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Local Folktale-Based Digital Literacy Media for Strengthening Reading and Writing Skills of Fifth-Grade Elementary Students

Cerianing Putri Pratiwi[1]*, Heny Kusuma Widyaningrum[1], Nico Irawan[2]
[1]Universitas PGRI Madiun, Madiun, Indonesia
[2]Stamford International University, Bangkok, Thailand

ABSTRACT

Reading and writing are basic skills that students must master. This study aims to describe the needs for literacy media, develop digital literacy media containing local folktales, and test its effectiveness in improving students' reading and writing skills. This study uses the Research and Development method with the ADDIE model (analysis, design, development, implementation, and evaluation). Data were collected through observation, interviews, questionnaires, and tests. The analysis indicates the need for media that is engaging and aligned with students' characteristics. The developed media was deemed valid by content experts, feasible by media experts, and received very positive responses from teachers and students. The effectiveness test showed a significant difference between the experimental and control groups. The experimental group's average score was higher than the control group's. These findings indicate that digital media containing local folklore are effective in improving students' reading and writing skills and contribute to learning grounded in local wisdom.

ARTICLE INFORMATION

Keywords:
digital literacy media; elementary students; local folktale; reading; writing

Correspondent Author:
Cerianing Putri Pratiwi

Email:
cerianing@unipma.ac.id

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INTRODUCTION

Reading and writing skills are two crucial basic competencies in the education of school-age children, especially at the Elementary School level (Cattoni et al., 2024; Keogh & McGillicuddy, 2025; Kim & Zagata, 2024). Reading is not merely about interpreting written symbols; it also involves understanding, evaluating, and interpreting information from texts, which serves as a key foundation for advanced learning and daily life (Su et al., 2022). Meanwhile, writing is the process of expressing ideas in writing and demonstrates critical thinking, coherence, and effective communication skills. Strong literacy in reading and writing forms the foundation for academic success across all subjects, shaping students' character as independent, creative learners who are tolerant of other cultures and ideas (Asrul et al., 2023; Gildore et al., 2025; Rabia et al., 2024; Widyaningrum et al., 2022). Reading literacy is a key indicator of academic achievement and student participation in 21st-century learning societies (Parapat et al., 2023).

Reading and writing skills are basic abilities that are very important in supporting students' learning success in elementary school. The importance of reading and writing skills is becoming increasingly urgent, especially for fifth-grade elementary school students who are at a stage of developing more complex language learning. At this stage, students are expected to understand texts more deeply, analyze their content, connect it with personal experiences, and effectively compose narrative and informative writing. Students' success in reading and writing will directly impact their

overall academic achievement, digital literacy engagement, and readiness to meet 21st-century competency demands (Kusuma et al., 2022; Lijuan, 2025; Pelletier et al., 2025). Based on preliminary studies in elementary schools, it was found that some students still lack proficiency in reading and writing. This is evident from students' limited ability to understand text content, identify main ideas, construct coherent sentences, and write ideas clearly and correctly in accordance with language rules. Some students still have difficulty identifying important information in texts and lack confidence when asked to rewrite the content in their own words. In addition, the use of literacy learning media in the classroom is still limited to textbooks and student worksheets, making the learning less engaging and not yet able to optimally increase learning motivation.

National study results, including the reading literacy survey in the National Assessment, indicate that the literacy skills of elementary school students remain in the low to medium range (Maharani & Wahidin, 2022; Naila et al., 2024). In addition, according to the PISA 2019 survey, Indonesia still ranks 72nd out of 78 countries in reading, writing, and numeracy literacy (Nursalim et al., 2023). Agustiani (2025) identifies that elementary school students encounter a variety of obstacles in reading and writing, including reading fluency issues, misinterpretation of texts, and difficulties in understanding phoneme relationships, which also affect writing skills. Furthermore, an analysis of reading difficulties among fifth-grade students found that many children still face challenges in the complex process of early reading, such as distinguishing similar letters and constructing complete sentences, which also impacts their writing abilities (Shanahan et al., 2025). This situation is further exacerbated by low reading habits at home and a lack of guidance in literacy activities (Muawanah & Wahyuni, 2025).

