

TRANSFORMING INFORMATION FROM CLIMATE CHANGE NEWS INTO SHORT STORIES FOR LITERARY DIGITAL LITERACY ENHANCEMENT

PENGUBAHAN INFORMASI BERITA PERUBAHAN IKLIM MENJADI CERITA PENDEK UNTUK PENINGKATAN LITERASI DIGITAL SASTRA

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Abstract

When we hear the word 'literature', we always associate it with old and beautiful things. Climate change is considered as current information that must be understood by everyone and has nothing to do with literature. UNESCO highlights the issue of climate change as an international issue that everyone should be concerned about. Regarding this global issue, UNESCO also puts forward digital literacy involving the ability to use technology, information and communication tools, and involves the ability to learn to socialize, think critically, creatively, and inspire as a digital competition, involving the process of reading, understanding, writing, and composing something as new knowledge or content. This study aimed to discuss how pre-service teachers make short stories using climate change news to enhance literary digital literacy. In other words, students converted news texts about climate change on the internet into short stories. To obtain the data, this study used interview and documentation to analyse the results of students' critical and creative writings in the form of short stories based on climate change in Indonesian context. It is a qualitative and data obtained from student documents were analyzed qualitatively by means of transcription, literature study, and documentation. The results of this study were students be able to write short stories using the news about climate change on the internet facilitated by Canva to produce the learning material and digital story telling. Thus, this climate change-based short stories also contribute to the development of literary digital literacy.

Key words: climate change, utilization, enhancement, short stories, literary digital literacy

Abstrak

Bila mendengar kata sastra, kita selalu mengaitkannya dengan hal-hal lama atau dahulu yang indah. Perubahan iklim dianggap sebagai informasi kekinian yang wajib dipahami oleh semua orang dan tidak ada kaitannya dengan sastra. UNESCO menyoroti isu perubahan iklim sebagai isu internasional yang semua orang harus peduli. Terkait isu global ini, UNESCO juga mengedepankan literasi digital melibatkan kemampuan penggunaan perangkat teknologi, informasi dan komunikasi, dan melibatkan kemampuan untuk dalam pembelajaran bersosialisasi, sikap berpikir kritis, kreatif, serta inspiratif sebagai kompetisi digital, melibatkan proses membaca, memahami, menulis, dan menciptakan sesuatu sebagai sebuah pengetahuan maupun konten baru. Penelitian ini bertujuan untuk mengelaborasi bagaimana mahasiswa calon guru membuat cerita pendek dengan menggunakan konten perubahan iklim untuk mengembangkan literasi digital sastra. Dengan kata lain, mahasiswa mengalihwahanakan

teks-teks berita tentang perubahan iklim di internet menjadi cerita pendek. Untuk mendapatkan data, penelitian ini menggunakan instrument wawancara dan dokumentasi hasil tulisan kritis dan kreatif mahasiswa berupa cerpen berbasis perubahan iklim dalam konteks Indonesia. Penelitian ini merupakan penelitian deskriptif kualitatif dan data diperoleh dari dokumen mahasiswa dianalisis secara kualitatif dengan cara transkripsi, studi pustaka, dan dokumentasi. Hasil dari penelitian ini mahasiswa mampu menulis cerpen dengan menggunakan konten atau berita-berita terkait perubahan iklim dengan difasilitasi oleh Canva dan menghasilkan bahan ajar dan cerita digital. Dengan demikian, teks naratif berbasis perubahan iklim ini turut berkontribusi bagi pengembangan Literasi Digital Sastra.

Kata kunci: *perubahan iklim, kegunaan, pengembangan, cerita pendek, Literasi Digital Sastra*

1. INTRODUCTION

Language learning as one of the subjects in the curriculum plays a crucial role in fostering environmental awareness among learners (Inayati et al., 2016). Currently, environmental issues are positioned as an important part of education. UNESCO (2021) states that environmental education should become a fundamental component of the curriculum by 2025 for all levels of education. Education serves as a primary and tangible response of the international community to climate change. Promoting climate action has become essential. This helps individuals act as agents of change in understanding and addressing the impacts of the climate crisis, equipping them with knowledge, skills, values, and attitudes. Arwan (2022) emphasizes that climate-focused education must be developed with a critical analytical approach and adequate policy support, as well as sufficient resources to achieve the expected educational goals. Research conducted by Zukmadini and Rohman (2023) indicate that education on climate change mitigation and adaptation can be delivered through various media, including documentaries, to reach a broader audience. This demonstrates that innovative approaches in education can enhance understanding and engagement of the community in climate change issues.

