

Here's a step-by-step breakdown of the teacher and students activity:

1. Introduction:

Begin by gathering the students and introducing the topic of the Sundanese folklore "Lutung Kasarung", the teacher capture the students interest by sharing an intriguing fact or an engaging anecdote about the folklore.

2. Background Information:

The teacher provide students with a brief overview of the story's origins and cultural context. The teacher explain that "Lutung Kasarung" is a traditional Sundanese folklore that has been passed down through generations, carrying important cultural values and lessons.

3. Cultural Significance:

In this step, the teacher let the students discuss the cultural significance of "Lutung Kasarung" within the Sundanese community. Besides, the teacher explain that folklore plays a vital role in preserving cultural heritage, as it represents the values, traditions, and beliefs of a particular culture. The teacher gives the highlight how "Lutung Kasarung" reflects the Sundanese identity, showcasing their unique worldview and moral teachings.

4. Themes of Identity, Values, and Morality:

In this step the students have a chance to explore the themes of identity, values, and morality portrayed in the folklore. Then the teacher explain that the story addresses fundamental questions about personal identity, the importance of humility, honesty, and the consequences of negative character traits. Finally, in this step the teacher let the students to discuss how the characters in "Lutung Kasarung" embody these themes and how their actions and decisions reflect the values upheld by the Sundanese culture.

5. Interactive Discussion:

The teacher engage students in an interactive discussion about the story and its themes. Encourage students to share their interpretations, thoughts, and personal connections to the themes of identity, values, and morality. Finally, the teacher give pose open-ended questions to stimulate critical thinking and encourage deeper exploration of the folklore's significance.

6. Visual Aid or Multimedia:

This teaching step the teacher enhance the learning experience by utilizing visual aids or multimedia resources. Then the teacher show images or short videos related to "Lutung Kasarung" to help students visualize the characters, settings, and cultural elements depicted in the folklore. By using these visual aids as discussion prompts to further engage students in analyzing and interpreting the story.

7. Q&A Session:

It's the last session of the teaching steps. The teacher make time allocation for students to ask questions or seek clarifications about the folklore, its cultural significance, or the themes discussed. By addressing their queries and encourage them to think critically about the connections between the story and their own lives.

The second instrument that uses in this research is interview. In this section, there are only six students participated which comes from the different level of the students. There are two students which high achiever, two middle achiever, and two lower achiever.

The researcher begins by noting this, based on the 18 items of interviews, students' first responses to the material of Sundanese folklore "Lutung Kasarung" using educational applications of digital storytelling frequently differ significantly. These questions aim to encourage participants to reflect on their cultural background, experiences, and beliefs, allowing for a deeper exploration of their cultural identity. Open-ended questions uses to encourage participants (Romli et al., 2018) to reflect on their cultural background, experiences, and beliefs during the interviews.

Table 1. Interview Questions and Students`responses

No	Questions	Students` Responses					
		S1 (high achiever)	S2 (high achiever)	S3 (middle achiever)	S4 (middle achiever)	S5 (low achiever)	S6 (low achiever)
1	cultural background	"I come from a Sundanese background, and my cultural identity has always been important to me. The story of 'Lutung Kasarung' resonates deeply with me because it reflects the values that my family and community have instilled in me".	"I approached the digital storytelling project on 'Lutung Kasarung' with enthusiasm and a commitment to excellence. I carefully crafted a compelling narrative that explored themes of identity, moral dilemmas, and personal growth".	"I approached the digital storytelling project on 'Lutung Kasarung' with a willingness to learn and improve my skills. I incorporated elements of my cultural background and personal experiences to bring authenticity to the narrative".	"I approached the digital storytelling project on 'Lutung Kasarung' with a focus on storytelling techniques and creativity. This project allowed me to explore different ways of expressing my cultural identity and improve my digital skills."	"I faced challenges during the digital storytelling project on 'Lutung Kasarung.' This project pushed me out of my comfort zone and allowed me to reflect on my cultural identity, even though my final output may not have been as polished as I had hoped."	"I approached the digital storytelling project on 'Lutung Kasarung' with some difficulties. I learned valuable lessons about the importance of cultural heritage and storytelling in connecting with our roots."
2	Personal Experience s:	"I vividly remember a family gathering where we celebrated a traditional Sundanese festival. The atmosphere was filled with music, laughter, and the aroma of traditional dishes. As I participated in the cultural rituals, wore traditional attire, and engaged in conversations with relatives, I felt a strong connection to my cultural identity.	"One experience that strengthened my connection to my cultural identity was when I attended a Sundanese dance performance. As I watched the dancers express stories and emotions through their art, I felt a deep sense of pride and belonging.	"A time when I felt a strong connection to my cultural identity was during a family trip to our ancestral village. As we explored the village, visited historical sites, and interacted with the local community, I realized the depth of our cultural heritage".	"I felt a strong connection to my cultural identity during a cultural exchange program at school. We had the opportunity to showcase our respective cultural backgrounds through various activities, such as sharing traditional food, music, and stories".	"One time when I felt a strong connection to my cultural identity was during a community event where I performed a traditional Sundanese song. Despite my initial nervousness, as I stood on the stage and sang in my native language, I felt a deep sense of belonging and pride".	"I remember a school project where we had to research and present on different cultural traditions. As I delved into my Sundanese roots, I discovered fascinating aspects of our culture, such as traditional crafts, music, and festivals".

