

## Analysis of the Development Needs of E-Book Story Media 'BUCETAR' (Picture Story Books) for Elementary School Students in Indonesian Schools Riyadh

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### Abstract

This study aims to analyze the initial needs in the development of e-book story media "BUCETAR" as a means of learning thematic literacy for elementary school students at Sekolah Indonesia Riyadh. The background of this research is based on the importance of contextual and interesting digital-based learning media innovations to improve students' literacy skills, especially in the context of Indonesian Overseas Schools (SILN). This study uses a descriptive qualitative approach with data collection techniques in the form of observation, semi-structured interviews, and the distribution of questionnaires to 25 fourth-grade students and 3 teachers. The results of the observation show that the learning process is still conventional with the minimal use of digital media. Teachers are aware of the importance of developing story-based media that is in line with the theme of the curriculum and the student experience. Questionnaire results revealed that 76% of students expressed a strong liking for picture stories, 68% stated interest in using e-books for learning, and 72% preferred adventure-themed content relevant to daily life experiences. The results of interviews and observations reinforce the finding that the learning media used has not been able to foster students' active involvement in the literacy process. Based on this needs analysis, the development of the "BUCETAR" e-book story is directed at the integration of narrative text with interesting illustrations, thematic approaches according to the curriculum, and interactive designs that support active student participation. This study recommends the development of e-book media as an alternative to literacy learning that is adaptive to technological developments and student needs in the SILN environment. In addition, the results of this study are the basis for further development and evaluation of the effectiveness of the media after it is implemented.

## INTRODUCTION

Literacy learning should be student-oriented and carried out through a creative and fun approach. Literacy is not only the ability to read and write, but also includes the ability to think critically and reflectively on the information received (A'isyah et al., 2025). According to the Great Dictionary of Indonesian Language (KBBI) Online, literacy is defined as the ability to write and read, knowledge or skills in certain fields, as well as the ability of individuals to process information and knowledge for life skills. Strengthening literacy is an important part of learning because it is closely related to the achievement of national education goals (Yuniarto & Yudha, 2021). In the context of basic education, literacy learning must be adjusted to the characteristics of early childhood students who are still in the stage of concrete thinking. Therefore, fun and interactive learning media are needed to build student learning motivation. One of the potential media to be used is digital storybooks or e-books (Enjoy, 2024). This media is not only visually appealing, but also able to develop students' imagination and language skills.

Literacy, according to Law No. 3 of 2017 concerning the Book System, is the ability to interpret information critically so that every individual can access knowledge and technology as an effort to improve the quality of life. This shows that literacy includes cognitive and affective aspects, and is directly related to a person's ability to adapt to changing times. In today's digital era, digital literacy skills are also one of the important aspects that students must have. Children need to be equipped with literacy skills from an early age so that they can become lifelong independent learners (Hermansyah et al., 2021). For this reason, educators are required to be able to develop teaching materials that are in accordance with the needs of students and the development of the times. *E-books* as a literacy learning medium are an innovative solution that can answer this challenge. What's more, the existence of *e-books* allows for personalized learning that is more in line with each student's learning style.

The National Literacy Movement initiated by the Ministry of Education and Culture emphasizes that literacy includes various skills such as reading, writing, speaking, arithmetic, and the ability to access and use information effectively (Solihin et al., 2024). In addition, literacy is also seen as a social practice whose application is influenced by cultural and social contexts. In learning, literacy is not just the transfer of knowledge, but also the process of forming understanding and meaning through interaction with texts (Mawlana, 2021). Therefore, literacy teaching materials must be arranged in such a way that they can stimulate students' critical thinking skills. Story-based learning is one of the effective strategies because it can provide a context that is close to students' lives. Stories can also be used as a reflective medium to develop character values. This is important to note, especially in the context of Indonesian language learning at the elementary school level (Damayanti et al., 2023).

Indonesian language learning in elementary school focuses on mastering four language skills, namely listening, speaking, reading, and writing. These four skills are interconnected and must be developed in a balanced manner so that students are able to communicate effectively. According to Munthe et al. (2023), language skills are the basis for developing students' intellectual, social, and emotional abilities. In the learning process, the use of appropriate media greatly affects the achievement of these language skills. Thematic storybooks are a suitable medium because they can integrate various aspects of learning in one narrative. In addition, stories also make it easier for students to understand abstract subject matter. The integration between the content of the story and the values of thematic learning can increase students' understanding and retention of the material (L. Handayani et al., 2024). Therefore, it is necessary to develop story-based media that is contextual and relevant to students' lives.

