

**Exploring Local History Yogyakarta: A Case Study in Digital Storytelling
to Enhance 4C Skill**

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Abstract

This study aims to analyze the implementation of history learning using the digital storytelling Project-Based Learning model through local history vlogs in Yogyakarta and its implications for students' 4C skills, including critical thinking, creativity, collaboration, and communication. This study employed a case study method. Data collection techniques were carried out through non-participatory observation, in-depth interviews, document analysis, and literature review. The sampling technique was carried out using purposive sampling, considering exclusion and inclusion criteria involving several informants, such as history teachers and student representatives from class X of SMA Negeri 9 Yogyakarta. Data validity and reliability were obtained through source and technique triangulation and analyze using an interactive model. The findings showed that the implementation of the digital storytelling Project-Based Learning model through local history vlogs can improve students' 4C skills, including critical thinking, creativity, collaboration, and communication. In addition to improving students' communication skills in conveying education about local historical heritage in Yogyakarta, the digital storytelling Project-Based Learning model through local history vlogs also has the potential to improve critical thinking skills in exploring and verifying information; the division of various job descriptions as an effort to improve collaboration skills and creativity can be seen from the students' ability to compile historical vlog outputs aesthetically without reducing their essence. In short, the digital storytelling method

through the production of local history vlogs not only has the potential to improve 4C skills, but also provides valuable experiences, strengthens historical awareness, and appreciation for their cultural heritage.

Keywords: Local History, PjBL, Digital Storytelling, 4C Skills

INTRODUCTION

The primary focus of 21st century learning is strengthening adaptability skills that students can use to face the dynamics of the world of work and society. In practice, this means learning that emphasises process skills, hands on learning activities, and meaningful experiences (Karacaoğlu, 2025; Kumbhakar & Kumar, 2025; Damayanti et al., 2025). The demands of this learning transformation have given rise to a global consensus on the soft skills that must be mastered, or 21st century competencies, which include critical thinking, problem solving, and innovative solution creation (Arisoy & Aybek, 2021; Irham et al., 2022). However, the 21st century competency framework was later popularised as the 4C concept, encompassing critical thinking, creativity, communication, and collaboration. Several studies conducted by Sipayung et al. (2018) and Taar & Palojoki (2022) also show that 4C competencies are important for students to adapt to the challenges of the modern world (Sipayung et al., 2018; Taar & Palojoki, 2022). In addition to improving cognitive understanding, the development of 4C competencies also contributes as a bridge between learning in the school environment and the needs of real life and the world of work.

The implementation of 4C competency development requires further institutional support, including new standards and assessments, curriculum and instructional development, continuous professional development, and learning environments (Aldowah et al., 2019; Thornhill-Miller et al., 2023). In this case, the development of 4C competencies needs to be integrated across all classroom disciplines, including history. However, history learning still faces fundamental latent problems. One of the determining factors is the reliance of most teachers on their own knowledge and textbook information, which leads to monotonous learning (Yulifar & Aman, 2023). Furthermore, the change in curriculum has not significantly altered the practice of history learning, as the pedagogical model remains one way and emphasises only the memorisation of the chronology of an event (Agustina et al., 2023; Laila & Anwar, 2024). Therefore, history is understood as a subject with no direct connection to the realities of today's life, and it is considered less important by students and the general public (Miguel-Revilla, 2022; Saefudin, 2025).

From a different perspective, history learning has unique potential to develop 4C competencies, for example, through historical source analysis, creative exploration, or collaborative interaction. By exploring and analysing historical sources, students can practice critical thinking to question the validity of information. In contrast, collaborative projects that require interactive dialogue, such as making historical videos or vlogs, can encourage collaboration, creativity, and communication skills (Kumalasari et al., 2025; Ofianto et al., 2023). Research conducted by Willis & Kumalasari (2025) shows that history learning using the Project Based Learning (PBL) model has the potential to strengthen 21st century 4C competencies (Willis & Kumalasari, 2025). Meanwhile, other research conducted by Fadhillah & Atno (2025) also shows that 4C competencies in history learning can be developed through contextual learning, collaborative projects, cross subject integration, and continuous reflection (Fadhillah & Atno, 2025). Despite its

potential, recent research on how history learning is oriented toward developing 21st century 4C competencies still has limitations.