In literature, works such as short stories serve as valuable tools for developing awareness. According to literary theory, narrative texts like short stories can transform complex issues into more accessible forms that resonate emotionally and intellectually with readers (Wellek & Warren, 1956). This allows students to engage with topics like climate change in a more personal and reflective way, ultimately leading to deeper understanding and action. The literary work serves as a medium through which students can reflect on the themes of climate change, developing not just cognitive knowledge, but also emotional connections to the material.

Ministers and deputy ministers who are stakeholders in education and the environment are taking concrete steps to preserve the planet by transforming learning. The environmental issue emphasized by UNESCO is climate change. Baliram and Jadhav (2020) describe climate change as one of the most discussed topics at the end of the 20th century and the beginning of the 21st century globally. Hariandi et al. (2023) explain that the implementation of character education focused on environmental care in elementary schools has been carried out, although there are still several obstacles. Ossiannilsson (2023) highlights that the implementation of Open Educational Resources (OER) recommended by UNESCO can directly influence the achievement of the Fourth Sustainable Development Goal (SDG 4) and contribute to the achievement of other SDGs. This indicates that open and inclusive education can support global efforts in addressing the challenges of climate change.

Recently, UNESCO (2021) found that only 19% of education addresses climate change. Therefore, Makarim (2021) stated that the issue of climate change in Indonesian education is still minimal. So far, students have merely memorized material and passed exams. They have become less attentive to their surroundings, including climate change as an environmental issue. He added that this will be incorporated into the Indonesian curriculum. The government will commit to targeting this program in line with UNESCO's objectives. The Ministry of Education

and Culture, as reported by Industrycoind (2020), stated that climate change is relevant to be included in the subjects of Science, Mathematics, and English. Thus, the issue of climate change can be integrated into English language lessons by providing students with reading materials that address this topic.

This issue necessitates education to promote climate change awareness to the global community. One way to promote, introduce, and enhance climate change education is by providing appropriate reading materials for students in schools. Ramasari et al. (2019) explain that good reading materials can enhance students' thinking processes and support activities such as reading texts by building vocabulary, thereby helping students master English, particularly in reading comprehension. Thus, quality texts in reading materials can increase students' motivation to read. The provision of informative and easily understandable reading materials is crucial to help students comprehend the impacts of climate change and the steps that can be taken to address it (Abdullahi, 2020). This indicates that appropriate reading materials can serve as tools to enhance students' knowledge and awareness regarding environmental issues.

In line with constructivist theory, learners actively construct knowledge rather than passively absorb it. This approach is fundamental when students engage with climate change issues in their learning. Vygotsky's sociocultural theory supports the idea that learning is most effective when students interact socially and collaborate, thereby making meaning of complex concepts (Vygotsky, 1978). In this context, short stories based on climate change provide a rich opportunity for students to actively engage with the material and co-create understanding in group settings, both in the classroom and through digital tools.

Related to the global issue of climate change, the English Education Study Program at FKIP Sriwijaya University, through the Creative Writing course, emphasizes the development of teaching materials for reading narrative texts based on critical climate change issues in Indonesia, utilizing reading sources from various websites on the internet. Several websites provide news related to climate change in Indonesia, which are used as materials to be developed into reading teaching materials for narrative texts. In this context, the focus of this research is on students writing short stories based on climate change. Based on observations and interviews with students enrolled in the course, information was obtained indicating that they greatly enjoyed the project of developing these reading materials, especially after completing the teaching materials, as they creatively transferred their works into the Canva application, resulting in a reading book in the form of engaging short stories.

Response theory posits that a reader's interpretation is shaped not only by the text itself but by their personal context and experiences (Rosenblatt, 1978). This can be seen in how students respond to climate change-themed stories, as they are encouraged to connect their own thoughts, emotions, and actions with the issues presented in the narratives. As students engage with these stories, their responses to the text, both cognitive and emotional, drive further exploration of the topic, leading to a more profound understanding of the climate change issue and potential solutions.

