

Digital storytelling in Malaysia: a systematic literature review

ABSTRACT

Digital storytelling (DST), which utilizes digital media to craft narratives, has garnered significant attention as a promising educational tool. Despite the growing interest in its use, there is lack of systematic examination of how DST can be utilized as a pedagogical strategy in Malaysia education context. To address this gap, this systematic review undertakes a comprehensive analysis of current studies on the topic. Using the Preferred Reporting Items for Systematic Review and MetaAnalyses (PRISMA) guidelines, 14 relevant articles were reviewed, drawn from three major electronic databases: Scopus, ProQuest (Education Collection), and Google Scholar. The study aims to provide a deeper understanding of the potential of DST in Malaysia education by examining current trends, implementation strategies and challenges associated with its integration. The analysis indicates growing interest in DST as a pedagogical tool across different level of education throughout the years. DST has been applied in various ways, from student-created digital stories to ready-made digital narratives. However, challenges such as limited time, inadequate digital skills, insufficient infrastructure, and a lack of content knowledge in digital video production have restricted its full potential. This review underscores the importance of addressing these barriers to facilitate broader and more effective implementation of DST in Malaysia education.