

CHAPTER IV

CONCLUSSION AND SUGGESTIONS

This chapter provides the conclusion of the research along with several suggestions for future studies. The conclusion covers the creative processes and characteristics involved in designing a digitally illustrated storybook, as well as the views of the teacher and the students regarding its usefulness.

4.1 Conclusion

This study addresses the challenges posed by low literacy levels in developing cognitive skills and enabling students to move beyond literal comprehension, particularly in early childhood education in Indonesia. It introduces a digitally illustrated storybook that utilizes a Reading for Emotion and Aesthetics framework as a brain-informed learning tool to promote critical thinking and problem-solving skills, aligning the learning process with students' cognitive and emotional needs based on how the brain functions. The illustrated stories are designed according to CEFR levels, ranging from A1, A2, B1, B2, C1, to C2, to support differentiated learning.

The product developed in this research is grounded in art, pedagogy, technology, and neuroscience. The storybook aims to balance the functions of both the left and right brain, creating a learning experience that is more natural, effective, and engaging for students. In fact, current education primarily focuses on the development of the left brain, while the right brain remains underdeveloped. Additionally, stories represent the fundamental form of information that is first processed by the brain. With learning applications that use color, images, and sound to stimulate various parts of the brain, we think, remember, and recall information in the form of stories.

Therefore, this digitally illustrated storybook is still in its prototype stage and focuses on the learning process, considering how the brain processes, retains, focuses on, and learns information optimally, rather than aiming for the final achievement scores. Consequently, this learning tool was developed based on insights from neuroscience. This product prototype serves as an innovation aimed at disrupting traditional learning, which has primarily focused on grammar structure

and vocabulary, and transforming it into a more holistic learning approach integrated with media in the form of a digitally illustrated storybook.

This digitally illustrated storybook is primarily used to promote the concept of student-centered learning practices, where each student is encouraged to create moments of discovery in their own learning process without relying on the teacher and using multimodal and multisensory learning resources. By integrating CEFR levels, this storybook makes learning more precise and includes both lower-order and higher-order thinking skills.

Teachers are enthusiastic and appreciate the use of digital learning resources. They view it as a potential prototype for the curricula used in Indonesia, which can creatively support the teaching and learning process. However, they still place greater emphasis on traditional learning methods. Meanwhile, students realize that using a digitally illustrated storybook can capture their interest in reading stories and learning English. They naturally understand that learning resources do not only come from books, but also from various sources, including digital resources, which allow them to learn independently, anywhere and anytime, by setting their own learning goals. This demonstrates that this digitally illustrated storybook can strengthen student agency and promote autonomous learning.

Strengthening pedagogy is prioritized over digitizing learning resources. Students' understanding of any material will be achieved when learning tools work effectively. Reading for Emotion and Aesthetics is a new pedagogy that aligns with how the human brain functions, ensuring the successful transfer of knowledge to students. As a result, when understanding is reached, students' literacy levels in Indonesia can improve. We must focus on what truly matters. It is essential to transform toward digital learning and move away from conventional learning methods. Lastly, the role of teachers remains crucial and cannot be replaced by technology, even as learning becomes more digital.

4.2 Suggestion

The researcher presents their findings with the purpose of providing references or guidance English language educators and for future researchers. The

following suggestions are intended for English language educators and future researchers.

4.2.1 English Language Educators

In an effort to enhance the learning experience, teachers must prioritize a student-centered approach that encourages students to take an active role in their education. The government has changed the 2013 curriculum into the Merdeka curriculum. In the Merdeka curriculum, learning must be holistic and integrated with digital or information technology. Every teacher has designed media or supporting tools for the teaching and learning process. In this context, digitally illustrated storybooks present an innovative and exciting option for English teachers to create their products. These digital literacy resources can serve as references and motivate English teachers to design their prototypes. By creating their own stories or selecting stories available online, teachers can engage students not only for entertainment purposes but also to stimulate critical thinking through Reading for Emotion and Aesthetics. This approach can be applied not only in the Merdeka curriculum but also in other curricula such as Cambridge. With this free Google site, anyone can easily learn and use it. However, it is important to note that pedagogy is more crucial than digital media because students need intellectual facilitators in the learning process, which cannot be replaced. Therefore, teachers must continue to improve their skills in order to keep up with technological developments and remain relevant in their field. Students prefer a fun way of learning and do not feel like they are learning, especially in early learners.

4.2.2 Future Researchers

Although this research provides some valuable insights, there are still many shortcomings, and many aspects need to be added and improved to enhance its effectiveness. For example, incorporating various story formats beyond just narrative text and determining what material needs to be learned are essential additions. To achieve these goals, it is hoped that future researchers will have basic digital design skills and website coding expertise

necessary to further develop this digital learning resource. This research is expected to attract more researchers who study the development of digital literacy resources and neuroscience. Researchers who will develop this research must study various fields, such as story science, reading for emotion, aesthetic learning, etc. With this knowledge, future researchers are expected to be able to independently develop their own stories, illustrations, and learning websites, not only for primary school but for all levels from A1 to C2. Teachers must start realizing the importance of learning neuroscience, as neuroscience is one of the aspects needed in our transformational pedagogy.