Another comprehensive website regarding global climate change issues is the UNESCO website. This global organization has reading resources related to climate change that serve as valuable data for developing teaching materials tailored to the needs of high school students. Several studies have been conducted concerning the development of climate change-based teaching materials using reading sources from the UNESCO website. First, Tenridinanti et al. (2022) produced valid, practical report texts that have potential effects for students after gathering data on the need for such teaching materials, indicating that both teachers and students require these materials because the currently available resources are very difficult for students to understand. Furthermore, Noto et al. (2022) conducted a needs analysis for the development of exposition texts based on climate control issues, which yielded valid and practical results, confirming that the development of such teaching materials is highly necessary for both

teachers and students due to the scarcity of resources related to climate control. Research by Hadiapurwa et al. (2024) shows that education related to climate change has become a primary focus in efforts to raise awareness among students, and that the materials provided by organizations like UNESCO are crucial to achieving this goal. By providing accurate and relevant information, UNESCO helps students understand the complexities of climate change issues and their impacts on the environment.

Furthermore, the developed reading materials can serve as a model so that teachers can use them as examples or guidelines to create their own reading materials that are relevant to the needs of students. It is important for teachers to identify students' needs before developing these materials (Inderawati et al., 2021). Similarly, Azizah et al. (2021) state that reading materials that do not align with students' needs must be developed further. Many master's program students and lecturers at Sriwijaya University in Palembang conduct development research, such as Inderawati et al. (2018), Selvina et al. (2018), Sopian et al. (2019), Herawati et al. (2020), Elviana et al. (2020), Kumbara et al. (2021), Chaceria et al. (2021), Azizah et al. (2021), and other researchers such as Khoirunisa (2017), Amalia and Rachmawati (2020). These studies share the same objective: to develop reading materials that meet students' needs. In relation to students' needs, Tenridinanti et al. (2021) found that the topic of climate change is one that is not well-known and not easily accessible to students; thus, report texts need to be developed for students.

In addition, good interaction in learning is necessary as it is the key to the success or failure of the educational process. Technology, on one hand, serves as a medium for interaction; however, on the other hand, it can also hinder access to interaction and humanization if not implemented with a strategy. A strategy is needed to foster familiarity between educators and students in their interactions, where educators utilize technology alongside students to achieve learning objectives. Research by Adam et al. (2021) shows that the development of technology and information has transformed various aspects of life, including education, and has created new interaction patterns that need to be managed wisely to avoid diminishing the quality of human interaction. Currently, literature learning in schools receives little attention. Only creative and innovative educators can elevate literature learning into an engaging educational experience that enriches the thoughts, feelings, and actions of learners. The variety of literary presentations is continually evolving. The changing and transforming literary materials are not matched by a transformation in learning methods. The transformation of literature teaching should be adaptive to multimodal digital technology. Literature learning must be able to adjust to the latest developments in literary forms. By keeping up with these advancements, the benefits of literature remain preserved. The use of technology in literature learning has been explored by many researchers. However, there are several studies that have successfully created virtual drama performances that appear realistic, even though the actors perform from their respective homes via the Zoom platform with a virtual stage background created using the Canva application (Inderawati, 2022; Inderawati et al., 2024; Putri et al., 2023).

The gap in existing research lies in the limited exploration of climate change-themed short stories in the context of English language education. While many studies have focused on developing climate change-related materials in various educational contexts, few have specifically explored how students can actively create short stories around this topic. This study contributes to filling this gap by examining how the creative writing process of short stories based on climate change can be utilized as an engaging and impactful pedagogical tool. Moreover, it extends the use of digital platforms, such as Canva, in the creation of short stories, providing an innovative way to combine literary creation with climate change education. This combination allows students to engage in both the cognitive and emotional aspects of learning about climate change, while also fostering their creativity and digital literacy. This approach is

novel in linking climate change education with creative writing through a technology-enhanced learning environment.

By observing the significant activity among researchers in developing teaching materials, this paper elaborates on narrative text teaching materials based on climate control in the form of short stories produced from the Creative Writing class. In other words, the purpose of writing this article is to discuss how prospective teacher students create narrative short stories using climate change content to develop digital literary literacy. In other words, students transform news texts about climate change found on the internet into short stories.