The presence of digital-based learning media, such as *e-books*, is a breath of fresh air in the world of education, especially in the era of rapid technological development. *E-books* offer advantages over print books, such as ease of access, interactive displays, and multimedia integration. According to Enjoy (2024), the use of *e-books* in learning can increase students' motivation and interest in learning because of their attractive and easy-to-use appearance. In the context of Indonesian schools abroad, such as Indonesian schools in Riyadh, digital media is an effective solution to overcome the limitations of print learning resources. In addition, *e-books* can be adapted to local needs and the characteristics of multicultural learners. The development of story-based *e-books* also supports an integrated thematic learning approach between subjects (Francisca et al., 2022). This is in line with the curriculum that emphasizes the importance of holistic and real-life experience-based learning.

Students at Indonesian Overseas Schools (SILN) have their own challenges in learning, one of which is limited access to learning resources in Indonesian. This has an impact on students' language skills which tend to develop more slowly than students in Indonesia. Therefore, it is important to provide learning media that is contextual, engaging, and in accordance with national curriculum standards. The development of "BUCETAR" *e-book story* media is one of the promising alternatives to answer these problems. This *e-book* is designed to integrate various learning themes with a fun story approach that is appropriate to the child's world. In addition to strengthening literacy skills, this *e-*

*book* also supports character strengthening through inspirational stories. The use of digital media like this is the right strategy in optimizing learning in the foreign education environment.

This study is guided by the Constructivist Learning Theory, which emphasizes that learners build their own understanding and knowledge of the world through experiences and reflecting on those experiences. Digital storybooks as interactive media support this approach by allowing students to engage actively with texts, connect them to their own lives, and construct meaning contextually. Despite various studies on literacy media, few have specifically explored the development needs of contextual e-books in the environment of Indonesian Overseas Schools, particularly in Riyadh. Most existing resources are general in nature and lack cultural or experiential relevance for SILN students. This research seeks to fill that gap by designing media that reflect both curriculum demands and students' real-life contexts. Based on these considerations, the research questions are formulated as follows: 1) What are the literacy learning needs of Grade 4 students at Sekolah Indonesia Riyadh? 2) What kind of e-book story features do students and teachers find engaging and educationally relevant? 3) How can thematic story content be effectively integrated with interactive digital formats to improve literacy? This study contributes to the field by offering a structured analysis of media development needs in a cross-cultural educational context. It also highlights the role of digital storytelling in enriching thematic learning while addressing access barriers and motivation issues among overseas Indonesian students.

Based on the description that has been explained in the previous paragraph, it can be concluded that there is an urgent need to develop story-based literacy learning media that is interactive and relevant to the needs of students, especially at Sekolah Indonesia Riyadh. The development of "BUCETAR" *e-book story* media is expected to be able to answer the challenges in literacy learning in the digital era and support fun thematic learning. This research aims to conduct an analysis of initial needs as the basis for the development of *contextual e-book stories* and in accordance with the characteristics of elementary school students. The results of this analysis will later be used to design effective media in supporting students' literacy skills. It is hoped that through this media, students can be more motivated to read, understand the content of reading, and express their ideas creatively. The findings will also serve as a reference for future development of culturally responsive and pedagogically sound digital learning tools in SILN settings.

## METHODS

This study uses a qualitative descriptive approach that aims to explore and describe the initial needs for the development of *e-book story media* "BUCETAR" for elementary school students. This approach was chosen because it is suitable for exploring in-depth information about the needs, preferences, and challenges faced by teachers and students in the literacy learning process in the classroom. The research is focused on the needs analysis stage, as the initial stage in the learning media development model. The results of this stage will be the basis for the content design and form of the e-book to be developed. The main focus of this research is to explore the characteristics of students, learning environment conditions, and the readiness of available technology to support the implementation of *e-books*.