In this context, the use of digital media based on local folklore offers a potential solution. The development of information technology has opened up significant opportunities to create learning media that are more interactive and adaptive to students' needs (Dener et al., 2022; Rahayu et al., 2022). Folklore is not only rich in narrative structures that can facilitate the development of reading and writing skills, but it also contains cultural values that can strengthen cultural identity and the relevance of contextual learning. Aini and Nugraheni (2021) show that folklore has great potential to develop Indonesian language literacy by enriching vocabulary, helping students understand text structures, and improving students' reading comprehension. Furthermore, Anggara et al. (2021) indicated that folklore helps students understand culture. Integrating folklore into literacy learning in elementary schools can create a more meaningful and enjoyable learning experience (Somantri & Dewi, 2025). Kardika et al. (2023) indicated that digital technology can be an effective means of developing students' literacy skills. The use of digital media has been shown to increase students' interest and motivation because the content is more engaging, interactive, and aligned with modern learning practices (Sari & Mahendra, 2025). Feature-rich digital media, such as e-books with interactive questions or audio narration, can help students understand texts more deeply and critically (Monalisa et al., 2024).

Seeing this, implementing interactive digital media based on local folklore can make the learning process more engaging, meaningful, and relevant to the lives of elementary school students. Conceptual studies show that this medium not only strengthens traditional literacy skills but also shapes children's critical thinking abilities and cultural identity in the digital era. Nevertheless, research systematically integrating digital literacy with the enhancement of reading and writing skills for fifth-grade students remains very limited, especially studies that use a research and development approach to create media that is valid, practical, and empirically effective. Although various studies have examined the use of digital media and folklore in learning, most continue to treat the two separately and have not fully integrated them to strengthen reading and writing skills. In addition, studies that specifically develop digital literacy media based on local folklore, using a research and

development (R&D) approach, for elementary school students, especially fifth graders, remain limited and not widespread. Therefore, the novelty of this research lies in the integration of three main aspects, namely reading-writing literacy, the use of interactive digital media, and the reinforcement of local cultural values through folklore in a complete learning product. This integration not only focuses on improving literacy skills technically, but also on creating a learning experience that is contextual, meaningful, and relevant to the times and students' cultural identity. Thus, this research provides a new contribution to the development of literacy learning media that is not only technologically innovative, but also rooted in local wisdom.

Thus, this study addresses the need to develop a Digital Literacy Media with Local Folktale Content specifically designed to strengthen the reading and writing skills of fifth-grade elementary school students. The development of this media is expected not only to provide empirical contributions to improving students' basic literacy, but also to bridge the gap between traditional learning and the demands of digital literacy and local cultural context. Previous studies have often discussed the effectiveness of media and learning strategies only partially, but few have examined the integration of local folktales into digital media as a primary tool for strengthening reading and writing literacy. Based on the description, the importance of this research lies in: 1) the development of innovative learning media that are relevant to the needs of the 21st century;(2) the contribution to enhancing reading and writing literacy of fifth-grade elementary school students through a local and digital cultural approach; and 3) strengthening the connection between traditional and digital literacy in the context of basic education. Therefore, this study aims to describe the conditions and needs for reading and writing literacy learning media for fifth-grade elementary school students, describe the process of developing digital literacy media containing local folklore to strengthen students' reading and writing skills and describe the effectiveness of digital literacy media containing local folklore to strengthen students' reading and writing skills.

METHOD

This research uses the Research and Development (R&D) method to produce and test the effectiveness of digital literacy media containing local folklore in improving the reading and writing skills of elementary school students (Sugiyono, 2019). The development model used is ADDIE, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation (Mulyatiningsih, 2019). The ADDIE model was chosen because it has a systematic flow and is easy to apply to the development of learning media tailored to students' needs, particularly for literacy enhancement. The Analysis stage is conducted to identify the needs and conditions of literacy learning in elementary schools. The Design stage focuses on designing the media structure, selecting local folklore, and developing reading and writing activities. The Development stage includes the creation of digital literacy media products and validation by content experts and media experts. The Implementation stage is carried out through limited trials on fifth-grade students to determine the feasibility of using media in learning. The Evaluation stage is conducted to assess the suitability and effectiveness of the media based on expert validation results, user responses, and students' reading and writing skills test results.

