



The Use of Integrated Digital Series Image Media with A *Deep Learning* Approach to Improve Narrative Writing Skills

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Abstract

This research is based on the background of problems in learning to write narrative texts, including the low writing skills of students in paying attention to spelling, vocabulary, and difficulties in developing their ideas to be poured into a narrative text. In addition, based on survey data from the *Programme for International Student Assessment (PISA)* conducted by the *Programme for Economic Cooperation and Development (OECD)* in 2022, students' literacy and numeracy skills are still low. The purpose of this study is to improve the ability to write narrative texts using digital series image media through a *deep learning* approach. The method used is classroom *Action Research*, with the Kemmis and Mc Taggart models through 2 cycles, each cycle through four stages, namely planning, action, observation and reflection. The data collection technique used a narrative text writing test using digital series image media, observation, interviews and documentation. Meanwhile, the analysis technique uses data triangulation. The research subjects of grade V elementary school students. The results of the study showed that 38% of pre-tests, 78% of the first cycle and 81% of the second cycle. The results of the observation of the first cycle were 80% and the second cycle 90%. It can be concluded that students' narrative writing skills can be improved through digital series drawings through a deep learning approach because the images produced are in accordance with the students' daily lives, making it easier for students to express their ideas.

Keywords: Deep Learning Approach; Digital; Media; Serial Drawings; Writing Narratives

Introduction

Language is the basis for students' knowledge, so language teaching is the core and basis for other subjects. Especially for elementary school students. In Indonesian language learning, it is divided into four elements, namely speaking,

listening, reading and writing (Chairunnisa et al., 2022). From one of these four elements, writing is an important and complex ability that must be mastered by students, if they want to be responsible for the world of education, work, and civil society (Graham S Alves, 2021). Just like the ability to write narrative texts is an essential part of learning Indonesian in elementary school because it is part of the aspects that students must master besides reading, listening, and speaking.

But the reality is that many students still have difficulty when pouring ideas into the form of narrative writing. Some of the obstacles faced by students include difficulty starting stories, confusion in developing plots, limited understanding, and lack of motivation in writing. Because writing is a skill that cannot be mastered on its own, but must be done with writing practice (Siregar, 2023). The data on the literacy and numeracy ability of Indonesian students is still low compared to other countries. Based on data from *survey Programme for International Student Assessment (PISA)* conducted by *Programme for economic cooperation and Development (OECD)* in 2022 (OECD, 2024).

Narration itself is a form of writing that aims to tell an event or experience at a certain time, both real and imaginative. Writing narrative texts, students are invited to compose a story with a complete structure, which consists of orientation (introduction of characters, setting, and time), complications (conflicts or problems that occur), and resolution (problem solving). The writer can create elements of action so that the reader feels as if they are experiencing the event themselves (Wibowo et al., 2020).

So, writing requires an understanding of the purpose of creating the text, the reader's goals, and the material needed (Mantei et al., 2025). In writing activities there is an activity of stringing, arranging, and drawing a symbol in the form of a collection of letters that form words, a collection of words that form sentences, a collection of sentences into paragraphs, and a collection of paragraphs to form a complete and meaningful essay (Rahayuningsih S Madiun, 2023). Writing skills can certainly be improved by doing good reading habits (Chairunnisa, Rasyid S Rafli, 2021).

In addition, proficient speaking, oral, and written language skills are essential for success in a child's academic and social-emotional development (Rangasrinivasan et al., 2025). As is the case with the high-class Shiva 4, 5 and 6, with an age range of 11-15 years the ability to think can be reasoned logically and can draw conclusions from the information presented (Azzahra et al., 2025). Therefore, the right solution is needed to overcome low narrative writing skills, namely by using appropriate and interesting learning media.

Learning media is an important component of the learning process (Mz, 2021). One potential solution is The use of digital series image media is integrated with the *Deep Learning*. Because in learning Indonesian, the *Deeplearning* can be applied to improve language skills such as listening, speaking, reading, and writing (Turmuzi, 2024). In addition, the *Deep Learning* integrated *Mindful Learning*, *Meaningful Learning*, and *Joyful Learning* create a more holistic learning experience

by paying attention to the cognitive, affective, and motivational aspects of students (Aryanto et al., 2025).

Meanwhile, digital technology itself provides an interesting opportunity to learn. Where students can use technology to explore virtual reality, use their computers or tablets to interact naturally with learning applications and gain knowledge with simulations of the real world (Skulmowski S Xu, 2022). The series of pictures is a collection of images arranged sequentially to form a unity of story. In the digital version, the series of images can be presented through multimedia devices such as *Computer*, tablet, or projector. Digital series images can improve narrative text writing skills pupil Where there is uniqueness, visual appeal, better understanding, creativity and exploration and combining facts, ideas, ideas clearly come from the image (Fadia Nabila et al., 2024).