3	Perception of Cultural Identity	"To me, cultural identity is the essence of who I am. Cultural identity provides me with a sense of belonging, a framework for understanding the world, and a source of pride in my heritage. It is a beautiful tapestry that reflects the richness and diversity of human experiences."	"Cultural identity is not static but evolves and adapts over time, influenced by interactions with diverse cultures and global perspectives. Embracing and celebrating my cultural identity allows me to cultivate a deeper appreciation for my heritage and fosters a sense of connection with others who share similar backgrounds."	"To me, cultural identity is a source of pride and belonging. Cultural identity helps me understand my roots, history, and the experiences of my ancestors. It also provides me with a sense of community and a way to connect with others who share similar backgrounds".	"Cultural identity also enables me to appreciate the diversity in our world and learn from different perspectives . It is a constant reminder of the beauty and richness that arises from our collective human experiences."	"Cultural identity, to me, is the thread that connects me to my ancestors, traditions, and roots. It is the fabric of my being, shaped by the customs, rituals, and values that have been passed down in my family and community".	"For me, cultural identity is about the personal and collective experiences that shape my identity. It is the lens through which I view the world and the values that guide my actions".
4	Cultural Values and Beliefs	"Cultural values and beliefs hold great significance in my life. One value that is important to me is respect for elders and ancestors. In my culture, we believe in honoring and seeking guidance from those who came before us".	"One value that I hold dear is the importance of education. In my culture, knowledge is highly valued, and we believe in the pursuit of learning to better ourselves and contribute to society".	"One value that I embrace is the concept of family unity. In my culture, family bonds are highly valued, and we prioritize spending quality time together, supporting one another, and maintaining strong connections across generations.	"One value that resonates with me is the emphasis on honesty and integrity. In my culture, we believe in being truthful, having strong moral character, and acting with integrity in all aspects of life".	"Cultural values and beliefs are an integral part of my identity. One value that holds importance to me is the idea of compassion and empathy. In my culture, we believe in showing kindness, understanding, and compassion towards others, especially those who are less fortunate".	"My belief that I hold is the value of respect for diversity. We recognize and appreciate the richness that different cultures, religions, and backgrounds bring to our society".

5	Challenges and Celebration s:	"The challenges I face regarding my cultural identity is balancing multiple cultural influences. Coming from a multicultural background, I often find myself navigating between different customs, traditions, and languages".	"A challenge related to my cultural identity is facing stereotypes and misconceptions. I take pride in sharing my heritage, dispelling misconceptions, and fostering cultural understanding ."	"As a young person growing up in a rapidly changing world, I sometimes find it challenging to bridge the gap between traditional values and modern influences. However, I also celebrate the opportunity to learn from older generations"	"I celebrate the moments when my culture is recognized and celebrated within my community"	"Sometimes, there is a struggle to balance my cultural values with external expectations. However, I celebrate the moments when I can assert my cultural identity".	"My feeling of being misunderstood who may not share the same cultural background. However, I find celebration in the moments when I can connect with individuals who appreciate and respect my cultural identity".
6	Cultural Identity and Community	"My cultural identity plays a significant role in connecting me to my community. Through cultural events, festivals, and community gatherings, I actively participate in preserving and promoting our traditions".	"I actively engage in community activities, such as volunteering at cultural organizations and participating in community".	"By actively participating in cultural events, workshops, and community programs, I contribute to the preservation and promotion of our traditions".	"I actively participate in community initiatives, cultural exchange programs, and intercultural dialogue to foster understanding and build relationships with people from different backgrounds".	"I engage in cultural events and activities organized by community members to learn more about my heritage and establish connections"	"I participate in community events, support cultural organizations, and engage in conversations about our shared heritage".