2. METHOD

This research aims to discuss how prospective teacher students create short stories using climate change content to develop digital literary literacy. In other words, students transform news texts about climate change found on the internet into short stories. The subjects of this study consist of 22 students enrolled in a Creative Writing course, selected purposively. To gather data, this research employs documentation instruments of students' critical and creative writings in the form of climate change-based short stories within the context of Indonesia. This study is qualitative in nature. Data is obtained from interview instruments and student writing documents, which are analyzed qualitatively through transcription, literature review, and documentation.

3. RESULTS AND DISCUSSION

To obtain current information related to climate change, the researcher prepared data sourced from the internet on topics for short story writing. What are the realities of climate change occurring in Indonesia? The information on the site describes five climate changes that are taking place, namely: (1) high rainfall. (R#1-R#5); (2) prolonged dry seasons. (R#6-R#10); (3) increased water volume due to melting ice at the poles. (R#11-R#15); (4) the occurrence of natural disasters such as tornadoes. (R#16-R#20); and (5) decreased water sources. (R#21-R#25))

These five events resulting from climate change are divided into five groups, each consisting of five students. Although they collaborated on the same theme, in transforming this information into short stories, they each produced their own writings on the same topic.

Next, prospective teacher students created short stories using the climate change information content to develop digital literary literacy. In other words, students transformed news texts about climate change found on the internet into narrative texts. This aligns with Gesser (2021), who transformed health information into narrative form with the aim of introducing policymakers to the benefits of using narrative evidence to provide health information during disease outbreaks or pandemics such as COVID-19. Friansah (2024) indicates that using climate change contexts in learning can enhance statistical literacy skills, which is in line with the development of digital literacy. Kriswanto and Fauzi (2023) emphasize that transformation can be an effective method for developing literacy skills among students.

Initially, the prospective teacher students searched for assigned news texts in groups that would be transformed into narrative texts. The news related to climate change occurring in Indonesia. They then typed the keywords "Current Climate Change in Indonesia" into the internet. From the various news articles that appeared, students could choose which information was interesting to them. For example, a student was interested in the news titled "Experts Say Indonesia is Affected by the Melting of Greenland Ice." After that, they read the entire article, drew conclusions, and extracted key points from the news. Research related to climate change has been conducted in non-language education fields (Nur'aini, 2021). However, the use of informational texts from the internet related to climate control has not been found in language

education. The conclusion drawn from the news report is that rising sea levels have been felt in several regions of Indonesia related to the melting of Greenland ice. The cause is global warming; to prevent the continued melting of Greenland ice, global warming must be halted. The key points identified are: 1) Indonesia is in danger, 2) Humans do not care, 3) Global warming must be stopped, 4) It is only a matter of time before some areas in Indonesia sink due to the increased water volume from melting polar ice. Research shows that global warming, caused by human activities, contributes significantly to climate change and melting of polar ice, including Greenland (Zukmadini & Rohman, 2023). This has direct implications for the rise in sea levels that has been felt in various regions of Indonesia, which is an archipelagic country with many coastal areas that are vulnerable to these impacts (Hidayah et al., 2023). Indonesia is in serious danger from climate change, with many areas threatened with submergence if global warming is not addressed effectively. Sea level rise can reach 4 mm per year globally, which has the potential to cause tidal floods and damage to infrastructure in coastal areas (Nugroho et al., 2022). In addition, the impact of global warming is not only limited to rising sea levels, but also includes changes in rainfall patterns and an increase in the frequency of natural disasters (Zukmadini & Rohman, 2023). This shows that Indonesia must immediately take steps to reduce greenhouse gas emissions and adapt to the changes that have occurred.

Secondly, from the conclusions and key points identified, they were developed into a poem with various titles. This is relevant to Anabaraonye et al. (2022), who used climate change-based poetry for learning. In the first draft, students created poems according to their desires without studying the linguistic rules of poetry. In the following meeting, the researcher informed the students that the session would discuss figurative language in poetry. From this material, students were instructed to discuss and identify the figurative language present in the poems. Figurative language is a style used by writers/speakers to convey a message imaginatively and metaphorically, aiming to create a specific effect on the readers/listeners through the style used. Based on the information obtained, students learned that poetry has various linguistic rules, including figures of speech, rhythm/rhyme, imagery, repetition, and so on. After understanding these aspects, students revised their poems from those that used little figurative language to poems that employed a lot of figurative language. Prameswari et al. (2021) demonstrate that the use of application-based poetry e-modules can enhance student engagement in learning. Mazolevskienė and Pažusienė (2021) emphasize the importance of multimodal learning in the context of preschool education, where various methods such as discussion, narration, and exploration are used to activate the learning process.

