The Effectiveness of a Narrative Program Using Plotagon Studio Application in Improving Life Styles of First Year Intermediate Students

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KEYWORDS	ABSTRACT
Effectiveness, Narrative Program, Plotagon Studio Application, Life Styles, First Year Intermediate Students	The study aimed to construct a narrative program using the Plotagon Studio application to improve life styles and determine its effectiveness on first year intermediate students. Life styles are defined as the individual's pattern or unique personal style in thinking, emotion, and behavior, which revolves around their life goal. Adler divided them into three abnormal styles (dependent style, dominant style, avoidant style) and one normal style (cooperative style) (R. B. Adler, Rodman, & Sévigny, 2006). The researcher adopted a quasi-experimental approach and depended on ADDIE model in constructing the program, where its validity and reliability were ensured. Moreover, the researcher constructed the study tool, which is a life styles scale of (60) items. The study results confirmed the effectiveness of the narrative program in improving life styles among first year intermediate students. The researcher introduced a number of recommendations and suggestions.

1. Introduction

Education has come to face many educational and psychological challenges, especially in light of the political and social changes undergone by our country. In addition, the enormous and rapid development in technology and the emergence of many technical innovations. This has resulted in changing the features of daily and social life, inclinations, and desires among members of society. Furthermore, these affected their view of themselves and their surroundings, the map of building their cultural fabric, and their social interactions.

The emergence of internet networks and the tendency of most members of society towards using smart devices, computer games, and social communication programs such as YouTube, TikTok, and Facebook. The openness to many different cultures and societal behaviors, their attraction to them and their influence by them has led individuals to adopt wrong and abnormal life styles outside the framework of school and family. These attractions contradicted with the standards of our society and culture, which deviate them from the proper goal in life or avoid establishing friendships or reaching the desired level of cooperation in friendship. This is confirmed by many studies including the study of (Shukla, 2023).

Given that the individual is a social being by nature and is affected by the social interactions surrounding him and cannot be isolated from them. These become their refuge that provides them with their need for social belonging or the desire for recognition or to compensate for their feeling of inferiority left by poor socialization or to escape from environmental and family pressures. Adler (1927) pointed out that aspects of deficiency or physical illnesses and pampered childhood or childhood neglect constitute factors that make the lifestyle maladaptive for individuals such as rebellion and control or withdrawal and introversion or dependency.

Through the researcher's modest experience of (two years) and her close observation of students' problems, she noticed that there is a decline in life styles among intermediate stage students. These observations were confirmed by the exploratory questionnaire for a number of educational counselors who confirmed the escalation of cases of aggression, fear, lack of self-confidence, avoidance, and

dependency among students. Moreover, the ineffectiveness of traditional and verbal treatments used by counselors. Furthermore, the investment of digital technologies and modern educational and pedagogical methods were absent that make the educational process more enjoyable and interesting for learners and that the traditional education pattern still clearly dominates Iraqi schools at the present time despite the technological revolution.

Based on the above, the researcher will construct a narrative program according to the Plotagon Studio application and then determine its effectiveness in improving life styles among first year intermediate students. The study problem can be identified in the following question:

- What is the effectiveness of a narrative program using the Plotagon Studio application in improving life styles among first-year intermediate students?

Importance of the Study

The study theoretical and practical importance can be determined by the following points:

1. Building up a narrative program according to the Plotagon Studio application; it is the first of its kind in Iraq, to the best of the researcher's knowledge, and it represented a practical application to improve life styles.

2. The current study differed from other studies that dealt with life styles in that it adopted a quasi-experimental approach and was not limited to describing life styles as they are in the sample.

3. The proposed narrative program may help students understand their personalities and draw their life goals in a proper way, which may positively reflect on their effective role within society.

4. Enriching the educational process with modern techniques and trends that can be used in the field of education and teaching methods by employing digital stories as an educational and pedagogical tool in curricula.

