

Development of Story-Based Digital Learning Media to Improve Literacy of Grade V Students at Upt Sd Negeri 2 Timoreng Panua

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Article History	Abstract
Original Research Article	<i>Study This aim develop as well as test effectiveness of digital learning media based on fairytale in Indonesian language learning for student Class V. Research using the Research and Development (R&D) model with ADDIE design includes stage analysis, design, development, implementation, and evaluation. The resulting product in the form of Learning Multimedia Interactive (MPI) based fairytale South Sulawesi local which contains audio narration, visual illustrations, and quizzes interactive. Validation by experts material get percentage feasibility 92%, media expert 80%, and expert 90% learning, all of it is in the "very feasible" category. Limited testing with 10 students producing an average gain score of 0.45 (category medium). Extensive testing with 30 students produces a gain score of 0.44 (category moderate), with 1 student in the category high ($g > 0.70$). Response student show level 4.6 attractiveness and convenience usage 4.2 on a scale of 5. Research results show that digital media is based on fairytale effective, attractive, and appropriate for increase literacy student school basic research This give contribution theoretical in application Mayer's multimedia theory and Bruner's constructivism, as well as contribution practical for teachers in provide contextual and based learning culture local.</i> Keywords: digital media, fairy tales, literacy, Indonesian language learning, schools base
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Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited. Citation: Sulistinayanti, Andi Sadapotto, Nuraeni Kasman, Aswadi. (2025). Development of Story-Based Digital Learning Media to Improve Literacy of Grade V Students at Upt Sd Negeri 2 Timoreng Panua. UKR Journal of Arts, Humanities and Social Sciences (UKRJAHS). Volume 1(9), 91-97.	

1. Introduction

Development digital technology in two decades final has bring change significant in paradigm learning in schools. Transformation this demanding the world of education for adjust the learning process to be more relevant with need living generation in digital ecosystem. In the context learning school basic, especially eye Indonesian language lessons, integration technology No only as innovation, but has become need pedagogical For support development literacy and skills Language students. Ministry of Education, Culture, Research, and Technology through The Independent Curriculum emphasizes that learning must nature exploratory, based experience, as well as give opportunities for students for construct meaning through various appropriate media with development technology. This is show that use of digital media is not it Again choice, but A must in strengthen achievements learning.

Learning Indonesian has fundamental goals in development skills literacy children, which includes ability understand, analyze, and interpret text in various form. However, a number study show that Lots student school base

experience difficulty in understand text literature, in particular fairy tale. According to Supriyono (2020), one of reason low understanding text narrative in students is Insufficient use of learning media interesting and not in accordance with characteristics Study child age school the basis tends to be visual, auditory, and kinesthetic. In line with that, Rahayu (2021) emphasized that learning fairy tales at school often delivered through method lecture or read text conventional, which is not give experience multimodal learning is needed student.

Fairytale as one of the form traditional literary works own mark strategic in learning language. In addition to functioning as a medium of entertainment, fairy tales loaded with moral values, culture local, and the wisdom of life that can form character participant educate. Nurgiyantoro (2018) stated that fairytale is an effective medium For develop imagination, empathy, and intelligence Language children. However, the potential big the Not yet fully utilized in learning Indonesian because method delivery not enough developed. Utilization fairytale

through digital media—which is equipped visual illustrations, audio narration, and activity interactive — viewed more in accordance with need Study the growing digital generation (digital natives) with gadgets, internet and multimedia.

Condition This is also seen in the results observation beginning at UPT SD Negeri 2 Timoreng Panua, where some of big student class V experienced difficulty in understand element intrinsic fairytale like characters, plot, setting, and moral. Learning more Lots teacher- centered, where students only read text in the book package without visual stimulation as well experience Study interactive. Assessment diagnostic show that 80% of students own style audio-visual learning, while 20% are kinesthetic. The majority student state more interested Study through video media, stories voice, and quiz interactive. Conditions This in line with Fleming's opinion (2014) explains that customized learning with style Study student can increase motivation and effectiveness understanding draft.

In line with findings said, a number of study strengthen that digital media is proven increase ability literacy students. Rahmawati's research (2021) shows that use of interactive media increase motivation read student school base by 45%. Fitriana (2022) found that digital media is based on story capable increase ability understand plot and moral message significant compared to method conventional. In addition, Prasetyo (2023) stated that learning media based technology No only increase understanding concept, but also foster participation active student because learning ongoing through visual and interactive activities.

