



Digital Fairy Tale in Indonesia

A Literature Review

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ABSTRACT

Several pieces of literature state that fairy tales have various benefits for preschoolers. Currently, with the development of technology, fairy tales that were originally made in the form of reading books have developed into digital fairy tales. This research was conducted to find out about digital fairy tales in Indonesia and their benefits on the growth and development of preschool children. The research was carried out by conducting a literature review through the Google Scholar database, Indonesia One Search, and Garba Rujukan Digital (Garuda). Literature is limited to the span of the last five years (2018-2023) by including keywords: digital fairy tales, preschoolers, and Indonesia. Based on the literature search, five journal articles were found which were further reviewed. The results of the study show that digital fairy tales are beneficial for preschoolers aged 5-6 years, including: increasing the acquisition of Javanese vocabulary, improving language skills, improving listening skills, and improving superior character. This result implies that digital storytelling is powerful in the school setting, but further research is necessary to see whether parents have taken the benefits of digital storytelling at home.

Keywords: *Digital fairy tale, Indonesia, preschool children.*

1. INTRODUCTION

Fairy tales are folk prose stories that are not thought to have happened. Fairy tales are told especially for entertainment, even though many fairy tales depict the truth, contain moral lessons, or satire (Rukiyah, 2018). Aarne and Thompson in Danandjaya (1997) divide fairy tales into four major categories, including (1) Animal tales are fairy tales featuring domestic animals and wild animals. The animals in this type of story can speak and reason like humans; (2) Ordinary folktales are a type of fairy tale that is characterized by humans and is usually a story of someone's ups and downs; (3) Jokes and anecdotes are fairy tales that can cause a sense of humor, causing laughter to those who hear them and those who tell them; and (4) Formula tales are fairy tales whose structure consists of repetition.

These various fairy tales will be interesting if given to children according to the selection of stories. Choosing a story is an important factor that must be considered by storytellers because children's understanding varies according to their age. According to Haryani in Bawono (2011), some stories that can be understood by children and fit with children's experiences include (1) Age 0-2 years. Choose stories with objects around the child's environment, because children need visualization of what is being told. To make it easier, choose something the child is familiar with, for example, a story about shoes or a cat in the house; (2) Aged 2-4 years, children are very interested in learning about humans and life. That is why children love to imitate the behavior of adults. For example, expressed through playing guests, doctors, and others; and (3) Aged 4-7 years. Children can already be introduced to more complex fairy tales. Children have also started to like stories about how things happen and how things work. This is the opportunity for parents to encourage children's interest.

Based on the description above, it can be implied that with the variety of existing fairy tales, storytellers need to pay attention to which fairy tales can be given to children according to their age. By paying attention to the variety of fairy tales and the age of the child, it is hoped that the fairy tales conveyed by the storyteller will be able to provide optimal benefits. This is as stated by previous researchers who found many benefits from listening to fairy tales.

By listening to fairy tales, children's creativity and imaginative power will increase. This happens because by listening to fairy tales, children are invited to participate in imagining the characters in fairy tales. In addition, if fairy tales are presented using natural or direct props, children know more about objects in their environment (Fauziddin, 2014; Ismael in Setianingsih & Soedjatmiko, 1993).

According to Sukardi (1987), fairy tales are also believed to be able to develop emotions healthily. When a child listens to a fairy tale, the child's emotions will be affected by the theme of the fairy tale. When storytellers tell funny stories, children's emotions will be moved to feel happy. Conversely, when the storyteller tells sad and scary things, the child's emotions will be moved to that with signs of fear and an anxious state of mind (Sugihastuti, 1996).

Even Handayu (2001) said that through fairy tales, children can also be trained to navigate various human feelings. Children can be educated to live with sadness, misfortune, suffering, and sorrow. Children can also be invited to share joy, happiness, luck, and joy. Through fairy tales, children's feelings can be trained to feel and appreciate various plays of human life.

In addition to the various benefits of fairy tales as described above, Bawono (2016) suggests many benefits that can be learned from fairy tales, starting from the closer relationship between parents and children through storytelling activities carried out by storytellers to fairy tales that can be used as an alternative medium for dealing with children. children with post-traumatic stress disorder (PTSD).

Referring to the description above, with the many benefits derived from storytelling, parents must give fairy tales to their children. However, it was found that parents rarely or even never tell stories. This is as stated by Gojali (2017) from the results of his research which found that in the city of Surabaya, as many as 70% of mothers rarely even never tell or tell stories to their children. There are various reasons given by parents why they rarely or even don't tell stories to their children. It was found that parents were busy working, storytelling culture was not yet familiar, and parents were more interested in social media (Winarti, Yanottama, Santoso & Sumirat, 2023).