Given the study's urgency and limitations, this research offers a Project Based Learning (PBL) model in the form of digital storytelling through local history vlogs, as has been done at SMA Negeri 9 Yogyakarta. As stated in the research by Foss & Kumar (2025), digital storytelling can increase engagement and understanding of historical events in the classroom (Foss & Kumar, 2025). Pedagogical models that can stimulate active student participation have the potential to develop 4C competencies, including Project Based Learning (PBL) digital storytelling through local history vlogs. To produce digital storytelling in the form of local history vlogs, not only are communication and creativity skills required, but also critical thinking. This is demonstrated by how students select vlog content based on emotional and intellectual closeness, explore and verify local historical sources, then compile the footage chronologically and visualise it creatively. Meanwhile, collaboration skills can be developed through interactive dialogue in Focus Group Discussions (FGD) and monitoring by history teachers. Creative skills can be developed by aesthetically editing the output of local history vlogs without diminishing the information content. Referring to previous studies, digital storytelling has shown a significant contribution to the development of critical thinking skills (Al-shaye, 2021; Sönmez & Dadandi, 2023), creativity (Chen et al., 2023; Cheng & Chuang, 2019), communication skills (Pandian et al., 2020; Szecsi & Rivera, 2025) and collaboration with integrated learning models (Bilici & Yilmaz, 2024; Yu & Wang, 2025).

This study aims to analyse how the Project Based Learning (PjBL) pedagogical model of digital storytelling through local history vlogs is carried out, starting from the technical delivery stage, organising students into groups, the process of exploring local historical relics, conducting Focus Group Discussions (FGDs) and monitoring, to the presentation and publication of works through social media. In addition, this study identifies aspects of historical understanding that have implications for the development of 4C competencies, including critical analysis of sources, conceptual understanding of past events, historical awareness, and creative communication skills using digital media. The contribution of this research lies in the development of a history Project Based Learning model in the form of digital storytelling through local history vlogs in Yogyakarta, as a representation of enjoyable learning and transformation, with a focus on developing 21st century for 4C competencies.

METHOD

Participants in this study included 10th-grade history teachers and 64 10th-grade students from Yogyakarta State High School 9. However, only six students were interviewed, selected using purposive sampling with exclusion and inclusion criteria (Emmel, 2014). The exclusion criteria in this study were determined based on the role of the research subjects in influencing how history learning was carried out at SMA Negeri 9 Yogyakarta, including: 1) Grade 10 history teachers played an important role in designing the syntax of the digital storytelling method through local history vlogs in Yogyakarta. In addition to considering the relevance of the learning material, history teachers must also predict the limitations of grade X students' mobility in making these local history vlogs; and 2) Grade X student representatives to provide information about their impressions and experiences during the history learning process. The inclusion criteria were set for 10th-grade students: to present differences in job descriptions within

the group, such as scriptwriter, talent, content creator, and editor, and to understand the improvement of 4C skills in a diverse and in depth manner.

This study used a qualitative case study approach focused on the implementation of history at SMA Negeri 9 Yogyakarta. The qualitative approach is used to analyse how the application of historical inquiry through local history vlog projects can strengthen students' 4C skills, including critical thinking, creativity, collaboration, and communication (Sugiyono, 2022). Overall, this research was conducted during the odd semester of the 2024/2025 academic year in two stages: classroom based practical history learning activities and field exploration. The research procedure involved four steps, including: 1) Pre research visits to obtain an overview of how history was taught and the general school culture; 2) Observation of teachers' planning and monitoring processes during the implementation of Project Based Learning (PjBL) local history vlogs in the classroom; 3) Interviews with history teachers regarding the syntax and objectives of implementing digital storytelling Project Based Learning (PjBL) through local history vlogs and with students regarding their impressions during the learning process; and 4) Collection of other supporting data, such as teaching module documents, Student Worksheets (LKPD), the final output of the Yogyakarta local history vlog compiled in the class Google Drive, and assessment instruments.