The advantage of digital series images lies in their ability to present the context of the story in a concrete way. Students can easily observe the sequence of events and relate them to the ideas they will pour into the writing (Nabilah et al., 2025). Not only that, this media combines the advantages of visual stimulus from a series of images with the sophistication of artificial intelligence (AI) technology based on deep learning (*Deep Learning*). Learning *Deep Learning*, initiated by the Minister of Primary and Secondary Education, Abdul Mu'ti, to prioritize a learning experience that is fully conscious, meaningful and fun (Suwandi et al., 2024).

Approach *Deep Learning* in Education is related to the use of artificial intelligence (AI) technology that can analyze patterns, understand context, and adjust to individual learning processes pupil. This approach can develop adaptive learning that can provide feedback in a positive way. *Reel Time*, personalize learning materials, and can improve pupil engage through an interactive approach. In addition, it supports teachers in creating a more meaningful learning experience (Turmuzi, 2025).

Integration of digital series images with the *Deep Learning* push pupil to: 1) observe critically; 2) relate the events in the picture; 3) analyze the structure of the story; 4) reflect moral values or messages; and 5) write a meaningful narrative. In addition, there are several benefits of an integrated digital series image media approach *Deep learning* for pupil Elementary school includes; 1) increase interest and motivation; 2) critical and creative thinking; 3) strengthening the mastery of linguistic elements; and 4) encourage understanding of moral values.

As in the Merdeka Curriculum, it seeks to develop character in line with the culture of the Indonesian nation (Mukaromah et al., 2025). The development both occurs in the Pancasila Student Profile and in the 8 graduate profiles in the approach *deep learning*, So through this approach, the narrative writing process becomes more guided, interesting, and effective. Therefore, the purpose of the researcher is to make the title Use of Integrated Digital Series Image Media Approach *Deep Learning* to Improve Narrative Writing Skills pupil SD. The research was carried out at SDN Pondok Ranggon 04 East Jakarta.

Method

The research uses the Classroom Action Research method or *Classroom Action Research*, Classroom Action Research is research that aims to find problems that occur in a classroom and then find solutions to solve the problem by carrying out research in each cycle (Sci-Fi, 2024). The research strategy uses a cyclical model action strategy. The model used is the Kemmis and Mc Taggart Model, with a four-stage process in each cycle of planning, action, observation, and reflection.



Figure 1. Kemmis and Mc Taggart

The data collection technique uses a narrative text writing test, observation, interviews and documents. The data analysis technique used, namely; 1) Data reduction where the selection of relevant data is carried out; 2) data description, which presents qualitative and quantitative data. The description of this data is presented in descriptive form and in the form of tables, and diagrams; and 3) data simplification, and 4) conclusion (Wijaya and Syahrur, 2013). In addition, the success criteria in this study are 80% and for the Indonesian language lesson KKTP is 77.

There are assessment rubrics for writing narrative texts, namely; 1) Suitability of the content of the essay with the topic (theme), 2) Characterization and character, 3) Setting and mandate, 4) Word choice (diction), 4) Use of spelling and punctuation, and 5) Storyline (Mujiyati, 2025). The research was carried out at SDN Pondok Ranggon 04 Pagi East Jakarta. The research subjects in class V with a total of 32 students, consisting of 15 females and 17 males. The form of this research is qualitative descriptive

Results

This Class Action Research was conducted in grade V of SDN Pondok Ranggon 04 East Jakarta for the new school year 2025/2026. This research is titled The Use of Digital Series Image Media Integrated with a *Deep Learning Approach* to Improve Narrative Writing Skills. Before conducting the research, the researcher conducted an initial pre-test to find out the students' initial knowledge related to writing narrative stories. It can be seen that the results of writing narrative stories before using the series image media show that students get a score below the average, which is 71.