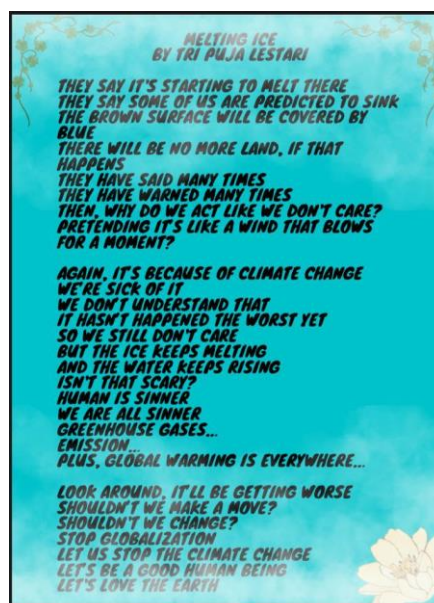
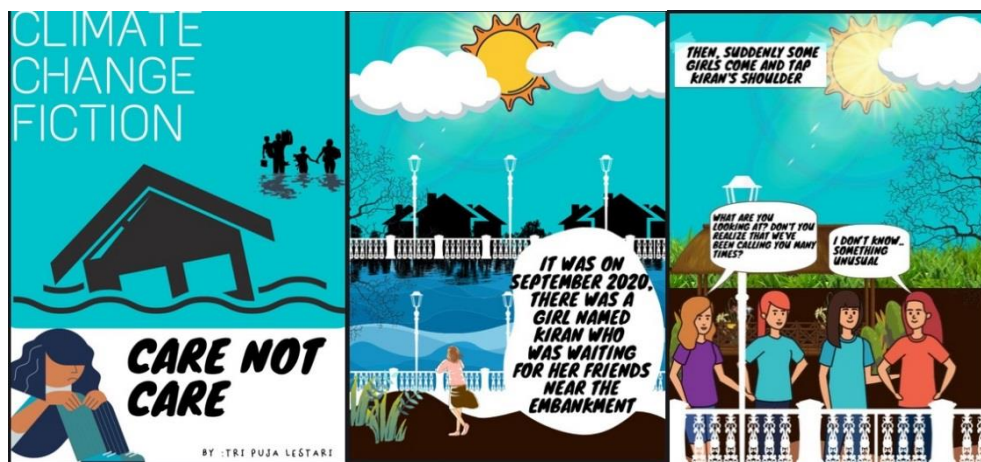


Figure 1 Climate Change-Based Poetry

After revising the poems, the next step was to develop the poems into narrative texts. Initially, they did not understand how to transform poetry into narrative texts because the narrative texts they were familiar with were imaginary texts or fairy tales. However, the researcher explained that there are many types of narrative texts, and after reading and reviewing, they learned that these texts present a sequence of events arranged chronologically according to time. The events can be real or purely fictional. After gaining a basic understanding of the rules of narrative texts, they attempted to develop their poems into narrative texts. The procedure the students followed included rereading the poems they had written, reviewing references to narrative texts on the internet, and then determining the characters or settings used in the narrative story, as well as how the plot unfolds and what message is conveyed to the readers. Research by Nasution and Anggraini (2021) shows how poets can transform prose fairy tales into poetry by paying attention to these elements, which in turn can assist in the process of developing poetry into narrative texts. Additionally, research by Zaimatun emphasizes the importance of understanding narrative structure to enhance writing skills, which is also relevant in the context of developing poetry into narratives. Suryadi and Suswanto (2024) stress that the integration of digital media into creative writing has revolutionized traditional practices. Research by Wang and Wang shows that the use of digital communication tools can enhance creativity in various contexts, including the adaptation of literary works.