The instruments in this study included three main elements that supported in depth data collection. First, semi structured interviews were conducted with history teachers to gather information on lesson planning. These interviews used key questions that were not only directed at teachers but also sought students' perspectives on the digital storytelling based history learning process through local history vlogs.

Tabel 1. Interview Guidelines of PjBL Implementation of the Yogyakarta Local History Exploration

Research Subject	Indicator	Question
History Teacher	Planning of the PjBL Local History Exploration Model in Yogyakarta	What considerations do you take into account when designing the learning module using the PjBL Local History Exploration Model in Yogyakarta?
	Implementation of the PjBL Local History Exploration Model in Yogyakarta	How do you implement the PjBL Local History Exploration Model in Yogyakarta?
	Evaluation of the PjBL Local History Exploration Model in Yogyakarta	How do you evaluate the PjBL Local History Exploration Model in Yogyakarta? What obstacles do you encounter in implementing the PjBL Local History Exploration Model in Yogyakarta? What solutions are necessary to overcome these obstacles in implementing the PjBL Local History Exploration Model?
Grade X student	Implementation of the PjBL Local History Exploration Model in Yogyakarta	How do you actively participate in the learning process using the PjBL Local History Exploration Model in Yogyakarta?

Evaluation of the PjBL Local History Exploration Model in Yogyakarta

How do you analyze the local historical information explored around Yogyakarta?

How do you present the information you found during the local history exploration in Yogyakarta?

What are your impressions and experiences during the learning process?

What challenges and difficulties did you encounter during the learning process?

What solutions did you apply to overcome the challenges you faced during the learning process?

Second, observations of the history learning process through the Yogyakarta Library Centre model highlighted several important aspects. First, how history teachers delivered material on Indonesian Society during the Hindu-Buddhist and Islamic Periods. The focus of observation is on how history teachers provide opportunities for students to actively identify Yogyakarta's local historical heritage, as a strategy to build historical curiosity, strengthen critical thinking skills, and enhance student engagement during the delivery of material. Second, efforts to strengthen communication and collaboration skills were reviewed through Focus Group Discussions (FGDs), focusing on role division, the dynamics of cooperation among members, and the teacher's task directions. Third, the process of creating digital storytelling through local history vlogs was not only about the final result but also about exploring and verifying information from tour guides or related curators. Another important aspect is how students utilise the information they have gathered to determine historical perspectives, including the extent to which they can assess its validity and relevance. Finally, the sustainability of field activities with classroom presentations, such as follow up discussions, presentations, or reports, and how teachers evaluate student learning outcomes. Third, document analysis, such as student visit reports containing content reviews and multi perspective news analysis, observation visits to observe group discussions, or presentation of visit accountability reports and interviews, plays a crucial role in producing findings that are guaranteed to be valid and credible.

The validity of data was reviewed by two researchers, both experts in qualitative research, especially in history education. The data's reliability was determined through source and technique triangulation. Source triangulation was used to test the validity of data collected from various informants, for example, what obstacles and solutions did students encounter while learning history with digital storytelling through local history vlogs in Yogyakarta? To determine the truth, it was important to interview history teachers and student representatives from class X of SMA Negeri 9 Yogyakarta. Meanwhile, triangulation of techniques focused more on verifying data from three methods: observation, interviews, and document analysis. One of them was analysing whether digital storytelling through local history vlogs had implications for 4C skills. In this context, the validity of information obtained from document analysis, such as the final output of local history vlogs, observation visits to observe the design process, class

discussions, monitoring and presentation of work, and informant interviews, plays a crucial role in producing findings that are guaranteed to be valid and credible.