The location of this research was conducted at the Indonesian School Riyadh, Saudi Arabia, which is one of the Indonesian Overseas Schools (SILN) under the auspices of the Ministry of Education and Culture of the Republic of Indonesia. The subjects of the study were grade 4 elementary school students along with classroom teachers and Indonesian subject teachers. This school is a relevant location because it presents a unique learning context, where students come from diverse cultural backgrounds and have limited access to learning resources in Indonesian. This condition is an important basis for exploring the real need for contextual and interesting digital-based literacy learning media. The sampling strategy used in this study was purposive sampling, where participants were selected based on specific characteristics relevant to the research objectives. In total, the research involved 25 fourth-grade students, 1 classroom teacher, and 2 subject teachers

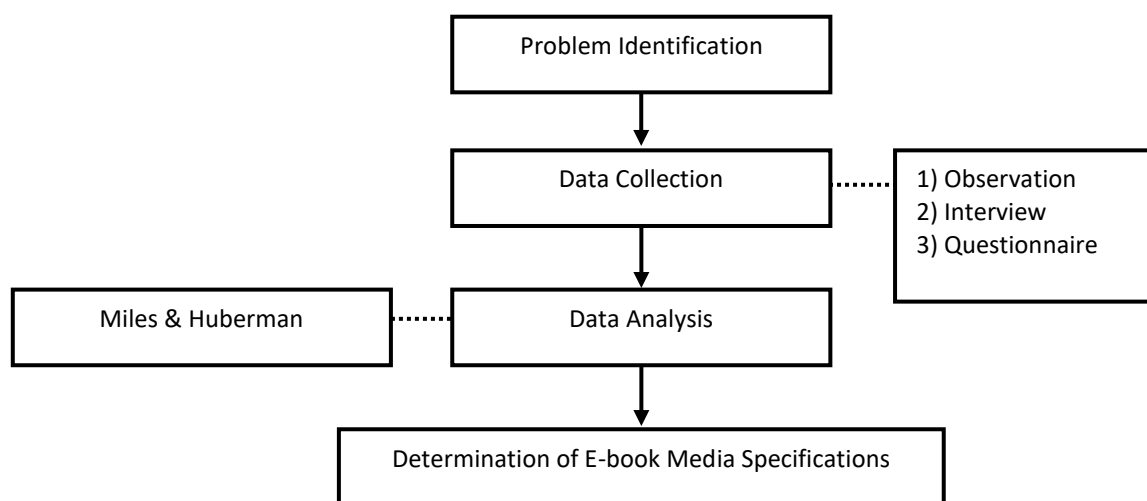
who were directly involved in the thematic literacy learning process. This strategy was chosen to ensure that the selected participants could provide rich, relevant, and in-depth information for the needs analysis.

The data collection technique in this study was carried out through three main methods, namely observation, semi-structured interviews, and questionnaire distribution. Observations are carried out directly in the classroom to see the literacy learning process, interaction between teachers and students, and students' responses to the learning media used. Interviews were conducted with classroom teachers and subject teachers to find out their expectations and obstacles in literacy learning. Questionnaires were given to 4th grade students to explore their interest in reading materials, digital media, and their experiences using *e-books* if ever. To ensure the validity and reliability of the data, in addition to triangulation, member checking was carried out. This technique involved returning data summaries or interpretations to the participants to confirm their accuracy and to reduce researcher bias. Peer debriefing with fellow researchers was also employed to validate coding themes and interpretations.

**Table 1.** Data Collection Techniques and Purposes

Data Collection Techniques	Subject	Purpose
Observation	Teacher & Students	Observe the learning process and use of media
Interview	Teacher	Exploring teachers' hopes, challenges, and needs
Questionnaire	Student	Knowing students' preferences and experiences with literacy media

The data obtained from observations, interviews, and questionnaires were analyzed using the interactive qualitative analysis technique of the Miles and Huberman model which includes three stages: data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2013). The data from the questionnaire results were analyzed in a simple quantitative descriptive manner to determine the tendency of respondents' answers. All data collected are categorized and coded based on certain themes such as reading interest, access to teaching materials, learning media preferences, and technological readiness. The findings of this analysis are used to compile specifications for the needs of *"BUCETAR"* *e-book story* media both in terms of content, design, and technical implementation.



**Figure 1.** Flow of the Process of Analyzing the Development Needs of the E-book story "BUCETAR"

This research method is designed to provide a comprehensive picture of the needs of students and teachers for innovative literacy learning media. This holistic approach is expected to provide a strong foundation for the development of *e-book* media that is not only effective from a pedagogical point of view, but also in accordance with real conditions in the field. By including validation techniques such as triangulation and member checking, the study ensures that its findings are credible, dependable, and accurately reflect participants' experiences. The mature needs analysis stage will support the design and development process of learning media that is more targeted, relevant, and able to improve the quality of literacy learning in Indonesian schools abroad.