Furthermore, since this text is based on news about climate change in Indonesia, the students used Indonesian character names such as Gina, Farah, and others. For the setting, they chose a village or an island. The reason the students selected this setting is that they needed a location where the main characters lived near water, correlating with the topic they raised, which is the rising sea levels leading to floods that submerge the area. For the plot, they used a forward-moving storyline that begins with the main character living in a village with limited internet access, making the village embankment their favorite place to spend time. The character has a friend who has been with them since childhood; however, complications arise as they do not believe in global warming, neglecting the actions of people who often litter and ignoring the unwanted facts that ice is slowly melting and could impact their homes. They do not believe it because it has not yet truly happened, and what the main character conveys is seen as excessive worry. A few weeks later, what they feared came to pass. The message they convey in the story is that it is wise not to be overly influenced by information regarding global warming or rising sea levels that have not yet affected their homes, but it is better to anticipate these issues by showing concern for their surroundings. Below is an excerpt from the narrative text that the students wrote using the Canva application, titled "Care Not Care."



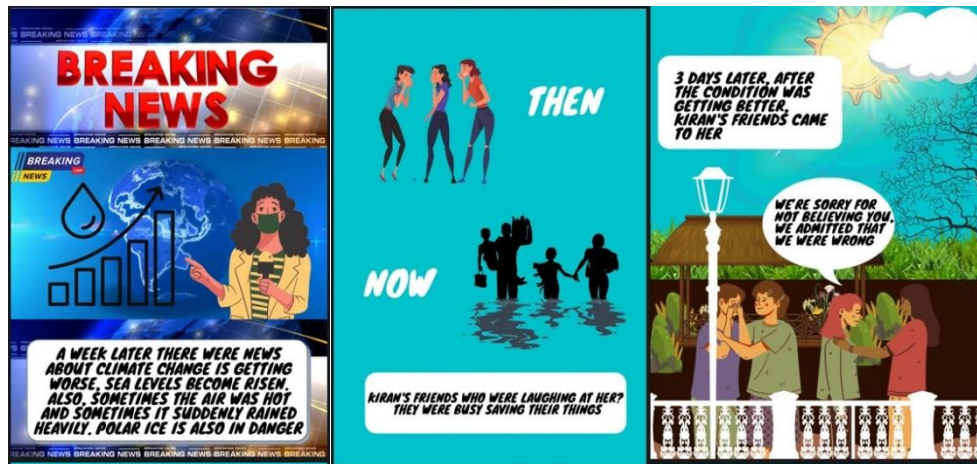


Figure 2. Transformation of Informative Text into Poetry and Then Narrative Text

This image shows how the character named Kiran tries to convince his friends about the dangers of climate change, but his friends laugh at him until they see on the local TV station that their area has been hit by flooding. Kiran's friends apologize to him. The message conveyed in this narrative is the importance of awareness and preventive action against climate change, which aligns with findings from other research indicating that good education and communication can enhance public understanding of environmental issues (Harvian & Yuhan, 2021). The research by Inderawati (2024) reinforces the idea that creative projects like these can serve as vital instruments in fostering awareness about climate change. When students creatively engage with environmental issues through storytelling, they help to broaden public understanding and mobilize action, just as Kiran's story aims to do. Thus, the narrative developed by the students not only serves as a literary work but also as a tool to raise awareness about climate change issues and the importance of collective action to address them. Whitfield et al. (2022) emphasize that climate change has disproportionate negative impacts on vulnerable groups, and global health institutions need to integrate climate justice principles into their sustainability agendas. Momchilov (2021) reveals that the impacts of climate change are uneven across different regions of the world, with countries in Africa, South Asia, and Latin America experiencing the most severe economic effects. Significant symptoms underlying this information include extreme weather. Prolonged heavy rainfall and increasingly hotter temperature changes are categorized as extreme weather. If these conditions persist for an extended period, they can lead to natural disasters in various areas. Makrufardi et al. (2023) show that extreme weather, including heavy rainfall, can contribute to health problems, such as increased asthma symptoms, indicating that extreme weather has significant impacts on public health. Furthermore, Research by Zain et al. (2023) shows that humanitarian issues, especially in the context of disaster management, are very important to discuss and coordinate among various institutions to improve responses to disasters.