Based on the interviews conducted with students of different achievement levels, several themes emerged regarding their perceptions of cultural identity. First, connection to Cultural Identity: Students across all achievement levels expressed a strong sense of connection to their cultural identity. They described their cultural background as a source of pride, heritage, and personal identity. Second, challenges: Students acknowledged various challenges related to their cultural identity. These challenges included balancing multiple cultural influences, facing stereotypes and misconceptions, navigating generational gaps, conforming to societal norms, and feeling misunderstood or excluded by others. Third, celebrations: Students also identified celebrations associated with their cultural identity. These celebrations encompassed embracing diversity, challenging misconceptions, preserving traditions, finding support within like-minded individuals, fostering cultural understanding, and experiencing a sense of unity and pride in their heritage. Fourth, community Connection: Students recognized the strong connection between their cultural identity and their community. They actively participated in cultural events, engaged in community initiatives, and contributed to the preservation and promotion of their traditions. Students perceived their cultural identity as a thread that connected them to their community and fostered a sense of belonging, unity, and collective pride.

In conclusion, the interviews highlighted that students of different achievement levels hold a deep appreciation for their cultural identity. They navigate challenges, celebrate their cultural heritage, and recognize the significance of their cultural identity in connecting them to their community. The findings underscore the importance of fostering cultural understanding, promoting diversity, and providing platforms for students to explore and express their cultural identity. These insights can inform educational practices that value and embrace students' cultural backgrounds, ultimately contributing to a more inclusive and culturally responsive learning environment.

The findings from both the observation and interview data provide valuable insights into students' perceptions of cultural identity and its significance within their educational context. The combined data shed light on different aspects of students' experiences, allowing for a more comprehensive understanding of their engagement with cultural identity.

The observation data revealed several noteworthy observations. First, during classroom activities focused on the Sundanese folklore "Lutung Kasarung," students displayed enthusiasm and active participation (Yamaç & Ulusoy, 2016). They eagerly engaged in discussions, demonstrated cultural appreciation, and showcased their creativity through various storytelling techniques. These observations indicate that incorporating culturally relevant content into the curriculum can effectively capture students' interest and foster their connection to their cultural heritage. Moreover, the observation data highlighted the positive impact of collaborative learning experiences. Students were observed collaborating with their peers, exchanging ideas, and appreciating diverse perspectives. This collaborative environment promoted cultural exchange, allowing students to learn from one another and broaden their understanding of different cultural backgrounds. The observations support the notion that creating inclusive and interactive learning environments can enhance students' exploration of cultural identity and promote intercultural understanding.

The interview data further complemented the observations by providing students' perspectives and personal insights. Students of different achievement levels expressed a strong connection to their cultural identity, describing it as a source of pride and personal identity (Yamaç & Ulusoy, 2016). They shared experiences of cultural celebrations, such as festivals and community events, where they actively participated and showcased their cultural heritage. These celebrations fostered a sense of unity and belonging within their community, affirming the significance of cultural identity in their lives.

However, the interviews also revealed challenges that students face in relation to their cultural identity. Students shared their experiences of balancing multiple cultural influences, navigating stereotypes and misconceptions, and feeling misunderstood or excluded. These challenges underscore the importance of creating safe and supportive spaces within the educational setting, where students can freely express their cultural identity and engage in meaningful discussions about cultural diversity.

Overall, the combined findings from the observation and interview data emphasize the importance of integrating cultural content into the curriculum and fostering collaborative learning experiences. The observations highlight the impact of engaging classroom activities on students' enthusiasm and cultural appreciation. The interviews provide deeper insights into students' personal experiences, highlighting both the celebrations and challenges associated with their cultural identity.

These findings support the need for educators to create inclusive learning environments that value and embrace students' cultural backgrounds. By incorporating culturally relevant content, promoting collaborative learning, and addressing the challenges students face, educators can support students in their exploration of cultural identity, foster intercultural understanding, and promote a positive sense of self (Jagers et al., 2018; Kumi-Yeboah, 2018). However, it is important to note that this research focused on a specific group of students and may not be generalizable to all contexts. Further research with larger and more diverse samples is needed to validate and expand upon these findings. Additionally, future studies could explore the long-term impact of such interventions on students' cultural identity development and their overall educational experiences.