## RESULTS AND DISCUSSION

### **Analysis Results**

The results of this study are the result of the data collection process through observation, semi-structured interviews, and the distribution of questionnaires carried out on grade 4 students and teachers at Sekolah Indonesia Riyadh. The purpose of this activity is to identify the initial need for the development of "*BUCETAR*" *e-book story* media as a means of literacy learning that is contextual, interesting, and in accordance with the characteristics of students. The data obtained were then analyzed qualitatively with a triangulation approach to strengthen the validity of the findings.

Based on the results of observations carried out in the literacy learning process in grade 4, it was found that most students showed quite high enthusiasm when learning was delivered through visual and narrative media. However, during the observation, the learning media used by teachers was still limited to printed books and simple text-based teaching materials. Teacher-student interaction tends to be one-way, where teachers read more reading texts and students are only asked to answer questions orally or in writing. There is no visible use of digital media in supporting students' literacy skills, such as the use of e-books or interactive applications. This qualitative observation is supported by student comments during class, such as "I like stories with pictures" or "It's more fun when the teacher shows pictures." This shows that there is an opportunity to present digital-based learning media that can enrich the student learning experience.

The results of interviews with classroom teachers and teachers of Indonesian subjects revealed that teachers are aware of the importance of learning media innovation, especially in supporting students' literacy skills. The teacher said that the limitation of reading facilities and resources that are in accordance with the student's context is the main challenge in learning. They also revealed that some students tend to get bored quickly with conventional reading texts due to the lack of visual appeal and lack of contextuality with the daily lives of students abroad. The teacher stated that the presence of story e-book media that integrates thematic material will be very helpful in the teaching and learning process, especially if it is designed interactively and equipped with simple sound or animation elements.

Meanwhile, the results of the questionnaire distributed to 25 grade 4 students showed that 76% (19 students) liked reading stories with pictures, while only 24% (6 students) preferred plain text. Around 60% (15 students) stated that they had never used e-books in classroom learning, but 84% (21 students) expressed interest in trying them. Approximately 68% (17 students) mentioned that they prefer reading on screens (tablet/laptop) compared to printed books. When asked about what kind of stories they like, 72% (18 students) chose adventure stories, followed by 64% (16 students) who liked stories about children's daily lives (e.g., home, school, friendship). This is an important basis in determining the content of the "*BUCETAR*" e-book story so that it is in harmony with students' interests and experiences.

**Table 2.** Recapitulation of Results

No	Technique	Main Findings	Implications for E-book Development
1	Observation	(1) Students are enthusiastic during lessons using visual aids. (2) Learning media is still dominated by printed books. (3) No use of digital media (e-books). (4) Interaction tends to be one-way from teacher to students.	The e-book should be designed to be visual, interactive, and support two-way learning.
2	Teacher Interview	(1) Teachers are aware of the importance of media literacy innovation. (2) Limited reading resources suited to students' context. (3) Students get bored easily with conventional texts. (4) Teachers hope for thematic and engaging e-books.	The e-book must be contextual, aligned with lesson themes, and visually appealing.
3	Student Questionnaire	(1) 76% like illustrated stories. (2) 60% never used e-books, but 84% are interested in trying. (3) 68% prefer digital screens. (4) 72% like adventure stories and 64% like daily life themes.	The e-book content should highlight themes of adventure, childhood, and everyday life, with attractive visual design.

The findings of the three data collection techniques show that there is a gap between the needs of students and teachers and the learning media available today. Students need more interactive, visual, and thematic media, while teachers need learning resources that can facilitate contextual and fun literacy learning. Therefore, the development of the "BUCETAR" e-book story media is directed to answer these needs by integrating learning themes according to the curriculum, interesting illustrations, communicative narratives, and simple interactive features that encourage active student involvement. This multi-source data convergence strengthens the construct validity of the study and demonstrates coherence between stakeholder expectations. However, a minor contradiction arises: while the majority of students have never used e-books, most are highly interested in using them. This gap indicates a latent demand for digital literacy tools, which could represent both an opportunity and a challenge for educators in implementation. This requires teacher readiness and access infrastructure, as well as training support to optimize its use in class. This data provides a solid foundation for designing the initial specifications of the e-book media to be developed.