With the advanced progress of technology, nowadays fairy tales are not only printed as books but also in digital form that can be stored in gadgets. An increasing number of digital fairy tale books can be downloaded for free through the Appstore, Google Play & Windows Store. Apart from making it easier to find fairy tale books, with their features such as sound to animated movements, digital fairy tales can provide new experiences or sensations when parents and children do storytelling activities in this modern era (Astina, 2020).

The digital fairy tale is a phenomenon to be examined further. The purpose of this research is to find out about digital fairy tales in Indonesia and their benefits for preschool children. We also want to know about previous research regarding the reasons behind the lack of time for parents to tell stories to their children, amid the digital storytelling phenomenon. This article is the type of conceptual paper with an emphasis on a review of research related to digital storytelling concerning preschoolers in Indonesia. The research results are expected to provide an alternative for parents who are more interested in using digital fairy tales when storytelling.

2. LITERATURE REVIEW

2.1. Definition of Digital Fairy Tales

Currently, in this digital era, most activities can be done with the help of technology. There has been a shift from activities that are usually carried out manually to using digital technology, including in this case the use of digital storytelling. A digital fairy tale is a story that is written and spoken by the person concerned and can be in the form of moving images in the form of films or video clips with a combination of photos or still images which make it easier to make (Wahyu in Fuadah, Tiara, & Pratiwi, 2022).

According to Robin (2008), digital fairy tales are fairy tales in the form of animated videos made using technology in the form of computers or laptops. Using digital fairy tales in learning activities can stimulate children's imagination and make children concentrate more when fairy tales are broadcast so that learning is fun and children don't get bored quickly (Hasannah, 2019).

2.2. Several Forms of Digital Fairy Tale

Digital fairy tale books commonly concise as digital fairy tales are fairy tale books presented through digital media. The aim of procuring digital fairy tales is to archive fairy tales and present them with more interesting content to attract children's interest in reading. Digital fairy tales also help parents who are not proficient at reading fairy tales to children

so that the stories and contents of fairy tales are still conveyed to children. Several forms of digital fairy tale innovation (Astina, 2020):

1. Textbooks. Textbooks are known as e-books. The presentation of this digital book is in the form of a book in the form of writing and pictures, it's just that the media is in the form of a digital device. The text-book form is the simplest form of a digital book. The function of this book is more to archive children's fairy tales so they don't get lost;
2. Text-to-speech. Fairy tale books of the text-to-speech type are equipped with voice actors who read fairy tales, as well as instruments. The form of a text-to-speech book reduces the risk of misunderstanding in understanding the contents of the story and the values contained therein. The addition of song instruments in it helps build an atmosphere according to the story being told;
3. Animation to speech. Animation to speech has the meaning of a fairy tale book presented in the form of moving animation equipped with sound audio and songs. The form of animation to speech is more popular with children because the shapes of characters that seem to be alive are more interesting than just text and images;
4. Books and animations. A fairy tale book in the form of an animation book is presented as a conventional book but is connected to a digital application that supports the story. Connected digital applications are usually in the form of animation to speech. With the form of books and animation, the tradition of reading can still be cultivated in children with an attractive appearance. Books and animation also reduce children's focus only on digital media because, in this book form, digital media only supports original literature in textbooks.
5. Complex books. This type of digital fairy tale book, in addition to providing children's fairy tales, also provides space for children to interact. The application features are already complex with games, question and answer rooms, practice rooms for reading fairy tales, and so on. The form of a complex book makes children not only passive readers or listeners but also actively participate and are involved in the story.

2.3. Digital Storytelling Company

Several companies create digital fairy tale books. Astina (2020) suggests two of them as follows:

1. Bulbul application

Bulbul Apps is a collection of digital fairy tales from Argentina which contains various fairy tales in English. The digital fairy tale book created is of very good quality and is included in the category of digital animation to speech fairy tale book. The combination of cartoon illustrations and pastel colors designed with a childish concept is felt on every page. Adding interactive animated movements to fairy tale books can provide new experiences for children and parents who read digital fairy tale books. Bulbul Apps started to create digital fairy tale works since 2015 and until now digital fairy tale books have been downloaded around 20 million books.

An example of the Bulbul application display can be seen in Figure 1.