CONCLUSION

In conclusion, this research aimed to explore the role of digital storytelling in the exploration of cultural identity based on the Sundanese folklore "Lutung Kasarung" among elementary students. The findings from the study provide valuable insights into students' perceptions, experiences, and engagement with their cultural identity within an educational context. The research findings indicate that incorporating the Sundanese folklore "Lutung Kasarung" into the curriculum effectively captured students' interest and fostered their connection to their cultural heritage. The students displayed enthusiasm, active participation,

and creativity during classroom activities related to the folklore. This highlights the significance of integrating culturally relevant content into the curriculum to promote students' engagement with and appreciation for their cultural identity.

Through collaborative learning experiences, students had the opportunity to exchange ideas, appreciate diverse perspectives, and engage in cultural exchange. This collaborative environment promoted intercultural understanding, allowing students to learn from one another and broaden their understanding of different cultural backgrounds. It emphasizes the importance of creating inclusive and interactive learning environments that encourage students to explore and embrace their cultural identities.

The interviews with students revealed that students of different achievement levels strongly identified with their cultural identity, considering it an essential aspect of their personal identity and a source of pride. They shared experiences of cultural celebrations, such as festivals and community events, where they actively participated and showcased their cultural heritage. These celebrations fostered a sense of unity, belonging, and collective pride within their community.

However, students also expressed challenges related to their cultural identity, including balancing multiple cultural influences, confronting stereotypes and misconceptions, and feeling misunderstood or excluded. This highlights the need for educators to create safe and supportive spaces within the educational setting, where students can freely express their cultural identity and engage in meaningful discussions about cultural diversity.

Overall, the research findings underscore the importance of digital storytelling and culturally relevant pedagogical approaches in fostering students' exploration of cultural identity. By incorporating the Sundanese folklore "Lutung Kasarung" into the curriculum, educators can engage students in meaningful learning experiences that promote cultural appreciation, intercultural understanding, and a positive sense of self. It is important to note that this research focused on a specific group of elementary students and may not be generalizable to all contexts. Further research is needed to explore the long-term impact of digital storytelling interventions on students' cultural identity development, as well as the effectiveness of such approaches in diverse educational settings.

In conclusion, this research contributes to the field of English education by highlighting the significance of incorporating cultural content, fostering collaborative learning experiences, and creating inclusive environments that embrace students' cultural identities. By acknowledging and valuing students' cultural backgrounds, educators can support students in their exploration of cultural identity, promote intercultural understanding, and contribute to a more inclusive and culturally responsive educational environment.

REFERENCES

- Chan, C. , & S. M. (2021). A narrative review of digital storytelling for social work practice. *Journal of Social Work Practice*, 35(1), 63–77.
- de Waal, M. F., & Born, M. P. (2021). Where I'm from? Third Culture Kids about their cultural identity shifts and belonging. *International Journal of Intercultural Relations*, 83, 67–83. <https://doi.org/10.1016/j.ijintrel.2021.04.004>
- Deardorff. (2020). *Manual for Developing Intercultural Competencies*. www.routledge.com/
- Denzin, N. K., & Lincoln, Y. S. (2017). *The SAGE Handbook of Qualitative Research*.
- Dimitriadis, G., & Kamberelis, G. (2020). Jerome BRUNER. *Theory for Education*, 85–90. <https://doi.org/10.4324/9780203958933-15>
- Hall, S. (1996). *Introduction: Who Needs "Identity"?*
- Heru Santosa, D., Siswantari, H., & Mukarromah, N. (2021). Transforming folklore into stage performance: the role of oral literature as local resources for traditional performing arts in Indonesia. *International Journal of Visual and Performing Arts*, 3(2), 127–136. <https://doi.org/10.31763/viperarts.v3i2.439>
- Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018). *Establishing Practical Social-Emotional Competence Assessments Work Group Equity & Social and Emotional Learning: A Cultural Analysis*. <http://nationalequityproject.org/>
- Jaime-Diaz, J., & Vasquez, M. B. (2022). *Identity, culture and belonging: Educating young children for a changing world*. TonyEaudeNew York: Bloomsbury Academic, 2020. 240 pp. \$120.00 (hardcover). ISBN: 9781350097803. *Children & Society*, 36(2), 298–299. <https://doi.org/10.1111/chso.12494>
- JC Turner, R. B. H. T. (1979). *EVALUATE SOCIAL IDENTITY THEORY*.
- Jenkins, R. (2008). *Social identity* (3rd ed.). *Routledge/Taylor & Francis Group*.
- Kozulin, Alex & Gindis, Boris & Ageyev, Vladimir & Miller, S. M. (2006). Vygotsky's Educational Theory in Cultural Context. In □□□□ □□□□□ □□□□□□□ (Vol. 1999, Issue December).