Overall, the results of this study show that there is a significant need for the development of digital-based learning media in Sekolah Indonesia Riyadh. Both from the side of students and teachers, there is a desire to innovate in literacy learning which has been still conventional. Through the "BUCETAR" e-book story media, it is hoped that the literacy learning process in elementary schools can be more interesting, meaningful, and contextual. These findings can also serve as a reference for the development of similar media in other Indonesian Abroad Schools that face similar challenges in access and variety of learning resources.

### **Discussion**

The results of the study show that literacy learning at Sekolah Indonesia Riyadh is still taking place conventionally, where the main media used is printed textbooks. This has an impact on the limited variety of learning, especially in fostering students' interest and active involvement. According to Judijanto (2024), the integration of technology in literacy learning is very important to equip students with 21st-century digital literacy competencies. Literacy learning should not only focus on reading skills, but also develop students' understanding, creativity, and critical thinking skills. In this context, e-book media is one of the innovative solutions that can strengthen literacy learning with a more visual, narrative, and interactive approach. Therefore, it is important for teachers to start switching to digital media that is more in line with the characteristics of today's digital generation.



The results of observations and questionnaires show that grade 4 students are very interested in stories that contain visual elements such as interesting pictures, illustrations, and colors. This tendency is in line with Indah & Fadilah (2024), which states that information presented visually and verbally will be easier for students to understand and remember. Learning through e-books equipped with illustrations and other visual elements can improve reading comprehension and make the learning process more enjoyable. Students' interest in visual media also strengthens the argument that the learning styles of elementary school-age children are more likely to be concrete and visual (Urba et al., 2024). Thus, the development of the "BUCETAR" e-book media must seriously consider aesthetic and visual aspects, so that they are in harmony with students' learning styles.

Teachers as learning facilitators have an important role in providing media that suits the needs of students. However, from the results of the interviews, it is known that teachers at Sekolah Indonesia Riyadh face limited digital literacy resources and media. This is a challenge in itself, considering that the Regulation of the Minister of Education and Culture No. 23 of 2015 emphasizes that teachers need to develop technology-based learning innovations (Fatimah et al., 2024). This constraint shows the importance of institutional support, training in the use of digital media, and the provision of easily accessible e-book-based learning resources. In addition, teachers also need contextual teaching media, in accordance with the experience of students living abroad. Therefore, the development of e-books must consider the social and cultural context of students so that the material is more relevant and meaningful (Taufik et al., 2023).

Students' interest in adventure stories and children's characters suggests that the selection of content in e-books should be based on the child's preferences and world. As stated by Muttaqin et al. (2024), children are more likely to connect emotionally with stories that reflect their lives or fantasies that are close to the child's world. Therefore, stories in e-books need to raise themes that are close to students' daily lives, such as school experiences, friendships, or imaginative adventures. In addition, the characters in the story should be made representative and relatable, so that students feel part of the story. This not only increases interest in reading, but also forms emotional bonds and empathy that are important in character development (Ghifary, 2024).

In terms of learning, e-book media can also be used to foster multimodal literacy skills, namely the ability to understand texts in various forms such as text, images, audio, and video. According to Firdaus (2021), multimodal literacy is important to be developed from an early age so that students not only understand reading linearly but also interactively and critically. E-books developed with narrative voice elements or simple interactive features can encourage active student engagement. For example, students can choose a storyline, listen to the pronunciation of words, or answer questions in the e-book directly. This innovation provides a richer reading experience and is in line with the principles of 21st century literacy (Erminawati et al., 2022).

The findings regarding the lack of student experience using e-books show that there is a gap between the development of technology and its application in schools. Research by Prasetyo & Zulherman (2023) shows that the use of e-books in basic learning can increase students' motivation to learn and understand. The fact that students are not yet familiar with e-books can be an opportunity to introduce this medium systematically through learning that is designed in stages. In the initial stage, teachers can assist students in using e-books, as well as integrating reading activities with other literacy tasks (Mahfiroh & Nurtamam, 2025). This introduction not only broadens students' technological horizons, but also encourages students to become active and reflective readers.