After knowing the initial score of the students, then the researcher conducted two cycles of research through the stages of planning, implementation, observation and reflection. The following results obtained in each cycle can be seen in the table below:

Yes	Value Range	Frequency	Percentage	Completeness
1	0-76	7	22	Incomplete
2	77-89	25	78	Conclusion
Number of Students		32	100	
Grade Point Average			79	
CD			77	

Table 1. Cycle I Narrative Story Writing Skills

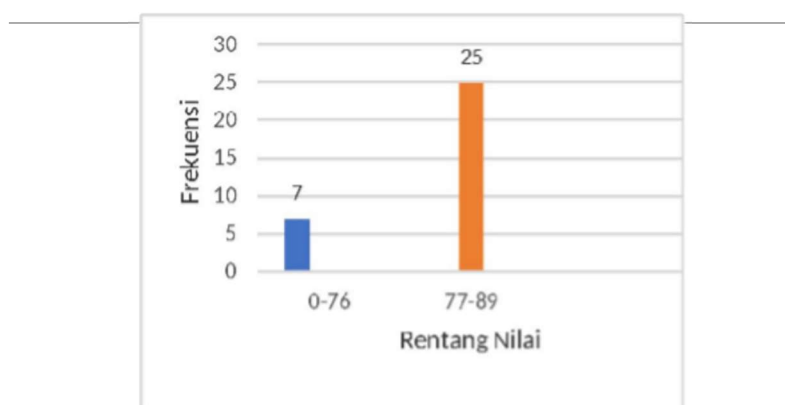


Figure 2. Cycle I Bar Diagram Results of Narrative Writing

It can be seen that the results of writing student narratives using digital series image media through a *deep learning approach* in cycle I can be seen, namely students get scores above 77 KKTP, namely there are 25 students who complete or 78%. Meanwhile, there are 7 students or around 22% who have not been completed. In this study, there has been an increase compared to the pretest, which was only 63% who have not completed or around 20 students.

However, it has not reached the success criterion of 80%. This is because in writing a narrative, there is no mandate conveyed around 73 average student scores, 72 average student scores on diction choices and 76 average student scores on the use of inappropriate spelling and punctuation. Therefore, it is necessary to implement cycle II. Of course, with different strategies. Where researchers and collaborators have reflected by discussing the shortcomings in cycle I. Among them, the researcher asks parents to participate in preparing or documenting students' daily activities in accordance with the theme that has been given and taken in the form of photos or series images. Below are the results of the narrative writing ability test in cycle I and cycle II.

Yes	Value Range	Frequency	Percentage	Completeness
1	0-76	6	19	Incomplete
2	77-89	26	81	Conclusion
Number of Students		32	100	
Grade Point Average			83	
CD			77	

Table 2. Cycle II Narrative Story Writing Skills

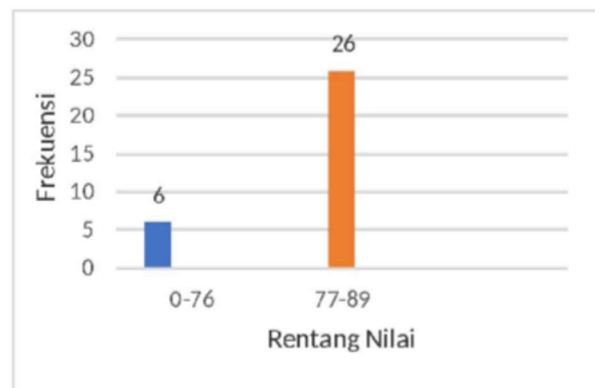


Figure 3. Cycle II Bar Diagram Results of Writing Narrative

The score in cycle II increased where there were 22 students who achieved the KKTP score, which is or around 81%. There are currently 6 students who have not reached the KKTP score or as much as 19%. Therefore, the research in this study has increased according to the success criterion, which is 80%.

Discussion

Writing Narrative Text

In this study, Canva-assisted digital series image media and AI were used to improve narrative writing skills. Writing a narrative itself is a form of prose that tells human experiences or events that are described in detail based on developments over time (Sugiharti S Anggiani, 2022). Writing a narrative for students is not easy, in the process of working on it requires interesting media so that it makes it easier for students to express their ideas. Initially, the researcher conducted a pre-test for grade V students of SDN Pondok Ranggon to find out the students' initial ability related to writing narrative texts.

The results obtained are still low where the average score of 32 students is 71 and only 12 students achieve the KKTP score or around 38%. This can be seen by the results of students' writing that there are still many repetitions of words, the placement of punctuation marks is still wrong or the lack of use of punctuation, there is no message conveyed in the writing, limited ideas and many errors in

writing capital letters. So, the researcher uses digital series image media to improve students' narrative text writing skills.

Digital Series Photo Media

Digital series image media has proven to be effective, where students' understanding becomes easier and more directed in pouring out their ideas (Febiani Musyadad et al., 2021). The series of images presented relate to the daily lives of students with the help of Canva and Chat GPT. Through Canva, the images produced can help students understand the storyline, making writing activities fun and purposeful (Sulistiawati dan Apoko, 2025). Researchers in this case searched for series images with the help of plates from Canva and GPT.