This study uses primary and secondary data sources. Primary data was collected through interviews, observation visits, and document analysis. To enrich the research findings, secondary data in the form of journal articles and supporting books on digital storytelling methods in learning, especially in history, were also used. After the data were collected, analysis was carried out using interactive techniques as promoted by Miles, et al. (2014) including data reduction, data presentation, and conclusion drawing. The data reduction stage involved processing and reviewing interview transcripts, observations, and documents to identify patterns and themes. Several points that emerged were categorized as follows: 1) Digital storytelling through local history vlogs was carried out in groups with various job descriptions; 2) The content of local history vlogs was collected from various sources, including interviews with tour guides or curators and the internet; 3) Digital storytelling through local history vlogs in Yogyakarta is a fun and meaningful method of learning history. After that, the researcher presented the coding results in a simple table and then concluded.

FINDINGS AND DISCUSSION

Findings

The Project Based Learning (PjBL) model utilizing digital storytelling, implemented with tenth grade students at State Senior High School 9 in Yogyakarta, was executed as a collaborative activity serving as the final assignment for the even semester. The primary focus in implementing the digital storytelling project is to enhance students' comprehension that historical material holds significance and practical value. Educators endeavor to transform history learning, particularly regarding Hindu-Buddhist and Islamic kingdoms, from mere narratives of the past into tangible realities by introducing surrounding historical relics. By assigning students the task of creating vlogs and exploring local historical narratives, learners not only cultivate historical awareness but are also encouraged to engage in critical analysis of historical evidence and its contexts. This exercise simultaneously nurtures creativity, as students express their understanding through engaging digital media. Furthermore, their communication skills are honed as they present their historical findings in informative and persuasive formats. The collaborative nature of producing vlogs and conducting fieldwork also develops their teamwork and shared accountability. Consequently, this pedagogical approach aligns with the development of 21st century competencies, notably the 4Cs (Critical Thinking, Creativity, Communication, and Collaboration), rendering learning experiences more meaningful, participatory, and relevant to students' realities.

The core of the digital storytelling initiative involves students acting as "little historians" who are empowered to investigate and introduce historical relics through their exploration and analysis of local sources. At the inaugural session, the history teacher stimulated interactive discussions by inviting students to identify various Hindu-Buddhist and Islamic historical relics within Yogyakarta and its environs. Observations in class X-2 revealed students engaging in discourse to address the teacher's question: "Are Hindu-Buddhist historical relics only temples? And are Islamic historical relics only mosques?" This query was intentionally posed to assess students' awareness of Hindu-Buddhist historical relics around them. To respond to this prompt, the teacher encouraged students to pinpoint lesser-known historical relics in Yogyakarta. Some students mentioned the dilapidated Miri Temple in Sambirejo Village, Sleman Regency. Islamic cultural relics

highlighted included traditions such as the Grebeg Maulud ceremony, the Sekaten festivities, selamatan rituals, and the early pesantren education system in Kotagede, which historically functioned as an Islamic economic hub in the sixteenth century. This knowledge-sharing activity broadened students' perspectives on the rich diversity of historical and cultural manifestations shaping Yogyakarta's identity. The historical digital storytelling project plan was further detailed by GS:

“Technically, I told the students to divide the job descriptions among each group so that everyone would participate. To find out the details of their activity, I also explained at the beginning about peer assessment. Technically, we gave them one month to complete the project. We gave them extra time considering the limited mobility of the 10th graders. After the vlog product is completed, the group can give a presentation in the class forum to account for their work” (GS, Interview on Monday, June 18, 2025).