According to Respondent #1, the title of his work was inspired by people who are still indifferent to climate change, even though the impacts are already evident. After composing the narrative text, he created an illustrated book or comic using Canva. He faced many challenges but managed to overcome them well. He admitted to being a beginner in editing. He extensively used characters, cartoons, templates, and colored text to beautify his work. For the template, he tried to use the same background so that the images in his book matched each other; the theme color used was blue, with a setting close to water, specifically an embankment. He encountered issues using Canva because he was just getting familiar with the available features. Additionally, finding the desired templates or characters on Canva was not easy due to limitations, which is why he purchased Canva Premium to access more characters and templates. Lastly, for beginners like him, it takes a long time to edit to make it look beautiful,

so the illustrated book had to be edited multiple times to ensure it was neat and attractive. Melani et al. (2023) explain that the use of digital media can positively impact students' critical thinking skills, especially in learning contexts related to global issues such as global warming. Juldial and Haryadi (2024) add that 21st-century learning must include the integration of literacy, conceptual understanding, and computational thinking skills, all of which contribute to the development of critical thinking abilities. This is in line with research by Buwono and Dewantara (2020), which shows that digital literacy is very important for improving reading and writing skills among students, as well as contributing to the development of skills needed to adapt to technology. Only creative and innovative educators are able to elevate literary learning into interesting learning that educates students' thoughts, feelings and actions (Inderawati, 2022; Inderawati et al., 2024; Putri et al., 2023).

The second transformation, with the same topic as the first transformation, showcases the students' creativity in expressing and depicting the narrative differently. Below is a narrative text transformation titled "Water Can Be a Friend or Foe?"

