

CHAPTER V

Conclusions and Suggestions

For this chapter, the researcher divides two different points there are conclusions and suggestions. Here is an explanation for each of the points mentioned.

5.1. Conclusions

The results of the study concluded that digital storytelling is a method that can influence students' character for character education activities in extracurricular English classes at SMPN 1 Cilacap. This approach engaged students in learning moral values such as empathy, respect, responsibility, and courage through multimedia content. The study identified three main stages: introduction, delivery, and reflection. Each stage played a significant role in fostering students' character development.

Students demonstrated an increased understanding and application of moral values through interactive activities, including discussions, group projects, and creative tasks like mini-dramas. These activities encouraged collaboration, critical thinking, and the internalization of values in real-life contexts. The findings showed that digital storytelling not only enhanced students' moral reasoning but also contributed to a more respectful and interactive classroom environment.

The researcher highlighted the potential of integrating digital storytelling into educational practices as a tool for promoting both academic engagement and

character building. It provided valuable insights for educators aiming to combine technology with good teaching strategies.

5.2. Sugesstions

Suggestions from the explanation above, the researcher had several suggestions that could be given to further researchers, schools, teachers, and students. Among them are as follows.

1.2.1. For the next researcher

For further researchers, it was hoped that they could conduct research with a larger student population by involving more schools to obtain comprehensive or detailed results.

1.2.2. For School

The suggestion for schools was to consider integrating digital storytelling into regular subjects, so that students could develop their character through this media not only in extracurricular class.

1.2.3. For Teacher

Teachers were advised to be more creative in choosing digital storytelling content that was relevant to students' daily lives, so that learning materials were easy to understand and meaningful for students.

1.2.4. For Students

Students were expected to not only understand character values through digital storytelling, but also apply them in everyday life.

Demonstrate attitudes of sympathy and empathy, responsibility, and tolerance.

This recommended that teachers focus on integrating digital storytelling into their literature teaching to help students' character development. This approach allows students to explore and apply positive values through creative storytelling, helping them reflect on their behaviours and gain a deeper understanding of character traits. Teachers should prepare clear lesson plans, select relevant materials, and use interactive methods such as drama or mini-dramas to encourage student engagement and reflection. By applying these steps, teachers can promote effective character teaching in their students.