Figure 1 Display of Beauty and The Beast story on Bulbul apps.

2. RIRI (Interactive Children's Stories)

RIRI is an animation-to-speech computer application for stories and fairy tales from Indonesia which contains various fairy tales from Indonesia and abroad. Every digital fairy tale book that is created, starting from the storyline, graphics, audio, and animation, is designed with a concept that is suitable and interesting for children. For children who cannot read, RIRI can read stories through a narrative voice feature that is interesting and comfortable for children to hear. The story narrative presented follows the sound that will appear automatically. Every story in a digital fairy tale book is designed to be interactive so that children besides listening to the story can also interact with the objects in the story. By the concept of a digital storybook, RIRI is available for the Android and IOS platforms so that it can be accessed via gadgets.

3. METHOD

The research was conducted by conducting a literature review through the Google Scholar database, Indonesia One Search, and Garba Rujukan Digital (Garuda). Literature is limited to the last five years (2018-2023) by including keywords: digital fairy tales, preschoolers, and Indonesia. Based on the literature search, five journal articles were found which were then examined further.

4. FINDINGS AND DISCUSSION

Following are the results of the literature search and the reviews.

Aprilia and Hasibuan (2021) used quantitative research, with a pre-experimental research design and one group pretest-posttest research design. The subjects used in this study were children aged 5-6 years in group B at TK Dharma Wanita Ngimbang Lamongan, totaling 20 children. Data collection techniques using observation and documentation. The data analysis technique uses non-parametric statistics using a level test marked with the Wilcoxon Match Pair Test with auxiliary tables. This research was conducted in 3 stages, namely pretest, treatment, and posttest. The results of data analysis show that the calculated T value is 0 while the T-table with a significance level of 5% with a value of $N = 20$ is obtained 52. Then the T count < T table is $0 < 52$, so H_a is accepted and H_o is rejected. Thus, it can be said that digital fairy tales can have a significant influence on the vocabulary skills of Javanese Krama (*Bahasa Jawa Krama*) children at TK Dharma Wanita Ngimbang Lamongan.

Fuadah, Tiara, and Pratiwi (2022) aimed to determine the effect of digital fairy tales in improving the listening skills of children aged 5-6 years. This research is quantitative research with experimental research methods that use data collection techniques in the form of observation and documentation. The results of digital fairy tale research have a positive effect on the skills of children aged 5-6 years. This can be proven from the results of the Sig. The One Way ANOVA test has a value of $0.000 < 0.005$ which means there is a significant change in children's listening skills through digital fairy tales. In addition, from the results of the test and data obtained by researchers. The pre-test value using digital fairy tales with a minimum score of 7 and a maximum of 16. The post-test value using digital fairy tales is a minimum score of 15 and a maximum score of 24, which means that the presentation of digital fairy tales has proven to be influential in improving the listening skills of children aged 5-6 years.

Hardiyana and Nuryati (2021) described and improved the language skills of children aged 5-6 years through digital fairy tale media at PAUD Bina Bhakti Wanita Wanakala, Cirebon City. The method used in this research is classroom action research. The place and time research was carried out at the PAUD Bhina Bakti Wanita Wanakala, Cirebon City, and was carried out in October-December 2020. The data collection techniques used in this study were observation, documentation studies, and interviews. The research subjects were children in group B PAUD Bina Bhakti Wanita Wanakala Cirebon City, totaling 20 children. The results of this study indicate that the acquisition of language skills in children aged 5-6 years with the details of each pre-cycle is 4.5%, cycle I is 69.5%, and cycle II is 89.3%. This shows that there has been an increase in aspects of children's language skills through digital fairy tale media with an achievement of 89.3%.

Luthfiah and Wijayanto's (2021) study found that during the COVID-19 pandemic concerning children's listening skills at the TK Negeri Pembina Mojokerto City which tended to be low. The approach used by researchers is quantitative by using a quasi-experimental model. The results showed that the ability to listen to children's fairy tales by using digital media Zoom and YouTube at TK Negeri Pembina in Mojokerto City at the age of 5-6 years had a simultaneous effect. This is evidenced by the results of the sig One Way ANOVA, which is $0.004 < 0.05$, which means that there is a joint influence between digital media Zoom and YouTube on the listening ability of children aged 5-6 years at TK Negeri Pembina, Mojokerto City. Fairy tales using digital media YouTube and Zoom are good media to improve the listening skills of children aged 5-6 years.