The readiness of teachers and students in utilizing e-books also needs to be supported by a user-friendly e-book design that is in accordance with the level of students' cognitive development. According to Ridwan et al. (2021), a good learning media is a media that is adjusted to the stage of development of students' thinking. Therefore, the content of the e-book should be designed with the language difficulty in mind, the length of the text, and the appropriate sentence structure for children aged 9–10 years. In addition, interactivity in e-books also needs to be proportionate so as not to

divert students' focus from the core of the story. The balance between educational and entertainment aspects is an important factor in the development of learning media for children (Setiadi et al., 2024).

The results of the analysis strengthen the conclusion that story-based digital learning media is needed by students and teachers at Sekolah Indonesia Riyadh. This finding is also supported by the results of previous studies that show that digital-based story media is able to increase literacy achievement of elementary students (Handayani, 2021). In the context of Indonesian Overseas Schools (SILN), media such as e-books can be a bridge to strengthen the linguistic and cultural identity of Indonesian students abroad. Stories in e-books can be a reflective as well as educational medium to form an understanding of Indonesian cultural values. Therefore, the development of story content must pay attention to elements of local cultural values as part of character education (Yuniarti & Sirozi, 2024).

E-books can also be used as a medium of independent learning at home, thus expanding students' learning space outside the classroom. The use of story-based e-books supports a project-based literacy approach, where students can be asked to read stories and then create small projects such as book reviews, character drawings, or writing follow-up stories. This learning model is in accordance with the Independent Curriculum which emphasizes student-centered and real-context-based learning (Tuerah & Tuerah, 2023). Thus, e-book media can not only be used in classroom settings, but also to reinforce cross-contextual learning.

Overall, the development of the "BUCETAR" e-book media is a response to the real needs of students and teachers in literacy learning at SILN. The findings of this research are an important basis for designing e-books that are contextual, engaging, and in accordance with current technological and educational developments. The involvement of all parties, including teachers, students, and media developers, is indispensable in the development process so that the media produced is appropriate (Wibowo, 2023). Literacy learning is no longer limited to printed texts, but is evolving towards a digital direction that supports critical, creative, and collaborative thinking skills (Ariani et al., 2023). Therefore, e-books are expected to be able to be an adaptive, educational, and fun literacy learning innovation for students of Sekolah Indonesia Riyadh and other SILNs.

## CONCLUSION

Based on the results of the needs analysis carried out through observations, interviews, and questionnaires in the 4th grade of Sekolah Indonesia Riyadh, it can be concluded that the development of story e-book media is very relevant and needed to support literacy learning. Students show high interest in visual, interactive, and contextual media, while teachers expect learning media that is innovative, in accordance with the curriculum theme, and able to attract students' attention. The learning media that has been used so far is still conventional and has not taken advantage of the potential of digital media such as e-books. These findings show that there is a gap between the need for effective literacy learning and the availability of media used in schools. Thus, e-book media is expected to be an innovative solution that strengthens thematic literacy learning, fosters interest in reading, and encourages active student involvement through an interesting story approach and full of character values. Theoretically, this study contributes to the understanding of how multimodal literacy and digital learning resources particularly e-books can be aligned with the characteristics of elementary school students in multicultural and transnational educational settings. It also reinforces theories related to 21st-century learning, emphasizing the importance of interactive and student-centered media in improving literacy outcomes. These findings support existing frameworks such as multimodal literacy and digital pedagogy, while also highlighting the contextualization of such frameworks in Indonesian Overseas Schools.

Based on the findings of the research, it is recommended that the development of the "BUCETAR" e-book be carried out collaboratively between teachers, media developers, and children's literacy experts so that the results are in accordance with the learning needs and characteristics of students. Schools also need to provide training to teachers to improve their digital literacy, in order to



be able to make the most of e-books in teaching and learning activities. In addition, it is recommended that the e-book be equipped with simple interactive features, interesting illustrations, and stories that are close to students' lives and contain positive messages. For the sustainability of the program, schools and educational institutions need to provide adequate technological facilities, such as tablet or computer devices, and ensure access to e-books for all students. Further research can explore the pedagogical models most effective for implementing story-based e-books in literacy instruction, as well as examine cross-cultural applicability in other Indonesian international school contexts. Further research can be conducted to test the effectiveness of the "BUCETAR" e-book after it is developed, in order to measure its impact on improving student literacy quantitatively and qualitatively.

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