5. Enriching Arab scientific study in the field of educational technology with technological innovations in the field of education in general and educational guidance in particular.

Study Goals

1- Construct a narrative program according to the Plotagon Studio application to improve life styles among first year intermediate students

2- Identify the effectiveness of the narrative program according to the Plotagon Studio application in improving life styles among first year intermediate students

Study Hypotheses

To achieve the two study goals, the researcher formulated the following hypotheses:

1- There is no difference of statistical significance at the level of (0.05) between the average differences in the scores of the life styles scale (pre-post) for first year intermediate students of the experimental group, who were subjected to the proposed narrative program and the average differences in the scores of the life styles scale (pre-post) for first year intermediate students of the

control group, who were not subjected to the proposed narrative program. 2- There is no difference of statistical significance at the level of significance (0.05) between the arithmetic mean and the hypothetical mean of the life styles scale (study sample).

Study Limitations

1. Human limitations: First-year intermediate students.

2. Spatial limitations: Hammurabi Intermediate School for Boys, government morning school / General Directorate of Education in Al-Qadisiyah governorate.

3. Time limitations: Academic year (2023-2024).

4. Goals limitations: Determined by what the narrative program included in terms of goals distributed according to Adler's definition of each life style and based on observational learning theory to achieve the educational goals of each narrative.

Definition of Terms

First: Effectiveness as defined by "Shehata and Al-Najar" (2003) as: "The extent of the effect that experimental treatment can have as an independent variable on one of the dependent variables.

The researcher defines it procedurally as: The extent of the impact resulting from using a narrative program according to the Plotagon Studio application in improving life styles among first year intermediate students.

Second: Plotagon Studio Application: It is an application that provides the ability to create more realistic and credible digital story, where it allows merging scenes step by step and allows linking them to word expressions, and provides a set of available scenes and characters to choose from that can be customized and placed in dialogue with each other. Moreover, it provides a good display of different expressions related to mood and emotions and sound effects, which can help create a realistic scenario, in which video clips can be exported in MP4 video format and uploaded to online video platforms such as YouTube and various learning platforms. (Plotagon, 2019).

The researcher defines it as: an electronic medium for converting text narrative scenarios into animation films in a more enjoyable and interesting digital learning environment to achieve specific educational or learning goals.

Third: The narrative program according to the Plotagon Studio application: The researcher defined it procedurally as: a set of experiences and scientific procedures designed according to the digital social narrative strategy that was authored by the researcher based on Adler's theory in individual psychology and the multimedia provided by the Plotagon Studio application to make it closer to reality and more attractive to learners in order to improve life styles among first-year intermediate students.

Life styles: Defined by each of:

1. Adler (1927): The individual's pattern or unique personal style in thinking, emotion, and behavior, which revolves around the individual's goal in life (A. Adler, 2013; R. B. Adler et al., 2006).

2. Morris (1956): It is a value or set of values that individuals prefer imaginatively for a

particular subject or subjects (Morris, 1956).

3. Mosak (1973): They are the strategies and methods that the individual chooses to deal with life tasks and duties, based on their cognitive framework, in order to interpret, predict, and control the experiences they go through (Mosak, 1973).

The researcher defined life styles procedurally as the score obtained by the respondent on the life styles scale prepared by the researcher in the current study.

Theoretical Framework: Observational Learning Theory: The researcher adopted the observational learning theory due to its fulfillment of the goals of the current study. It is one of the social learning theories that owe much of the development of its ideas to psychologists (Bandura, 1963).

This theory is based on the main assumption that humans are social beings, living within groups of individuals, interacting with them, influencing and being influenced by them. Thus, they observe behaviors, habits, and attitudes of other individuals and learn them through observation and imitation. According to this theory, individuals can learn many behavioral patterns just by observing the behavior of others, where these others are considered as models to be emulated. This theory suggests that most human activities are learned vicariously through observing the activities of models and their behavioral patterns and working to emulate them (Thornburg, 1984).