The development of digital learning media is also related close with theory learning, especially theory Constructivism and Multimedia Learning Theory. Bruner's (1996) Constructivism states that participant educate build understanding based on experience direct and stimulation environment learning. When students read fairytale through digital media that provides images, sounds, and activities interactive, they build meaning in a way more active compared to only read text. While that, Mayer's Multimedia theory (2020) suggests that learning will more effective If utilizing two channels processing information, namely auditory and visual, in balanced. Mayer emphasized that student will more easy understand material when information served in forms of words, sounds and images in a way integrated, so that burden cognitive can minimized. Digital learning media based on the fairy tale is very appropriate with principle This Because combine images, audio narration, text, and exercises interactive.

In addition to strengthening aspect pedagogical, use relevant digital storytelling with effort preservation culture local. Indonesian fairy tales are riches necessary culture introduced since early to students. Unfortunately, the

tradition oral the more fade Because shift culture and lack of interesting media for generation young. Wijayanti (2022) emphasized that integration folk tales in learning can strengthen identity culture, instilling moral values, as well as increase appreciation to literature traditional. Digitalization fairytale be one of the right strategies for bridge need preservation culture with development technology.

In context Independent Curriculum, Phase C of Indonesian Language learning requires student capable analyze information from aural texts, including text fiction like fairy tale. This is make development of audio-visual based media as step strategic support achievements learning in a way Direct. Digital learning media based on fairytale No only give experience reading, but also experience listening and interpreting story multimedia, so that student can fulfil objective learning with more optimal.

Based on background behind said, research this focuses on developing Learning Multimedia Interactive (MPI) based fairytale for student Class V at UPT SD Negeri 2 Timoreng Panua. This media expected capable increase literacy students, in particular in understand elements intrinsic fairy tales and messages morals. In addition, research This make an effort give contribution to the development of contextual, interesting and appropriate learning media with development children, and rooted in culture local.

With Thus, research This No only give solution pedagogical to difficulty Study students, but also contribute to innovation learning Indonesian through integration technology, culture, and strengthening digital literacy.

2. Research Methods

Study use approach *Research and Development* (R&D) with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Subject validation covering expert material, media experts, and experts learning. Trial product done in two stages: limited testing (10 students) and extensive testing (30 students).

2.1 Stage Analysis

Analysis need done through observation class, assessment diagnostics, and teacher interviews. Found that student requires interactive, simple and appropriate digital media context local.

2.2 Design Stage

Researchers designing storyboards, plots material, visualization characters, audio narration, quizzes interactive, as well as media navigation. Design follows principle *dual-channel*, *modality*, and *redundancy* from Mayer's Multimedia Theory.

2.3 Stages Development

Product developed using Canva, Wordwall, and Quizizz. Revision done based on expert advice, including repair appearance, consistency navigation, improvements contrast color, and addition material about channel story as well as characterization.

2.4 Stages Implementation

The media was tested on students Class V. The teacher was given training short use of MPI for learning integrated in a way effective.

2.5 Stages Evaluation

Evaluation formative done during the trial process, while evaluation summative using pre-test and post-test. Effectiveness analyzed using gain score (Hake).

3. Results and Discussion

3.1 Expert Validation Results

Validation expert is stage important in study development (R&D) for ensure that the media developed fulfil standard academic, pedagogical, and technical. Validation done by three group expert, namely expert material, media experts, and experts learning. Every expert give evaluation based on instruments that have been arranged use Likert scale. Here description results validation the.

3.1.1 Material Expert Validation

Subject matter expert give average score of 4.5 or equivalent with percentage feasibility 92%, which is categorized as "very worthy". Evaluation This covers a number of aspects, namely suitability material with curriculum, completeness element story, accuracy draft linguistics, relevance fairytale with objective learning, as well as understanding language used in the media.

Two aspects get score perfect (100%), namely:

1. Language
Comprehensibility The language used in the media is considered very appropriate with level development cognitive student class V, simple, communicative, and not cause ambiguity. This is in line with opinion Tarigan (2015) that Language in literature learning in schools base must use lightweight structure However still maintain riches meaning.
2. Context Expert Culture
assesses that fairy tales that are adapted reflect wisdom local South Sulawesi and very relevant in implant moral values and character. Cultural integration local in learning media important Because capable strengthen identity and appreciation culture (Wijayanti, 2022).