GS's explanation is corroborated by the learning contract, which grants students autonomy in selecting study subjects conforming to the following criteria: 1) The topic must pertain to Hindu-Buddhist or Islamic heritage within Yogyakarta; 2) Each group of six students is tasked to produce a digital story lasting three to five minutes; and 3) Each subject matter must be unique within the class, preventing duplication by multiple groups. Beyond aligning with Paulo Freire's critical thinking framework, where learners actively engage as “little historians” interpreting and reconstructing knowledge, the digital storytelling design fosters cooperation, communication, and creativity. Notably, history teachers serve not as exclusive knowledge sources but as facilitators fostering intellectual discourse among students. Through open-ended questioning and exploration of local historical materials, students are led to recognize history as a multifaceted construct encompassing diverse perspectives, experiences, and artifacts interconnected within Yogyakarta's cultural milieu. The students' information gathering process epitomizes a learning ecosystem that activates and empowers student-centered inquiry, as articulated by PD1:

“The initial phase involves gathering sources, which may include archives, interviews with local guides, or digital resources. After collecting the information, the group engages in analysis and scriptwriting” (PD1, Interview on Monday, June 16, 2025).

A comparable procedure was described by PD3, who stated:

“Initially, we collect information and then perform comparative analysis. It is essential to verify the validity of historical sources, as the teacher has consistently emphasized that personal websites and even ChatGPT hold minimal credibility” (PD3, Interview on Wednesday, June 18, 2025).

Interview data suggests that students' critical thinking skills begin to develop from the stage of selecting relics for study. It is important to note that not all historical relics are extensively documented; thus, students make topic selections based on both emotional and intellectual proximity.

During the second meeting, classroom activities focused on monitoring project progress. Students were directed to pursue their identified Hindu-Buddhist and Islamic relics in Yogyakarta through lenses of emotional and intellectual closeness, consistent with the historical research framework proposed by Kuntowijoyo. Critical thinking abilities are fostered as students conduct field research, interview local stakeholders such as site caretakers, community leaders, tour guides, or cultural institution administrators, and record relevant media. The digital storytelling production phase introduces

challenges necessitating critical thinking and creativity, exemplified in the following account:

“We initially struggled to collect information. Our group decided to produce a vlog about Miri Temple, which is less renowned than Prambanan or Borobudur Temples. Therefore, we relied primarily on interviews with local guides and internet sources to analyze information” (PD6/3A, Interview on Thursday, June 19, 2025).

Despite these challenges, solutions were found as PD6 remarked: *“We diligently searched for as many references as possible and conducted thorough analyses”* (PD6, Interview on Thursday, June 19, 2025). This scarcity of sources necessitated improvisation and effective problem-solving competencies.

Prior to visiting research sites, student groups ensured that their communication points aligned with the agreed storyboard. Consequently, classroom sessions employed the Focus Group Discussion methodology, where the history teacher facilitated dialogues about field challenges, reformulation of research questions, determination of historical perspectives, and vlog storyline design, ensuring content was analytical and reflective rather than merely descriptive (Lille & Romero, 2017). This approach enhances critical thinking through critical evaluation, tracing, and interpretation of historical sources. Students acquire skills to differentiate between primary and secondary sources, assess source credibility, and interpret historical symbols encountered during fieldwork. For example, groups investigating Miri Temple ruins focused not only on architectural history but also on preservation efforts. Similarly, digital storytelling on Gebang Temple explored not only construction chronology but also the question, “Why has Gebang Temple remained intact to this day?”