Through models and media tools such as cinema and television, behavior can be influenced. Results of many studies have indicated that television is an important source for learning behavioral patterns, especially violence and aggressive behavior. As previously shown in the results of previous experiments, it was found that children learned aspects of aggressive behavior from watching live and cartoon television films. (Al-Zaghoul, 2010) (Mohammed, Al-Khattat, & Al-Muhja, 2019)

The observational learning approach is considered one of the prevailing psychological foundations for teaching models. Learning according to this model occurs through a model characterized by distinctive characteristics that presents behavior patterns needed by the observer and can be performed. This learning provides experiences that may not be available except through this type of learning. (Abu Jado, 2014)

Literature Review

1. (Kurnia, Aprilia, Muhammad, & Fitriani, 2023) study: Study goals: This study aimed to prove the effectiveness of using animated video media based on Plotagon Studio stories in teaching speaking skills to seventh-stage students.

This research aims to make a major contribution to achieving the ability to speak Arabic by utilizing interactive learning media through Plotagon application for UIN Maulana Malik Ibrahim Malang students. This research method uses a qualitative approach with a case study type of research. In this study, the population used was 49 students from the faculty of medicine and health sciences, first semester of class D in the pharmacy study program, and the sample taken was 30% of the total population, namely 15 students. The data collection techniques in this research are through observation, in- depth interviews, and documentation. Then analyze the data using the Miles and Huberman model by carrying out data reduction, data presentation and data verification or drawing conclusions. The accuracy of the researcher's data uses triangulation techniques of source, time, researcher, theory and data collection methods. The results of this research are that digital-based

learning media through animated videos created with the Plotagon application as a medium for learning Arabic speaking skills has a positive and significant impact where learning in class becomes communicative and students are more active in practicing speaking with their fellow students. Plotagon application-based learning media in learning Arabic speaking skills with positive and effective achievements. So that this media can support the achievement of maharah al-kalam learning objectives as evidenced by their ability to communicate, express simple sentences and create active and creative learning and the learning objectives can be achieved optimally.

2.   (Muslimin) Study (2024)

The study goals:

To prove the results of tests that use Plotagon Story media in learning conversation based on independent curriculum projects and the results of tests that do not use Plotagon Story media,

To prove the effectiveness of Plotagon Story media in learning conversation.

Study methodology: The researcher used a quasi-experimental study method. Study sample: The study sample consisted of (20) students for the experimental class and (20) students for the control class.

Study results: It was found that the score of the experimental group was higher than the control group. The researcher concluded that the Plotagon Story method in learning to speak Arabic using the independent curriculum was effective.

Study Methodology

The researcher used, in this study, a quasi-experimental method and a quasi-experimental design with two random experimental and control groups of partial control using pre and post-test for life styles of first year intermediate students. The experimental group will be subjected to the narrative program while the control group will not be subjected to the narrative program.

Before starting the experimental study, the researcher was keen on the equivalence of the study sample members for all variables that may affect the dependent variable. It is difficult for the researcher to address some extraneous matters unless some factors that may affect the accuracy of the experiment results are controlled (Al-Manizel and Al-Atoum, 2010, 22). Although the students of the study sample are from one residential area and study in the same school, and the cultural and economic level is close, the researcher conducted a number of statistical equivalences for the students of the study sample. These variables, which the researcher believes may affect the safety of the experiment, are:

1. Life styles scale.

2. Age of students in months.

3. Birth order.

4. Educational attainment of fathers.

5. Educational attainment of mothers.

1- Construct the narrative program

After reviewing the designs of narrative programs, the researcher did not find a design for a narrative program that matched the goal she intends to achieve. Therefore, she constructed her narrative program based on The ADDIE Model, which is one of the traditional educational models used by instructional designers and training developers. It takes its name from the traditional design building stages, which are: (Analysis, Design, Development, Implementation, and Evaluation). It is considered a flexible guide for building effective education programs according to the following steps:

1.2- Analysis phase

It is considered the cornerstone for constructing any program and was represented by the following:

A- Identifying the problem and estimating needs: The problem was represented by the low life styles among first year intermediate students and the lack of educational content and modern teaching methods that are compatible with the requirements and variables of the current era. They need to understand their personalities and social interactions and direct them properly to achieve effective growth within society.