Findings This prove that from aspect content, media has strength focus on relevance culture and accessibility

language. Second factor the is component key in learning based context (contextual learning), which is believed can increase connectedness emotional student to material (Johnson, 2014).

3.1.2 Media Expert Validation

Media experts provide percentage eligibility by 80%, which includes "worthy" category with revision". Although the media is considered Good in a way overall, there are a number of notes important related aspect appearance, interaction, and aesthetics graphics.

A number of aspects that require repair among others:

1. Layout knob Navigation
Buttons navigation on version beginning assessed not enough consistent and not yet follow principle ergonomics screen. Therefore that button moved to part lower screen to make it easier users, especially student school the basis that has not been used to with structure navigation complex.
2. Consistency of icons and visual formats
Consistency the shape and size of the icon is very important Because can reduce burden cognitive students. Principles *similarity* and *proximity* in Gestalt Theory is used as base improvement. According to Ware (2013), visual consistency helps brain processing information in a way more fast.
3. Contrast Media experts assess color
that a number of part own less color contrast so that reduce readability. Principle Josef Albers' Color Interaction applied in revision For ensure text and background own ratio ideal contrast.

After revision done, the media becomes more friendly For used by students, more aesthetic, and more easy navigated. This is support Mayer's theory (2020) which emphasizes importance multimedia design that takes into account burden cognitive learner (cognitive load).

3.1.3 Learning Expert Validation

Learning expert give percentage eligibility 90 % (very suitable category). Assessment focused on media alignment with achievements learning, learning strategies, engagement students, clarity bait back, and completeness evaluation.

A number of aspects that obtain score 100% perfect is:

1. Involvement Media students
are assessed capable push participation active, especially through audio narration, visualization characters and quizzes interactive. This is support theory Bruner's constructivism (1996) that student best learning when they involved direct in the process of building meaning.

2. Flow of Presentation Material
material assessed logical, systematic, and appropriate with stage development cognitive child age 10–11 years.
3. Evaluation learning
Quizzes and exercises reflective provided help measure understanding in a way directly. Integrated evaluation is also in line with principle *assessment for learning*.

However, experts give note that the variety of bait come back expanded from just true /false becomes bait come back constructive explanation reason error. Note the Then has filled through revision.

3.2 Limited Trial Results

Trials limited done against 10 students Class V. Pre-test was given before use of media, and post-test was given after student Study using Learning Multimedia Interactive. Data shows that all over students (100%) achieved completion on the post-test, including three previous students Not yet complete.

Gain score analysis shows an average of 0.45, which is included category effectiveness currently according to Hake. This shows that use of media provides improvement ability understanding quite a fairy tale significant.

Improvement This prove that:

- Interactive media capable overcome saturation student to text reading.
- Audio narration reinforces understanding students who have style Study auditory.
- Visualization characters and plot story help student understand structure narrative in a way more Good.

The results strengthen Mayer's opinion (2020) is that multimedia media increases understanding Because activate channel auditory and visual simultaneously.

Widespread Trial

Widespread testing done against 30 students Class V. Different test results show existence improvement mark from pre-test to post-test with an average gain score of 0.44, which is also in the category effectiveness currently.

The distribution of gain scores is:

- 7 students category low (≤ 0.30)
- 22 students category moderate ($0.30-0.70$)
- 1 student category high (>0.70)

This result show that majority student get impact positive from media use.

Response Student

Response student towards the media is very positive:

- appeal: 4.6/5
Students like illustrations, color, audio, and digital story formats.
- Convenience Usage: 4.2/5
Navigation assessed clear, button easy operated, and display No confusing.
- Benefits of features interactive:

83% of students state quiz make they more focus in understand content fairytale.

This media is also proven help student:

- discuss more active,
- understand channel story,
- recognize characters and their characteristics,
- conclude moral message in appropriate.

Teacher observations show that student become more enthusiastic and involved, appropriate with characteristics learning 21st century which emphasizes student engagement.