Nuraina, Damayanti, and Ikawati (2018) was an experimental study, whose purpose is to determine the effectiveness of fairy tale digital-based learning models in shaping the character of early childhood with measurable indicators of children's emotional intelligence and behavior. Stages of research include three stages, namely the preparation stage, data collection, and data processing or data analysis. The preparation stage is done by determining the research object, the number of samples, and the indicators used. The indicators used to determine the success of the study include: a) the child begins learning by reading prayer; b) children share food/sharing with their friends; c) children lend stationery to their friends. The sample used is Akademika Preschool Students Malang. In the previous data collection phase, the sample was divided into 2 groups, namely the experimental group and the control group that was subjected to treatment. Each group carried out a pre-test and post-test. A pre-test was given to test the similarity of the sample, while a post-test was used to determine the significance of a treatment. From the research results, it can be seen that there is an increase in the average value of the pre-test and post-test. With this research, it can be seen that fairy tale digital animation-based learning can improve the superior character of students in the Akademika Preschool of Malang.

Several data show that fairy tales have various benefits for young children. The five previous studies that the authors reviewed support the previous findings. It even complements the results of previous research. One of them is the research of Fuadah, Tiara, and Pratiwi (2022) and Luthfiah and Wijayanto (2021) which found that the use of digital fairy tales has proven to be influential in improving children's learning outcomes related to aspects of children's language development, namely listening skills using digital fairy tale media rather than conventional fairy tales.

In summary, the five previous research results can be described in Table 1.

Table 1. Findings of previous research

Author(s)	Findings
Aprilia, Hasibuan (2021)	There is an influence of digital fairy tales on the Javanese Krama (<i>Bahasa Jawa Krama</i>) vocabulary skills of children aged 5-6 years at the Kindergarten Dharma Wanita (TK Dharma Wanita) Ngimbang Lamongan
Fuadah, Tiara, & Pratiwi (2022)	There is a significant change in the listening skills of children aged 5-6 years through digital storytelling at RA Al Muttaqien Badas Kediri
Hardiyana, Nuryati (2021)	Learning to use digital fairy tale media to improve the language skills of children aged 5-6 years at PAUD Bina Bhakti Wanita Wanakala Cirebon City shows changes in results with increasing children's language skills
Luthfiah, Wijayanto (2021)	There was a positive and significant influence on the ability to listen to fairy tales for children aged 5-6 through digital media Zoom and Youtube at TK Negeri Pembina in Mojokerto City during the Covid-19 pandemic
Nuraina, Damayanti, & Ikawati (2018)	The digital fairy tale-based learning model is effective for improving the superior character of students in TK Akademika, Malang

This research not only shows that through fairy tales, children's listening skills are increasing, as found in two research teams in later years, but also shows that the fairy tales used are digital fairy tales, which are different from conventional fairy tales as Respati (2009) has researched who found in her research that the fairy tale method through puppet stage play was able to improve listening skills in kindergarten-aged children.

The research by Aprilia and Hasibuan (2021), and Hardiyana and Nuryati (2021) which examined the use of fairy tales on children's language skills also corroborated previous findings from Kusdiyati, Halimah, and Azlin (2010) who found that there was an effect of giving fairy tales with hand puppets on Indonesian language skills in children aged 5-6 years.

Based on the description above, it can be said that the use of digital fairy tales affects the development of children aged 5-6 years. Some of them are increasing the acquisition of Javanese high level of politeness (*Bahasa Jawa Krama*), improving language skills, improving listening skills, and improving superior character. the findings show that storytelling is powerful when included in preschool classes.

Since all the studies took place in schools for preschoolers, the findings are limited to the school settings. In line with Gojali's (2017) research that many parents do not tell stories to their children, it seems that the benefits of digital fairy tales are not informed well to the parents. If only parents know and practice digital storytelling at home, the impacts on the children will be amplified. Therefore, it is necessary to have further studies about parents' involvement in digital storytelling. This information is important to reveal whether due to parents' limited time, this storytelling tradition is being replaced by digital storytelling.

5. CONCLUSION

The results of previous studies show that digital fairy tales are beneficial for early childhood aged 5-6 years, including: increasing the acquisition of Javanese Krama (Bahasa Jawa Krama), vocabulary, improving language skills, improving listening skills, and improving superior character. The findings of this study indicate that the importance of digital fairy tales for preschool children, especially those aged 5-6 years, needs the attention of parents and teachers. Parents and teachers need to provide time and interesting digital fairy tales for preschoolers because based on research results, digital fairy tales have many benefits for preschoolers.

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