B- Determining the general goal of the narrative program: It was represented in improving life styles among first year intermediate students.

C- Analyzing learners' characteristics: The researcher constructed a life styles scale to investigate this variable among learners. When applying the scale, it was found that most first year intermediate students have low life styles and high three negative styles, where the percentage of the proper style decreased, indicating that they did not learn about the proper lifestyle during their studies, and that they need to learn it in fun and attractive ways (Mohammed & Abd Oun, 2020).

1.2: Design Phase: Designing the narrative program is the second step after analysis and needs assessment. Design refers to developing initial plans and drafts, preparing educational materials, selecting appropriate educational means, and determining appropriate methods by identifying the basic components and their relationships with each other. The researcher did the following:

Determining the content of the narrative program: Due to the lack of an educational curriculum that meets the required goal, the researcher deliberately authored the stories of the narrative program based on Adler's theory (individual psychology) and his definition of life styles and Bandura's modeling theory, in light of the multimedia provided by the Plotagon Studio application.

A- Indentifying the procedural goals of the narrative program: The procedural goals derived from Adler's definition of the cooperative style were formulated.

B- Authoring stories: Through mental thinking, the researcher authored events and created life situations, with each story having a general and specific behavioral goal. It included (7) sequential stories linked to each other with a common structure that complements each other to increase students' excitement to follow the events of successive episodes. The first story was authored as an introduction to the narrative program, and the last story was authored to be feedback for all stories. The researcher adopted Adler's description of the cooperative style as an approach for the models of the three abnormal styles to improve their lifestyle based on it within the framework of the events and situations of the narrative program. The researcher named the narrative program "The Meaning of Life" and each story contained a specific title.

C- Preparing the scenario: Through the (Chat GPT) application, the researcher generated written texts for dialogue between characters and corrected their Arabic language. It included the following elements (screenshot number, written text of the dialogue between characters, sound and effects). The researcher presented a model of the scenario to a group of experts and arbitrators in psychology, teaching methods, literature, grammar, and scenario writing, and made the necessary adjustments.

1.3. Development Phase: The development phase concerned is the process of converting the story scenario into a real, realistic story through the Plotagon Studio application and preparing other applications and sites that can help in the production preparation process using the Plotagon Studio application.

1.4. Implementation Phase: During the implementation phase, the program is actually executed. All the sample was taught collectively in an independent class using one story per class, stopping at important information, re-explaining it, then resuming playing the story video again. The narrative program was actually implemented on 27/2/2024 until 22/4/2024 for eight weeks, and the researcher herself carried out the teaching process.

1.5. Evaluation Phase: Evaluation is one of the important elements in the educational process because it aims to measure the learner's ability to improve their life styles; which contributes to the progress of the education process. This researcher included, at the end of each lesson, a number of evaluation activities appropriate for the age group of first year intermediate students, whether oral, written, or practical. The aim behind these methods was the following:

1. Determining the extent to which students acquired the behavioral indicators of the cooperative style.

2. Discovering weaknesses in program implementation.

3. Providing students with continuous feedback about their performance level.

This phase consisted of two parts: formative evaluation and summative evaluation. Formative evaluation is present in every stage of the design process in the ADDIE model. As for the summative evaluation, it consists of the scale prepared by the researcher to measure the life styles variable among first-year intermediate students (Al-Khattat, Habeeb, & Mohammed, 2019).

First/Formative Evaluation Stage

A. Exploratory evaluation of the narrative program: An exploratory field evaluation of the stories was conducted on a sample of (16) students not participating in the main sample to ensure that the narrative program achieves its intended goals and to identify obstacles to students' learning through the narrative program.