4. Discussion

Research result show that integration fairytale local in digital media contributes significant to improvement literacy student school basic. Improvement This happen because digital media is capable present more learning life through combination audio-visual elements, animation simple, and activities appropriate interactive with characteristics cognitive child age 10–11 years. Effectiveness improvement ability literacy that is in the category currently indicates that although the increase not yet optimal, the use of digital media remains give far-reaching improvements more substantial compared to learning conventional text - focused print and lectures.

Influence positive the in line with Mayer's Multimedia Theory which states that processing information will more efficient when presentation material done through two channels, namely visual and auditory. According to Mayer (2020), the combination picture and sound can reduce *extraneous cognitive load* and strengthening *germane cognitive processing*, so student more easy understand structure story, characters, plot, and moral message. In the context learning fairy tales, digital media that includes illustration characters and narrative voice allows student get a clearer mental image concrete. This is very helpful especially for students whose abilities read or vocabulary Still develop, so that they can more focus on understanding content story than just identify words.

In addition, the findings study this also reflects principle Bruner's constructivism that Study is an active process in build meaning. Bruner (1996) emphasized that child best learning when they interact direct with material and in a active create interpretation new based on experience they. In the research this, students No only read text or listen story, but also participate in activity interactive like answer quiz, identify figures, and discuss moral messages. Activities This show that student do *meaning-making* in a way independent and collaborative. With However, digital media is not it only play a role as tool transmitter information, but also as facilitator formation knowledge.

More Far again, use fairytale local in digital media is proven strengthen relevance material learning. Cultural integration local be one of superiority main from study This Because capable increase involvement emotional students. According to Vygotsky, culture is an important mediator in the learning process; the material is linked with context culture student will more easy understood and more meaningful. The same thing emphasized by Nurgiantoro (2018) that folk tales or fairytale local own mark strong pedagogical Because contains social norms, moral values, and wisdom local nearby with life children. When fairy tales local served in digital format, the values the No only delivered, but also visualized, so that more fast understood by students.

Improvement literacy found in study this is also in line with studies empirical previously. Rahmawati (2021) found that digital media is based on story interactive increase motivation reading and comprehension narrative elementary school students. Fitriana's (2022) findings show that digital fairy tales can increase ability identify plot and moral message significant. Research results This confirm findings the with show that multimedia formats provide contribution real to understanding element intrinsic fairytale as well as ability student in conclude meaning story.

Even though Thus, the effectiveness is in the category is also showing that digital media is not solution single. Some expert remind that use technology No always bring impact positive without support appropriate pedagogy. Neil Postman (1993) for example, argues that technology can cause distraction and reduce depth learning. In the context of study this, distraction in the form of too Lots color, animation, or visual elements possible happened at the beginning, as reflected in the results validation media experts who suggest simplification appearance and consistency navigation. Revision the Then make the media into more focused and effective.

Temporary that, Kirschner and Karpinski (2010) warned that digital media can cause *cognitive overload* in children If the design too complex. This is become reason Why

effectiveness study This No reach category high. Possibility part student experience burden cognitive addition moment navigate the media, so that improvement results study still in the category moderate. Opinion the important made into runway media development to front, for example with simplify appearance or adapt level interactive in accordance ability student.

On the other hand, some expert literacy as Holdaway (2015) emphasizes importance read text print for develop *deep reading* or understanding deep. Opinion This No reject use technology, but remind that digital media should positioned as complement, not substitute, activity read traditional. In the context of study this digital fairy tale works as bridge beginning for stimulate interest and understanding student before they directed read version text print in a way more independent.

In a way overall, discussion this show that integration fairytale local in digital media provides impact positive to literacy student through three aspect main: activation multimodal channels, stimulation activity constructive, and strengthening connectedness culture. However, the effectiveness is in the category is also showing that use of digital media is necessary supported by teacher guidance, mature design, and balance between technology and methods learning traditional.

5. Conclusion

Study This produce Learning Multimedia Interactive based fairy tales that:

1. Valid and proper used, based on evaluation expert material (92%), media experts (80%), and experts learning (90%).
2. Effective increase literacy students, proven with a gain score of 0.45 (limited test) and 0.44 (extended test).
3. Interesting and easy used, with score response students 4.6 and 4.2.

This media recommended for used in Indonesian Language learning Phase C and can developed more continue to the next level or eye other lessons.

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