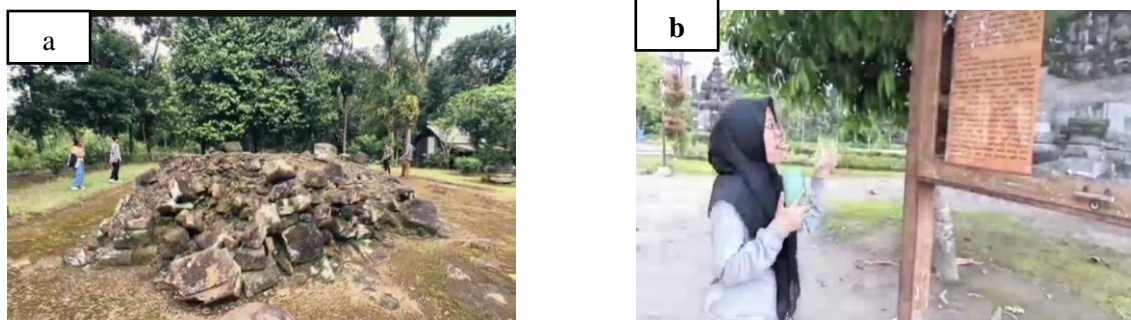


Figure 1: (a) The historical vlog production process for Miri Temple; (b) The historical vlog production process for Gebang Temple

In addition, history teachers emphasized teamwork, supported by peer assessment sheets allowing students to evaluate their group members' contributions. This practice mitigates limitations in teacher assessment and fosters metacognitive awareness. During the third meeting, students conducted group video recordings. While primarily driven by the individuals serving as on-camera talent, other members such as scriptwriters, content creators, and editors actively participated. Prior to filming, students ensured cooperation from sources like site curators or tour guides. Occasionally, scripts required minor improvisation without compromising core messages, as PD5 noted:

“Although we prepared scripts in advance, presentations often incorporated slight variations during filming that did not alter the message's essence” (PD5, Interview on Wednesday, June 18, 2025).

This process not only advances communication competencies and social intelligence but also expands students' understanding of generational life experiences transmitted through local narratives. It fosters recognition of historical relics as enduring elements of Yogyakarta's cultural identity, beyond their roles as tourist sites or relics of the past.

The fourth meeting focused on editing and presenting digital storytelling projects. Students collaboratively compiled presentations that featured historical narratives, research methodologies, and reflections on learning outcomes. The assessment criteria used by history teachers went beyond evaluating the final product and included the process and quality of the students' work. Classroom observations showed that history teachers facilitated student presentations of their digital storytelling projects to their classmates, followed by publication on the school's official social media platform or on ethically managed group accounts. At this stage, students begin to realise the broader impact of their learning activities; they not only complete assignments, but also gain new insights into how historical knowledge shapes their worldview and how media can be used to convey historical interpretations ethically and creatively.

Discussion

Based on findings from history learning at SMA Negeri 9 Yogyakarta, the Project-Based Learning (PjBL) pedagogical model of digital storytelling through local history vlogs far exceeds the goal of improving students' memory of historical events and also trains their historical construction skills through the historical relics around them. In the learning process, the digital storytelling project model has the potential to foster 21st century 4C skills, including critical thinking, creativity, communication, and collaboration.

Various studies have demonstrated the effectiveness of storytelling in improving students' communication and language skills (Handayani et al., 2024; Noviya, 2019). In the context of this study, the decision by the history teacher at SMA Negeri 9 Yogyakarta to provide students with opportunities to develop their communication skills was implemented through the digital storytelling method in the form of a local history vlog on Yogyakarta. In addition to broadening students' perspectives on historical relics in their historical context, the digital storytelling method was also designed to stimulate students' ability to communicate the information they had reconstructed independently in an easily understandable language. As Kuntowijoyo (2013) stated, history is a reconstruction of the past compiled from various sources of information. Not only does it convey the information gathered, but exploring Yogyakarta's local historical heritage also requires excellent communication with sources, whether they are tour guides or relevant curators. In addition, the momentum of the Focus Group Discussion and the monitoring process, conducted over four meetings, encouraged students to communicate their progress, findings, and even the obstacles they encountered during the vlog making process. In line with the research by Latjau et al. (2025), the storytelling method can improve students' speaking skills because of the encouragement and enthusiasm always to be involved in the learning process, encouraging more active discussion, increasing confidence in articulating the information received, and improving understanding and retention (Latjau et al., 2025). Furthermore, the process of editing the Yogyakarta local history vlog produced by students not only requires creativity but also proficiency in interpreting video footage and integrating additional background music to convey the desired message.