The research subjects included content experts, instructional media experts, fifth-grade elementary school teachers, and fifth-grade elementary school students who used the developed media. Content experts were lecturers with competencies in reading and writing literacy and were responsible for assessing the relevance and accuracy of the learning materials. Instructional media experts evaluated the appearance, technical aspects, and effectiveness of the digital literacy media design. Fifth-grade elementary school teachers were involved as educational practitioners to provide input on the media's suitability to student characteristics, learning needs, and its implementation in

classroom learning processes. Meanwhile, fifth-grade elementary school students were involved as media users to assess the media.

The data collection techniques in this study included observation, interviews, questionnaires, and reading and writing tests. Observations were conducted to obtain an overview of the initial conditions of reading and writing learning, as well as the use of learning media, in fifth grade of elementary school. Semi-structured interviews were conducted with teachers to explore the needs, obstacles, and potential use of local folk tales in literacy learning. Questionnaires were used to assess the feasibility of the media through evaluations by material experts, media experts, teachers, and student responses. Tests were used to measure the effectiveness of digital literacy media on reading and writing skills. The data analysis techniques in this study use both qualitative and quantitative analysis. Qualitative data analysis is used to examine the conditions and needs of literacy learning as well as the feasibility of the media developed, based on data from observations, interviews, and expert and user assessment questionnaires. Qualitative data are analyzed through the stages of data reduction, data presentation, and conclusion drawing. Meanwhile, quantitative data analysis is used to test the effectiveness of digital literacy media on students' reading and writing skills, obtained from pretest and posttest results.

Quantitative analysis is used to test the effectiveness of media during implementation. The research subjects consisted of 56 fifth-grade students, divided into an experimental group (28 students) and a control group (28 students) using a cluster random sampling technique. The design used is a quasi-experimental pretest-posttest control group design. The reading and writing skills test instruments have been validated by experts (content validity), and their reliability was assessed using the Cronbach's Alpha coefficient. Pretest and posttest data were analyzed descriptively and inferentially. Before hypothesis testing, normality and homogeneity tests were carried out as prerequisites for parametric analysis. Hypothesis testing used an independent-samples t-test to compare the average learning outcomes between the experimental and control groups. The selection of this test was based on the research goal of empirically examining differences in the treatment's effectiveness.

RESULTS AND DISCUSSION

At this stage, observations and interviews are conducted to understand the condition of learning media and the users' needs for reading and writing learning media. Based on the observations, literacy learning in reading and writing in grade V of elementary school is still dominated by printed textbooks, with limited use of digital media, so students' involvement and learning independence are not yet optimal. The observation results indicate that some students have difficulty understanding the content of the reading, identifying main ideas, and developing writing in an organized manner. At the same time, interviews with teachers reinforce these findings by highlighting students' difficulties in expressing ideas in writing and their low motivation to learn. In addition, the learning materials have not been integrated with the local culture, even though teachers believe that local folklore has the potential to increase students' interest and understanding. These findings indicate the need to develop innovative, contextually relevant digital literacy media that align with Learning Outcomes to strengthen the reading and writing skills of fifth-grade elementary school students. The results of the analysis stage are presented in Table 1.