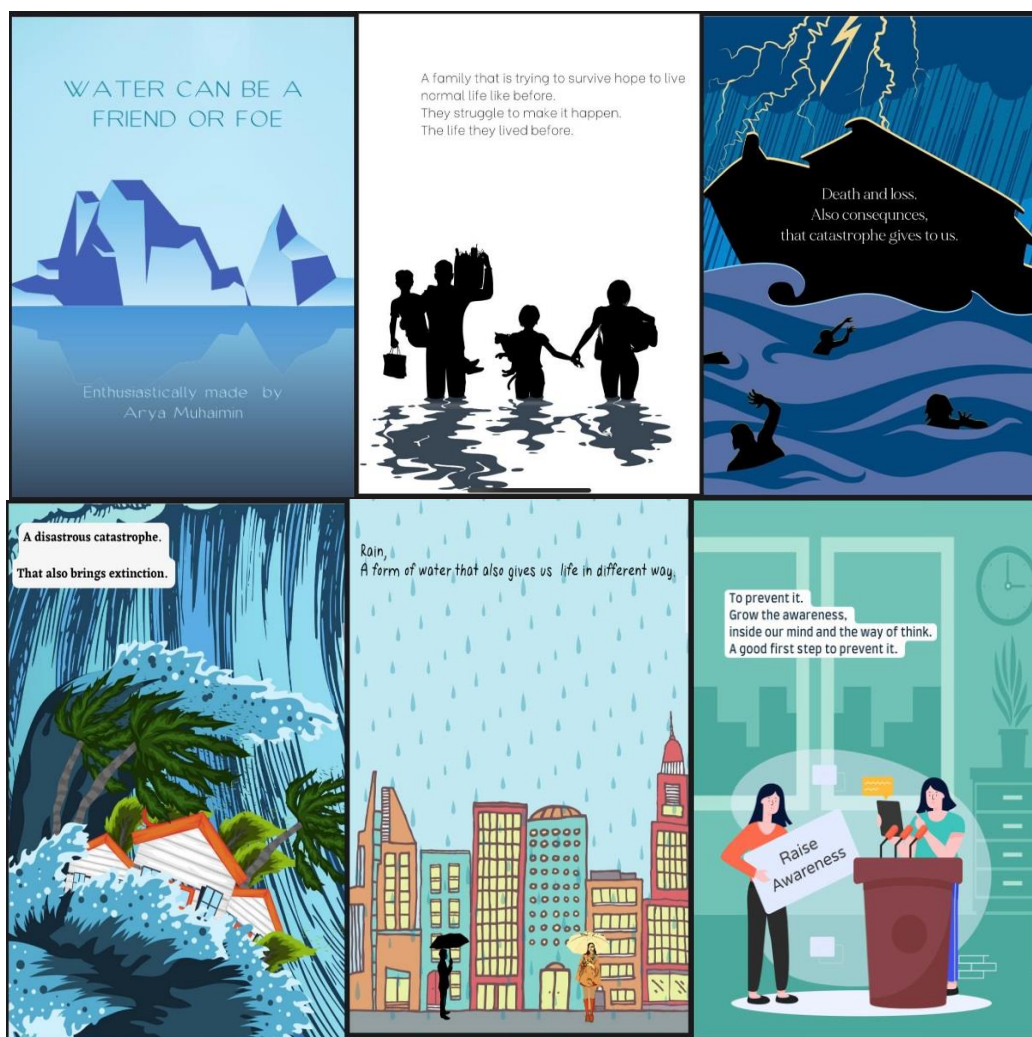


Figure 3 Adaptation of Narrative Texts

Another activity from this research is that the respondents assessed the works of other respondents. Below are the results of the collaboration from other respondents related to the content in Figure 2.

Hello everyone, I'm Responden #5. I'm going to evaluate Responden #1's work. Sorry if I do something wrong in my evaluation.

page 4: Their cellphones while waiting. I think while waiting can be delete because in the beginning of the paragraph it has been mentioned.

page 7: She felt becomes she feels

page 9: you even didn't realize becomes to don't you realize

Meanwhile, Respondent #1, who was evaluated by other respondents, assessed the other respondents as follows.

Respondent #1 to Respondent #10

1. Water a substance that give us a life

Should be: Water is a substance that gives us a life

2. Water bring us a hope that make us survive and avoid hunger

Should be: Water brings us hope that makes us survive and avoid hunger

3. Water also makes us keep clean from any bacteria and viruses. That gives us a sickness.

Suggestion: Water also keeps us clean from any bacteria and viruses that give us a sickness.

4. Ice in Arctic that melted. Threat the life of polar bears. They lose their habitat. And many of them reduced.

Suggestion: Ice in the Arctic that is melting threat the life of a polar bear. They lost their habitat and many of them are reduced.

5. Not only polar bears, that became a victim. Penguins also suffered the same

Should be: Not only polar bears, that became a victim but also Penguins suffered the same

6. The family that trying to survive. And hoping a normal life as before. They are struggling to make it real. A life that they lived before.

Should be: A family that is trying to survive hope to live a normal life like before. They struggle to make it happen. The life they lived before.

7. that from the little thing it can make a world better than before

Should be: that small things can make the world better than before

Suggestion: Respondent #10 should pay attention to the use of punctuation, clause, and appositive

Suggestions and feedback from each respondent to others should ideally be accommodated by the evaluated respondent, even if the assessments provided by other respondents regarding a work are limited to vocabulary, sentence structure, and punctuation.

The transformation of the short stories is then created in the form of a multimodal composition, where students require additional features to enhance the atmosphere of the digital story, such as music, human voices, water sounds, flood sounds, animal sounds, and other sounds relevant to the narrative text being transformed. Moore et al. (2021) highlight that adaptations in education, especially for children with special needs, can be influenced by various factors, including multimodal teaching methods. Emerson et al. (2020) emphasize that

multimodal learning analytics can enhance pedagogical interventions and adaptations that support the cognitive, affective, and metacognitive aspects of learning. Lanna (2020) notes that multimodal learning analysis can help understand outcome-oriented learning behaviors during learning activities, which is crucial for improving the learning process. Various features were prepared by the researcher to ensure that the respondents in this study used copyright-free media. As a result of the transformation of the narrative text based on Canva, each group discussed which draft of the book would be made into a multimodal composition, namely a digital story that can be viewed at this link

<https://youtu.be/TLwaQIP1Xu0> as one of the transformation products from the Creative Writing class.

4. CONCLUSION

Students are able to write short stories based on the poems they have written using content or news related to climate change, facilitated by the Canva application, and transformed into digital stories created collaboratively among group members. This research resulted in 22 narrative stories presented in the Canva application, created based on the topic of climate change in Indonesia with five different themes related to the topic. By creating stories presented in the Canva application and digital stories in video format resulting from the transformation of the initial stories, the respondents also learned to care about climate change issues and their causes, which made them aware not to repeat similar actions in the narrative stories they created based on existing facts. Thus, these climate change-based narrative stories contribute to the development of digital literary literacy.

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