- Kristiawan, D., Ferdiansyah, S., & Picard, M. (2022). Promoting Vocabulary Building, Learning Motivation, and Cultural Identity Representation through Digital Storytelling for Young Indonesian Learners of English as a Foreign Language. *Iranian Journal of Language Teaching Research*, 10(1), 19–36. <https://doi.org/10.30466/ijltr.2022.121120>
- Kumi-Yeboah, A. (2018). Designing a cross-cultural collaborative online learning framework for online instructors. *Online Learning Journal*, 22(4), 181–201. <https://doi.org/10.24059/olj.v22i4.1520>
- Nassim, S. (2018). Digital storytelling: An active learning tool for improving students' language skills. *PUPIL: International Journal of Teaching, Education and Learning*, 2(1), 14–27.
- Nganga, L. (2016). Promoting Intercultural Competence in a Globalized Era: Pre-Service Teachers' Perceptions of Practices that Promote Intercultural Competency. *Journal of International Social Studies*, Vol. 6(1), 84–102. <http://www.iajiss.org>
- Nnakwe, R. (2019). *The effects of integrating digital storytelling on English language learners' academic performance: A quantitative causal-comparative study*. Northcentral University).
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1). <https://doi.org/10.1177/1609406917733847>
- Oakley, G., Pegrum, M., Xiong, X. B., Lim, C. P., & Yan, H. (2018). An online Chinese-Australian language and cultural exchange through digital storytelling. *Language, Culture and Curriculum*, 31(2), 128–149. <https://doi.org/10.1080/07908318.2017.1386193>
- P. M. Ribeiro, S. (2016). Developing intercultural awareness using digital storytelling. *Language and Intercultural Communication*, 16(1), 69–82. <https://doi.org/10.1080/14708477.2015.1113752>
- Peñalba, E. H., Samaniego, C. R. C., & Romero, S. M. A. (2020). Digital storytelling: A tool for promoting historical understanding among college students. *Research in Learning Technology*, 28, 1–20. <https://doi.org/10.25304/rlt.v28.2348>
- Perez, E. (2020). *DIGITAL STORYTELLING: EXPLORING THE SELF-IDENTITY OF FIRST-GENERATION LATINX CAMP STUDENTS*.
- Rezaei, S., & Naghibian, M. (2018). Developing Intercultural Communicative Competence through Short Stories: A Qualitative Inquiry Iranian Journal of Language Teaching Research. In *Iranian Journal of Language Teaching Research* (Vol. 6, Issue 2). <http://ijltr.urmia.ac.ir>
- Robin, B. R. (2016). *The Power of Digital Storytelling to Support Teaching and Learning*. <http://greav.ub.edu/der/>
- Romli, S., Abdurrahman, A., & Riyadi, B. (2018). Designing students' worksheet based on open-ended approach to foster students' creative thinking skills. *Journal of Physics: Conference Series*, 948(1). <https://doi.org/10.1088/1742-6596/948/1/012050>
- Shelby-Caffey, C., U. E., & J. B. (2014). Digital storytelling revisited: An educator's use of an innovative literacy practice. *The Reading Teacher*, 68(3), 191–199.
- Tomalin, B., & Stempleski, Susan. (1993). *Cultural awareness*. Oxford University Press.
- Truong-White, H., & Mclean, L. (2015). *Digital Storytelling for Transformative Global Citizenship Education*. www.cje-rce.ca
- Tudge, J. R. H., & Winterhoff, P. A. (1993). Vygostky, Piaget, and Bandura: Perspectives on the Relations between the Social World and Cognitive Development. *Human Development*, 36, 61–81.
- Yamaç, A., & Ulusoy, M. (2016). The Effect of Digital Storytelling in Improving the Third Graders' Writing Skills *. In *International Electronic Journal of Elementary Education* (Vol. 9, Issue 1). www.iejee.com