Table 1. Analysis Results of Conditions and Needs

Analysis Aspects	Observation Results	Interview Results	Development Implications
Literacy learning conditions	Printed textbooks still dominate reading and writing learning	Teachers stated that literacy learning is not yet optimal	Digital-based literacy learning media are needed
Students' reading skills	Some students do not yet understand the reading content in depth	Teachers stated that students have difficulty identifying the main idea	The media should include guided reading activities
Students' writing skills	Students' writing is still simple and poorly structured	Teachers stated that students have difficulty expressing their ideas	The media should include gradual writing exercises
Use of learning media	Digital media is rarely used	Teachers need practical and interactive media	Interactive digital media need to be developed
Student engagement	Student activeness is still low	Teachers stated that students' motivation to learn varies	The media should enhance engagement and motivation
Integration of local culture	The material does not yet include local culture	Local folklore is rarely used	Local folktales need to be integrated
Curriculum suitability	The material is not fully contextual	Teachers adjust the material according to the Merdeka Curriculum Learning Objectives.	The media should be tailored to Competency Standards (CP) and Basic Competencies (TP)
Learning independence	Students still depend on the teacher	Teachers want media for independent learning	The media should support independent learning
Digital literacy	The use of technology is still limited	Teachers need digital-based media	Digital literacy media need to be developed
Learning needs	Media is not varied	Teachers need innovative media	Innovative media based on local culture

Driven by the initial needs analysis, the design phase concentrated on creating digital literacy materials tailored to the traits and educational goals of fifth-grade students. The resulting media framework seamlessly integrates user guidelines, learning objectives, core content, and illustrated digital local folklore, alongside targeted exercises for reading, story-centered writing, and overall evaluation. Concurrently, this stage involved formulating essential research instruments, including observation checklists, interview protocols, validation questionnaires for experts and users, and specific rubrics for assessing literacy skills. Ultimately, the entire development process is anchored in advancing core digital literacy principles, effectively blending reading with writing practices, and promoting regional cultural heritage.

At the development stage, a digital literacy media containing local folklore was produced, designed as teaching material to support the reading and writing learning of fifth-grade elementary

school students. This media was developed on the Canva platform and packaged as a digital flipbook for easy access on laptops or mobile phones, making it usable both in classroom learning and independently by students. The choice of this digital media is based on learning needs that require engaging, interactive materials suited to the characteristics of elementary school students, who are more interested in visual displays and digital technology. The main content of this media is local folklore selected for its proximity to students' cultural environment, thereby enhancing reading comprehension while instilling character values and local wisdom. The folklore used is adjusted to the developmental level of fifth-grade students, with text length, storyline, language use, and the moral values it conveys. The integration of local culture in this literacy media also aims to make learning more contextual and meaningful.

The media structure is systematically arranged and consists of several main parts, namely the cover, user guide, learning objectives, material, reading and writing exercises, and evaluation. The cover is designed to be visually appealing and presents the content of local folklore to foster students' interest in learning from the beginning. The user guide is presented in simple, clear, and communicative language to facilitate both teachers and students in using the media optimally. The learning objectives are formulated specifically in line with the Learning Outcomes in the Merdeka Curriculum, particularly to strengthen reading and writing skills. In the material section, the media presents a local folklore text, accompanied by supporting illustrations, to help students better understand the reading. Visual illustrations reinforce understanding of the story's context, characters, setting, and sequence of events, helping students more easily find important information in the reading. Furthermore, reading and writing exercises are designed to be integrated with the story material. Reading exercises include activities to identify main ideas and answer questions based on the text. Meanwhile, writing exercises include retelling the story in their own words and creating summaries. The evaluation section is designed to assess achievement of learning objectives and determine improvements in students' reading and writing skills after using the media. Figure 1 shows the digital media.



Figure 1. Digital Literacy Media

The digital literacy media developed is subsequently tested through a validation process by subject matter experts and digital media experts to ensure the product's feasibility before it is used in learning. The validation results from both experts are used not only to determine the level of media feasibility but also as an important basis for revising and refining the product. Feedback, suggestions, and notes from the experts are used to improve aspects that still need improvement, both in content and media design, so that the resulting product is truly ready for use by teachers and students. Tables 2 and 3 present the results of the content and digital media validation tests.