Efforts to develop collaboration skills through digital storytelling using local history vlogs in Yogyakarta were carried out within a collaborative Project Based Learning (PjBL) framework. Based on the technical requirements conveyed by the history teacher at SMA Negeri 9 Yogyakarta, the digital storytelling project through local history vlogs was carried out in groups. To ensure the active involvement of all students, job descriptions were assigned based on their tendencies and talents, including script writer, talent, content creator, and editor. Its actualisation in classroom learning, Focus Group Discussion (FGD) dynamics, and the monitoring process were often marked by constructive debates. In addition, group discussion activities require students to accept feedback on their ideas and then consider collective decisions, such as selecting topics and the narrative presented in the local history vlog of Yogyakarta. Nevertheless, the collaborative pedagogical model as implemented in history learning at SMA Negeri 9 Yogyakarta has the potential to improve students' social competence. As stated in the research by Rizal et al. (2025), the development of social competence will support character building and train students to interact socially healthily and productively (Rizal et al., 2025). This is because students will be trained to live with diverse perspectives, compromise on contradictory ideas, and participate in constructive debates.

The technical criteria for implementing Project Based Learning (PBL) digital storytelling in a vlog about the local history of Yogyakarta were first stimulated by allowing students to identify known historical relics of the Hindu-Buddhist and Islamic kingdoms. Most students mentioned several well-known artefacts, while only a few were aware of marginal local historical relics. Under the history teacher's provisions, which prohibited each group from producing duplicate vlog content, this could have helped hone their ability to generate new ideas. As stated in the research by Tajammal et al. (2025), creativity is understood as the competence to find new solutions (Tajammal et al., 2025). In addition to being identified as an indicator of critical thinking, how students arrange footage chronologically and add background music is also understood as an indication of creative development. Thus, history teachers only need to provide opportunities for students to freely reconstruct historical events based on their impressions or imagination when collecting historical facts and data.

Critical thinking skills are formed during the process of producing digital historical storytelling. This is demonstrated when students are allowed to choose topics based on the availability of sources and emotional closeness, explore and verify sources, analyse and verify with secondary data, compare narrative biases, assess credibility, and form logical arguments, as well as deliver digital storytelling outputs. As stated in research by David Imamyartha et al. (2019), which describes critical thinking as a core component of 4C competencies, this is demonstrated through students' analysis, evaluation, and reflection on narratives in a historical context (Imamyartha et al., 2019). In this context, momentum monitoring is regularly conducted by history teachers. In addition, field exploration practices often encounter problems such as inconsistencies between the script designed by the content writer and the field data. To ensure that the information presented in digital storytelling remains comprehensive, competent problem-solving skills are certainly needed.

CONCLUSION

The implementation of the digital storytelling Project Based Learning model through local history vlogs at SMA Negeri 9 Yogyakarta is proof of a transformation in history learning that transcends conventional approaches, passive tendencies, and a focus

on chronological memorisation. Through independent exploration of local history, students can become junior historians who reflect on their historical understanding, test their personal assumptions, and form new meanings through profound, meaningful learning experiences, thereby improving 4C skills. The digital storytelling method is not only intended to stimulate communication skills but also has the potential to improve higher order thinking skills, such as critically evaluating information, questioning dominant narratives, and constructing alternative interpretations of local history that are often marginalised. In addition, compiling and editing footage with various background sounds or additional information also requires considerable creativity. Meanwhile, collaboration skills are developed through Project Based Learning in groups, with job descriptions tailored to students' talents and tendencies. This underscores the importance of learning history, which is not only transformative but also shapes students' critical awareness of local historical heritage as a cultural identity within the framework of a democratic and reflective society. However, this research was conducted for only a short period, so it cannot fully represent the implications of the digital storytelling Project Based Learning model through local history vlogs for 4C skills in everyday life.. Therefore, a longitudinal study could provide deeper insights into the implications of integrating the Project Based Learning (PBL) model of history with the local Javanese selamatan tradition for improving students' character in the long term.

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