B. Preparing a digital story evaluation card: At this stage, a story evaluation card was prepared and presented to expert and specialized arbitrators. Then adjustments were made and presented in its final form with a video of one of the digital stories to specialized arbitrators. The digital story evaluation card was prepared as follows:

After reviewing educational literature and benefiting from it and from previous studies related to the study problem, a digital story evaluation card was prepared in its initial form and presented to a

group of arbitrators specialized in the field of criticism, authorship, cinematic and television arts, and literature to ensure the relevance of each indicator to the standard it represents and the integrity of the procedural formulation of the card elements. The arbitrators suggested adding a number of statements and making some modifications to the card, which were adhered to when developing the final form of the digital story evaluation card as shown in Table (1).

Item		Evaluation			Notes
		Good	Average	Unacceptable	
1	Quality of background presentation				
2	Main idea and topic unity				
3	Quality of images used and character movement				
4	Sound quality and its suitability for the character				
5	Harmony of speech with music and sound effects				
6	Video duration				
7	Content appropriateness for procedural goals				
8	Its effect on attracting learner's attention				
9	Ease of conveying information to the learner and its suitability for the age group				
10	Ease of operation and use				
11	Language validity and simplicity of verbal structures				
12	Artistic direction				

C. Adjusting the story-based program:

After ensuring the integrity of the digital story evaluation card, the researcher presented a model of a scenario and video for one of the narrative program stories accompanied by the digital story evaluation card and arbitration letter prepared by the researcher to a group of (14) arbitrators and specialists in the field of criticism, authorship, cinematic and television arts, children's literature, grammar, and scenario writing. They were asked to judge the digital stories in light of the list of standards for the digital story evaluation card. Weights were given to alternatives: (Good = 3, Average = 2, Unacceptable = 1).

Through the evaluation of the arbitrators, it became clear that all axes and items within the arbitration

card received a high agreement rate in all of them, except for the time and Arabic language axis which was the lowest. They also confirmed the validity of the stories and their suitability for application to the study sample. The researcher took the arbitrators' opinions regarding this and made the necessary adjustments.

Second/Summative Evaluation

It was done through applying the narrative program to the main study sample as follows:

The summative evaluation was based on three methods:

A. Pre-evaluation

This was done before teaching the program by measuring the behavioral indicators of life styles through the life styles scale prepared by the researcher to determine the degree of life styles among the study sample.

B. Formative evaluation

This accompanies the process of presenting the narrative program and aims to determine the extent of students' progress towards mastering the cooperative style through its behavioral indicators formulated as procedural goals; to be criteria that the teacher benefits from during the evaluation process.

C. Post-evaluation

This is done after the completion of the narrative program implementation to identify what the program has achieved in terms of its intended goals. This is done by applying the life styles scale to the study sample (Mohammed, Habeeb, & Al-Muhja, 2022).

The results showed the difference between the pre and post measures, demonstrating the high effectiveness of the narrative program in improving life styles among first year intermediate students. Thus, the narrative program became ready for final application.

Sharing

The researcher shared the narrative program with the public by publishing it on the YouTube channel ("The Meaning of Life") created by the researcher in the YouTube application. It is available to everyone and easily accessible and usable via the following barcode link. The educational counselor's guide explaining the educational plans and goals prepared for its purpose can be obtained by contacting the researcher's email.

The Study Tool

To achieve the study goals, a life styles scale for first-year intermediate students was required. Since the current study primarily aims to measure life styles among first-year intermediate students, and because most of the scales the researcher reviewed were designed for stages and groups different from the current study sample, the researcher built a life styles scale for first-year intermediate students.

Constructing the scale of life styles

A- Face validity procedures

The researcher presented the scale in its initial form to a sample of (22) experts in the field of teaching methods and psychology to indicate the validity of its items in revealing the characteristics of life styles among learners. It was found that its items are valid for measuring what it was designed for.