The theme of the image sought is related to the 8 Profiles of Deep Learning (PM) Graduates, namely; 1) Faith and Piety towards God Almighty; 2) Citizenship); 3) Critical Reasoning; 4) Creativity; 5) Collaboration; 6) Independence; 7) Health; 8) Communication. Of course, the researcher prepared a series of drawings that were adjusted to the students' daily lives based on the theme.

The example of digital series images using Canva with a collaboration theme.



Figure 1. Collaboration Theme (image using Canva)

The following is an example of a digital series drawing using Chat GPT with the theme of Independence.



Figure 2. Independence Theme (image using GPT)

Deep Learning Approach in Learning to Write Narratives Using Series Image Media

In addition to the pictures, this series can help clarify the storyline, researchers also try to use approximation. *Deep Learning* which is currently being intensively implemented in the scope of Education on the basis of the order of the Minister of Education, Mr. Abdul Mu'ti. Because of the *deep learning* One of the approaches that directs more meaningful learning. Through this approach, it is able to improve students' understanding in depth and create a more interactive and enjoyable learning experience (Aryanto et al., 2025).

Deep Learning It has 3 principles, namely being aware (*Mindful*), Means (*meaningful*), and Delightful (*Joyful*). In the implementation of the first principle, namely **Be aware** where students know the learning objectives, namely; 1) understand the meaning of narrative texts; 2) recognize intrinsic elements; 3) determining the sequence of events in the narrative text; 4) draw conclusions from the narrative text; 5) understand what serial picture media is; 6) Sequencing the series picture media; 7) determine the main idea in the series drawing; and 8) writing narrative texts using digital series image media.

The application of the second principle is **Meaningful** (*Meaningful*), meaning that students in writing narrative texts related to their daily lives such as in the theme of Independence above students can tell the chronology of events according to what they experience both at home, school, and in the community. For example, on the theme of Independence, there is a student who stands up where he washes school uniforms to his own shoes.

This teaches them to live independently, in addition to this learning is very related to real and contextual life. The third principle is **Encouraging** (*Joyful*) Where students are directly involved in learning, in addition to that they actively pour out their ideas according to the series pictures that have been compiled based on the chronology of events they experienced. The application of Deep Learning in classroom teaching is that the researcher uses Classroom Action Research (PTK) with the Kemmis and Mc Taggart Models, through a four-stage process in each cycle, namely planning, action, observation, and reflection.

In this study, students' narrative text writing skills were successfully improved using digital series image media through a *deep learning* approach. This can be seen in the first research process carried out, namely from June to August. The results obtained in the first cycle posttest related to narrative writing skills were 78%, while in cycle II the score obtained increased to 81% from a total of 32 students. In addition to the value results of narrative writing skills, there are also results of observation or observation of teacher and student activities in the classroom in using series image media through a *deep learning approach* in order to improve this narrative writing, namely, the first cycle obtained 80% observation results and in the second cycle 90% observation results were obtained.

In this case, the application of cycles I and II is different, where in cycle I the researcher himself prepares digital series images according to the theme, but it is

different from cycle II where there is parental involvement who helps in documenting their children's activities both at home, school and in the community. The documentation here is in the form of photos or photos that have been changed into cartoons. These photos are in series or in order according to the chronology of events experienced by the students.

The prepared photos are about 3-4 photos. After that, the photo is sent to the link form I prepared. Then through the photos or pictures that students have sent, they can rewrite the story according to what they experienced in the photo in class. So this research has been successful and there is a significant improvement based on the data obtained from the narrative writing ability test and the results of observations on the activities of teachers and students in teaching writing using series image media through *a deep learning approach*. So it is not continued to the next cycle, because it has reached the success criterion of 80%.

Conclusion

Based on the findings of the discussion, it can be concluded that learning using series image media through *a deep learning* approach can improve students' ability to write narrative texts. In this case, the series of pictures presented can help students in pouring their ideas into writing. In addition, there has been a significant increase in the use of digital series image media through *a deep learning approach*, this can be proven by the results of the calculation of the first cycle obtained a value of 78% to 81% in the second cycle.

Based on the above conclusion, suggestions can be made, namely; digital series images can be used to handle Indonesian learning, especially in writing narrative texts; In the learning process, teachers should use the *Deep Learning* to provide contextual and meaningful learning for students; In order for students to be more active in learning, it is better for teachers to provide opportunities to students (*Study Center*) to explore their abilities without neglecting guidance and motivating students; teachers can involve parents in learning to achieve desired goals; educational institutions or educational personnel whose graduates produce elementary school teachers should always keep up with developments in the world of learning, for example by applying digital series image media through the *deep learning*; and for further research, it is hoped that it can study or research the use of digital series image media through the approach *Deep Learning* to other learning.

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