Table 2. Content Validation Results

Aspects	Score
Curriculum appropriateness	4
Content accuracy	5
Literacy integration	4
Local folklore	4
Depth of material	3
Presentation systematics	4
Language suitability	4
Clarity of instructions	3
Exercise relevance	4
Material accuracy	4
Quantity	39
Score	78
Category	Feasible

Table 3. Digital Media Validation Results

Aspects	Score
Visual appearance	4
Layout	5
Readability	4
Navigation	3
Interactivity	4
Design consistency	4
Graphic quality	4
Suitability for digital media	4
Accessibility	4
Technical functionality	4
Quantity	40
Score	80
Category	Feasible

The results of the expert material validation show that the digital literacy media based on local folklore received a total score of 39, with a value of 78, indicating that it is suitable for use. The assessment indicates that the material aligns with the learning outcomes and the needs of fifth-grade students, and that it can integrate literacy activities with local folklore. The presentation of the material is considered coherent, uses appropriate language, and is supported by relevant exercises. However, the material's depth and instructional clarity still need improvement to better support students' literacy skills. Overall, the media is deemed suitable for use with some improvements.

The results of media expert validation showed that the media obtained a total score of 40 (80) and was declared feasible for use. Visual appearance, layout, readability, graphic quality, interactivity, and technical functionality were assessed as suitable for elementary school students. Nevertheless, the navigation aspect still requires simplification to make the media easier to operate. Overall, the media is considered feasible for use in learning after some improvements are made. The implementation stage is carried out after the digital literacy media containing local folklore are deemed feasible based on validation results from material and media experts. At this stage, the media is trialed in reading and writing lessons in Grade V of elementary school. Implementation involves

using the media as the primary learning resource, with students reading local folklore, completing reading exercises, and engaging in writing activities integrated with the texts they read. The teacher serves as a facilitator, guiding the use of media and accompanying students throughout the learning process. During the implementation process, the researcher also observes student engagement, ease of use of the media, and student responses to the ongoing learning. The results of this stage serve as a basis for assessing the practicality and effectiveness of the media in improving students' reading and writing skills.

The results of teachers' evaluations of digital literacy media containing local folklore stories showed an average score of 83, placing it in the very feasible category. The aspect of ease of use of the media in learning received a score of 90, indicating that the media is easy to operate and can be used effectively by teachers in classroom learning activities. The media's suitability to the characteristics of fifth-grade students received a score of 80, indicating that the content, appearance, and presentation of the media have been adapted to the students' developmental level. The media is also considered to support reading and writing learning, as reflected in scores of 90 for both aspects. In addition, the aspects of the relevance of local folklore to the students' context, increased learning motivation, and support for digital literacy learning each received a score of 80, indicating that the media can connect the material with the students' cultural background while also encouraging student engagement in digital-based learning. The suitability of the material to the allocated learning time received a score of 70, indicating the need to adjust the media use time to achieve a more optimal learning implementation. Furthermore, the media's ability to be used independently by students received a score of 90, while its feasibility for application in learning received a score of 80. Overall, the teacher assessment results confirm that the developed digital literacy media are highly feasible for use as teaching materials to support reading and writing learning in Grade V of elementary school.

Based on the student assessment results, the digital literacy media containing local folklore received an average score of 82.14 and falls into the very feasible category, indicating that students learn well from the media. Students rated this learning media as interesting (82.5) and quite easy to use (78.9), indicating it can be utilized without significant difficulty. The folklore presented is considered easy for students to understand, as reflected in the score of 85.4, and it fosters a sense of enjoyment in reading activities with the same score, indicating that the media content matches students' level of understanding and interest. In addition, this media is considered to help students understand the content of readings (score of 82.9) and support writing skills (score of 82.1), indicating that reading and writing activities are well integrated in the media. The illustration aspect received a score of 84.3, indicating that the visual presentation of the media attracts students' attention and helps clarify the material, while the activity instructions are easy to understand, with a score of 83.2, allowing students to follow the learning activities smoothly.