B- Exploratory application of the scale

The researcher conducted an exploratory application of the scale on a pilot sample from the study population outside the main sample. It included (250) male and female first year intermediate students to measure their life styles variable that will be included in the narrative program before starting to construct it. The response alternatives on the scale were (Always, Sometimes, Never).

C- Reliability:

Reliability is verified by retesting the sample of (20) male and female students from the first exploratory application after (14 days). By applying Pearson's correlation coefficient between individuals' scores in the two applications, the reliability coefficient in this method was (0.75, 0.72, 0.75, 0.71) for each style respectively, which is a statistically significant and acceptable reliability coefficient in educational and psychological sciences. The consistency of the life styles scale items was extracted using Cronbach's alpha equation to calculate reliability for each style separately, and the reliability coefficient in this method was (0.75 - 0.72 - 0.75 - 0.71) for each style respectively, which is a statistically significant and acceptable reliability coefficient in educational and psychological sciences (0.71 - 0.75 - 0.77 - 0.76). After finishing the procedures of preparing her study tool, verifying its suitability to achieve the study goals through analyzing items statistically, verifying its validity and reliability indicators, and completing its final form, the researcher began applying the pre-test scale to the members of the main study sample of (82) students aged between (12-13) years. It was found that all abnormal life styles existed in high percentages as they were not taught about their disadvantages during their studies, and they need to learn how to choose the proper style in life.

Results Discussions

In order to achieve the study goals of knowing the effectiveness of a narrative program based on the Plotagon Studio application in improving the lifestyles of first stage intermediate school students, the researcher formulated the following null hypothesis: There is no statistical difference between the average scores of the experimental group students exposed to a narrative program based on the Plotagon Studio application, and the average scores of the control group students: There is no difference of statistical significance at the significance level (0.05) between the mean scores of the

experimental group students, who are exposed to a narrative program according to the Plotagon Studio application, and the mean scores of the control group students, who were not exposed to the narrative program, in improving life styles, and for each style separately.

To achieve this null hypothesis, and to know the significance of the difference between the scores of the two groups (control and experimental), the researcher used the independent t-test sample, and after applying the lifestyle scale to the students of the two groups (control and experimental), and correcting the scale, the scores were obtained for the two groups. The calculated p-value of each method was compared with the tabulated p-value at a significance level (0.05) and a degree of freedom (80) of (±1.98), as shown in Table (2).

Table (2) The results of t-test of the two independent samples for the significance of differences between the two study groups in lifestyles

Style	Group	No.	Mean	St. deviation	Calculated t- value	Tabular t-value	significance	decision
Avoiding	experimental	41	30.58	3.87	-2.16		significant	Improvement in favour of the experimental
	Control	41	32.24	3.11				
Controlling	experimental	41	26.75	4.89	-4.95		significant	Improvement in favour of the experimental
	control	41	31.48	3.97				
Cooperative	experimental	41	35.19	4.21	8.89	±1.98	significant	Improvement in favour of the experimental
	control	41	28.58	2.22				
Dependent	experimental	41	29.15	3.58	-2.44		significant	Improvement in favour of the experimental
	Control	41	31.28	4.34				

A- The avoiding method

The calculated t-value is (-4.95), which means that there is a difference of statistical significance between the two groups. Since the arithmetic mean of the experimental group (30.58) is lower than the arithmetic mean of the control group (31. 48) in the avoiding style, and the low score in this style is the required condition; it means that it has been improved as a result of using the narrative program. This result can be attributed to the effectiveness of the narrative program in improving the

avoiding style through the simulation of the cartoon character "Ali" who suffered as a result of his avoiding style in life, and worked hard to understand himself and was a role model for choosing the right lifestyle. His happiness is attributed to belonging and increasing self-efficacy, while revealing the negative results resulting from choosing the avoiding style from sadness, social life failure and lack of self-esteem.

B- Controlling style

The calculated t-value is (-2.16), which means that there is a difference of statistical significance between the two groups. Since the arithmetic mean of the experimental group (26.75) is lower than the arithmetic mean of the control group (32.24) in the controlling style and the arithmetic mean of the experimental group (26.75) is lower than the arithmetic mean of the control group (32. 24) in the controlling style and the low score in this style is the required condition, it means that it has been improved as a result of using the narrative program, and this result can be explained to the effectiveness of the narrative program in improving the dominant style by simulating the cartoon character "Layla," who suffered as a result of choosing the controlling style in life, who eventually found herself alone and without a companion and no one can help her when needed. She realized that reaching real success can be through joint efforts with others.

C- Collaborative style

The calculated t-value is (8.89), which means that there is a difference of statistical significance between the two groups. Since the arithmetic mean of the experimental group (35.19) is greater than the arithmetic mean of the control group (28. 58) in the cooperative style and the high score in this style is the required condition. It means that it has been improved as a result of using the narrative program, and this result can be explained to the effectiveness of the narrative program in further improving the cooperative style through the simulation of the cartoon character "Samir" which emphasized the importance of courage in helping others, effective participation in society, cooperation, advising friends, self-esteem and its impact on happiness and psychological peace.

D- The method adopted

The calculated t-value is (-2.44) which means that there is a statistically significant difference between the two groups. Since the arithmetic mean of the experimental group (29.15) is smaller than the arithmetic mean of the control group (31.28) in the cooperative style and the arithmetic mean of the experimental group (29.15) is smaller than the arithmetic mean of the control group (31. 28) in the cooperative style, so the low score in this style is the required condition. It means that it has been improved as a result of using the storytelling program, and this result can be explained to the effectiveness of the storytelling program in improving the adopted style by simulating the cartoon character "Shahla" who realized that the value of her existence in life lies through investing her role to effectively contribute to participation and cooperation with others even if they are outside the special family environment, as she also belongs to a large community and is an integral part of it.

Conclusions

1. The characters in the story program formed a focal point for issues that are difficult to address directly due to fear, shyness, lack of security, or hesitation.

2. The story program encouraged classroom idea sharing, engagement in dialogue, free

expression of feelings, and discussion of similar stories.

3. The story program helped improve learners' linguistic and social skills and engaged all their senses during presentation.

4. The story program served as an effective means of attraction and engagement in the classroom, developing creative thinking, deductive reasoning, and imagination for the program's events.

5. The story program video is an effective means to overcome curriculum deficiencies and transcends the limitations of distance, time, and place.

Recommendations

1. Adopting the narrative program in schools and including it in group counseling lessons for educational counselors due to its ability to stimulate learners and improve their life styles.

2. Encouraging the use of non-traditional strategies, activities, and methods in education that keep pace with current era requirements and rapid development, such as promoting the use of digital stories in educational settings.

3. Expanding teacher training in designing and using digital stories to make the teaching and learning process more enjoyable and engaging.

Suggestions

1. Digital stories designed using the Plotagon Studio application can be built to improve skills in dealing with psychological and social problems that are difficult to address in other ways due to fear, shyness, or lack of security, such as dealing with cases of bullying, assault, and harassment of children.

2. Developing educational narrative programs for autistic patients and those with learning difficulties and redesigning them as digital stories due to their effectiveness in using more than one sense in their education and the possibility of repeating it more than once quickly and easily in a way that suits their social education levels.

3. Studies can be conducted to build and design digital stories using the Plotagon Studio application to develop other language skills for students such as Arabic and English, due to the application's ability to translate speech through texts and generate automatic sound.

Studies can be conducted to determine the effectiveness of the narrative program that was designed in the current research on other samples such as orphan students. It can also be translated into other languages and used in schools for adolescent students as a result of its effectiveness in improving their lifestyles and social interactions.

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