Nevertheless, the media indicator made learning more enjoyable, achieving a score of 77.1, indicating that there is still room for improvement to make students' learning experiences more optimal. Meanwhile, the indicator of students' willingness to use this media again scored 80, indicating a positive response to its continued use. Overall, the student assessment results show that digital media containing local folklore stories is very suitable as a supporting tool for teaching reading and writing in Grade V of elementary school. After an assessment by students and teachers, the next step is to test the media's effectiveness using an experimental and a control class. The first step is the normality test. The normality test is conducted to determine whether the data in each group are normally distributed. Based on the results of the normality test, the Asymp. Sig. (2-tailed) value obtained was 0.176 for the experimental group and 0.158 for the control group. Since both values are above the 0.05 significance level, it can be concluded that the data from both groups are normally distributed and meet the normality requirement. In addition to the normality test, a homogeneity test

was conducted to assess whether variances were equal. Using Levene's test, a p-value of 0.173 was obtained, which is above the 0.05 threshold. This result indicates that the level of data variability between the two research groups does not differ significantly. This finding indicates that both groups have a similar level of data variability, and that the data homogeneity requirement has been met. After the normality and homogeneity requirements were met, an Independent Samples t-test was conducted to determine whether there was a significant difference in the means between the experimental and control groups. This test is used to determine the effectiveness of digital literacy media containing local folklore stories on improving students' reading and writing skills. Table 4 presents the results of the independent-samples t-test, and Figure 2 compares the t-count and t-table.

Table 4. T-test

Class	Mean	Std. Dev	Std Error Mean	Independent t-Test		
				t	df	Sig. (2-tailed)
Experiment	83.93	6.29	1.19	3.822	54	0.000
Control	76.43	8.26	1.56			

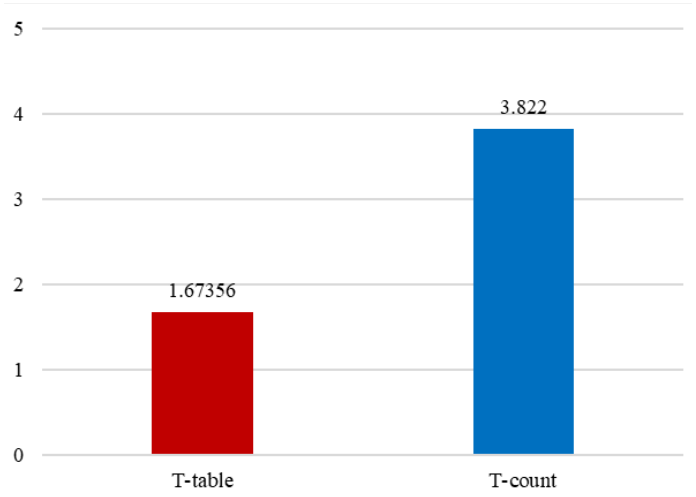

Figure 2. Comparison between T Count and T Table

Based on the results of the statistical test, a t-value of 3.822 was obtained with 54 degrees of freedom (df). This figure exceeds the t-table value at a 0.05 significance level, which is 1.67365. On the other hand, the significance value obtained is 0.000, which is below the 0.05 threshold. These findings confirm a significant difference between the experimental and control groups. Descriptively, the experimental group had a higher average score of 83.93 (SD = 6.29), whereas the control group had an average of 76.43 (SD = 8.26). Thus, it can be said that the treatment applied to the experimental group had a real impact on the outcomes achieved. The evaluation stage is conducted to see to what extent digital literacy media containing local folklore can be used effectively in learning, as well as how users respond to the media. This evaluation involves various parties, from experts and teachers to students, so that the assessment focuses not only on the appearance and technical aspects of the media but also on its benefits in supporting reading and writing activities. Through this evaluation, it was found that the media can be used effectively in learning, is easily accessible, and supports students' learning processes. However, the evaluation also showed that several aspects can still be improved, such as managing media use during class, improving navigation, and making learning activities more enjoyable. The results of this evaluation were then used to inform improvements and refine the media better to meet students' needs and the learning objectives.

This study shows that the development of digital literacy media featuring local folklore significantly supports the strengthening of reading and writing skills of fifth-grade elementary school students. Validation results by content experts and digital media experts indicate that the media product is of acceptable quality. The high response from teachers to the media suggests that it is not only easy to use and relevant to learning needs but also capable of assisting the reading and writing learning process in an integrative manner. Meanwhile, students' responses were also positive regarding the media's attractiveness, ease of use, understanding of the story, and support for reading and writing activities, reinforcing the finding that this media is well received and capable of enhancing learning engagement. The effectiveness test results show that using this media has a significant positive impact on students' reading and writing skills.

The results of this study not only confirm the effectiveness of digital media in literacy learning, but also show a new contribution to the integration of local culture in strengthening the reading and writing skills of elementary school students. Nurhidayah and Wibowo (2025) show that the use of digital storybooks can enhance digital literacy and increase elementary school students' engagement in reading activities. Juliati et al. (2025) also found that digital story media in the form of E-Bookstory can increase reading interest through a combination of text, images, sound, and interactive animation. In addition, Rusyada (2025) confirms that digital technology in folk tale learning can strengthen student engagement, understanding of cultural values, and reading literacy of elementary school students. Unlike previous studies, this research integrates three aspects simultaneously, namely literacy in reading and writing, interactive digital media, and local folklore as the core of learning. This contribution is important because most previous studies still develop reading and writing skills separately or treat local culture only as a complement to the learning material.

Sari and Mahendra (2025) state that digital media has significant potential to improve reading skills because it offers a more interactive learning experience than conventional print media. Meanwhile, Wulandari et al. (2025) found that integrating digital literacy into narrative learning improves primary school students' writing skills. These findings support the results of this study; however, previous research has still focused more on improving reading or writing skills, at least in part. Unlike previous studies, this research integrates reading and writing skills simultaneously through digital media based on local folk tales, thereby emphasizing not only technological aspects but also a cultural context close to students' lives.

Theoretically, the findings of this study expand understanding of the fact that literacy learning cannot be separated from students' social and cultural contexts. The integration of local folklore into digital media provides a more contextual learning experience, making it easier for students to connect the text's content with the experiences and environments they are familiar with. This condition strengthens the process of knowledge construction because students not only read the text mechanically but also understand its meaning, cultural values, and social messages. These findings support Aprilliandari et al. (2024) and Hasanah et al. (2025), who assert that learning grounded in local culture can enhance student engagement and understanding. However, unlike previous studies that focused more on character development and cultural literacy, this study shows that integrating local culture into digital media also directly improves students' reading and writing skills.

In addition, this study's results reinforce the 21st-century literacy framework, which emphasizes active student engagement, mastery of digital literacy, and critical thinking skills as important elements of language learning. The developed digital media not only presents text in an attractive visual form but also encourages students to think, interpret the story's content, and express their ideas again through writing activities. Interactive digital media can create more reflective and collaborative learning (Narendran et al., 2025; Ndibalema, 2025; Rahman & Malek, 2024; Samuel, 2024; Wahid et al., 2024). However, some of these studies still focus on mastery of digital technology

or general learning engagement, whereas this study shows that the use of digital media grounded in local folklore can integrate reading, writing, and cultural interpretation skills into a comprehensive learning process. Thus, the contribution of this study lies not only in the aspect of learning technology use but also in strengthening cultural identity and developing contextual literacy for elementary school students in the digital era.

CONCLUSION

The conclusion of this study shows that digital literacy media containing local folklore, developed through the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model, is feasible, practical, and effective in improving the reading and writing skills of fifth-grade elementary school students. The validation results from content and media experts show that the media meet the feasibility criteria in terms of content suitability, material accuracy, integration of literacy skills, language use, and an attractive, functional media design. Assessments by teachers and student responses also show very positive results, especially in terms of ease of use, media attractiveness, and its benefits in supporting literacy learning in the classroom. Furthermore, the effectiveness test results through a t-test showed a significant influence of using the media on improving students' reading and writing skills. This proves that the developed media is not only feasible to use but also capable of providing a real impact on improving students' learning outcomes. The integration of local folklore into digital media also provides a more contextual, engaging, and meaningful learning experience because students can relate the reading content to a cultural environment close to their lives. Overall, it can be concluded that digital media containing local folklore are effective for learning and contribute to strengthening the literacy skills of fifth-grade elementary school students. This media can be an innovative learning tool that not only improves reading and writing skills but also introduces students to local cultural values.

DECLARATION OF GENERATIVE AI

The authors declare that no generative AI or AI-assisted technologies were used in the writing process of this manuscript.

CONFLICTING INTEREST STATEMENT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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