



Development of a Fantasy Story-Based Interactive E-Book to Improve Student Literacy

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ABSTRACT

This study aims to develop an interactive e-book based on fantasy stories to improve literacy. The study employs the Research and Development (R&D) method using the ADDIE model, which comprises the stages of Analysis, Design, Development, Implementation, and Evaluation. The research was conducted during the even semester of the 2025/2026 academic year at SMP Negeri 10 Sungai Kakap. The research subjects were 31 students from class VII C at the school. Data collection techniques included observation, interviews, student response questionnaires, and literacy tests (pre-test and post-test). Each research instrument was developed using objective and systematic procedures. The research data underwent external validation by media, subject matter, and language experts. The results indicate that the interactive e-book received validation scores of 80% from media experts, 80% from subject matter experts, and 78.67% from language experts, placing it in the "feasible" category. Student responses yielded a score of 89.61%, falling into the "highly practical" category. Effectiveness test results showed an N-Gain score of 0.70, indicating a high level of effectiveness. Thus, the fantasy story-based interactive e-book is both feasible and effective for improving student literacy.

Keywords: fantasy story-based interactive, e-book, student literacy

INTRODUCTION

Literacy is a crucial competency in modern education. It is defined not merely as the ability to read and write, but also encompasses the capacity to comprehend, interpret, and critically evaluate information. Literacy serves as a fundamental pillar of the learning process, as virtually all learning activities require the ability to read and understand information. Strong literacy skills enable students to more easily absorb knowledge and develop higher-order thinking skills (Damayanti & Werdiningsih, 2025). Digital literacy can be fostered through features that are easily accessible and relevant to modern learning needs (Wulansari

& Wiguna, 2025). However, student literacy proficiency in Indonesia remains a serious concern. Various national and international studies indicate that the reading proficiency of Indonesian students remains low. Results from the Programme for International Student Assessment (PISA) conducted by the OECD (2019) consistently show that Indonesian students' reading literacy scores fall below the OECD average, suggesting that many students struggle to effectively comprehend, process, and evaluate information from texts. Similarly, Yusmar & Fadilah (2023) emphasize that literacy levels among Indonesian students are low not only in

Submitted
20/08/2026

Accepted
25/08/2026

Published
01/09/2026

Citation	Susanti, S., Yuliansyah, A., Wulansari, F. (2026). Development of a Fantasy Story-Based Interactive E-Book to Improve Student Literacy. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 5, Nomor 5, September 2026, 4097-4106. DOI: https://doi.org/10.55909/jpbs.v5i5.1838
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Publisher
Raja Zulkarnain Education Foundation

reading but also in scientific literacy, indicating an inability to effectively connect knowledge with real-life situations. Consequently, the issue of literacy in Indonesia is complex and multifaceted, necessitating updates to teaching materials and learning methods to make them more relevant, engaging, and aligned with technological advancements. Integrating technology into education can also facilitate more meaningful and contextual learning experiences. Students can engage actively through various interactive features, such as quizzes, simulations, and challenging educational games. Such active engagement is vital for enhancing both the understanding and retention of the material being studied. Therefore, the utilization of digital technology in the development of instructional materials serves as an effective strategy for creating innovative, interactive, and learner-centered learning, thereby optimally enhancing literacy quality and learning outcomes (Harahap et al., 2023).

The development of digital technology offers immense opportunities to enhance the quality of learning across various educational levels, including efforts to improve students' literacy skills—a key 21st-century competency. Technological advancements not only facilitate easy access to information but also pave the way for innovations in how learning materials are presented. Technology enables content delivery in diverse formats—such as text, images, audio, video, and interactive animations—that cater to various learning styles, whether visual, auditory, or kinesthetic. Consequently, the learning process becomes more engaging and dynamic, thereby boosting student motivation (Azizah & Eliza, 2023).

Maharani & Yefterson (2021) state that in an era of rapid change—driven by digital technological advancements and an unrestricted flow of information—education systems must adapt and transform dynamically. These changes affect not only learning materials but also the methods, media, and approaches employed in the learning process. In the 21st century, students can no longer rely solely on rote memorization; they must be capa-

ble of understanding, analyzing, and applying knowledge in real-life contexts. Therefore, education systems need to introduce creative, interactive, and contextual learning innovations to foster student interest and improve literacy.

According to Putri (2022), educational innovations must also account for the diverse needs and characteristics of students to ensure effective and meaningful learning. Utilizing technology—such as digital media, interactive e-books, and online learning platforms—offers a solution to these challenges. Thus, education evolves from a mere process of knowledge transfer into a means of holistically developing students' potential. It is therefore crucial for all stakeholders in education to continue innovating and collaborating to build a system that is adaptive and relevant, capable of nurturing a generation ready to face future global challenges. Furthermore, changes in students' lifestyles in the digital era have influenced their reading habits. Today's students are more accustomed to digital technologies—such as smartphones, social media, and various entertainment apps—that deliver information quickly and visually. Consequently, they tend to gravitate toward interactive and visually engaging content rather than static, lengthy texts. Therefore, instructional practices must adapt to these developments to remain relevant (Hardiyanti & Alwi, 2022).

According to Muyassaroh & Dewi (2021), the use of digital technology also enables students to engage in independent and flexible learning, unconstrained by time or location. This allows them to revisit material they have not yet mastered and explore topics in greater depth based on their individual needs and interests. In this context, learning materials are no longer static like conventional printed books; instead, they can be developed into interactive digital learning media, such as interactive e-books, multimedia-based modules, and educational applications. Such media serve not only as sources of information but also as tools for fostering critical thinking and problem-solving abilities, as well as enhancing overall literacy skills.



One form of technology integration in education is the use of e-books (electronic books). E-books are digital learning media accessible via various devices, such as computers, tablets, and smartphones. Their key advantages lie in ease of access and flexibility, allowing learners to study anytime and anywhere, unrestricted by space or time (Krisdian & Subekti, 2021).

According to Widyartono (2025), the use of interactive e-books in learning holds great potential for boosting students' interest in reading. Engaging visuals and interactive elements within the reading process encourage students to explore the book's content. Furthermore, interactive e-books facilitate a deeper understanding of the material through the visualizations and interactive activities they provide.

To ensure interactive e-books have an optimal impact, an approach tailored to the students' characteristics is required. One effective method is the use of stories as a learning medium. Stories possess the power to capture attention, stimulate the imagination, and convey messages in a compelling and accessible manner. Through storytelling, students can become emotionally engaged, making the learning process more meaningful (Widyartono, 2025).

Stories also play a vital role in enhancing students' literacy skills. By reading stories, students practice reading comprehension, identify key information, and interpret the meaning within the text. Additionally, stories help develop critical and analytical thinking skills (Idris et al., 2023). Moreover, utilizing fantasy stories as content for interactive e-books is considered effective for increasing student interest in reading. Fantasy stories present imaginative worlds filled with magic, unique characters, and captivating plots. These worlds, unbound by reality, allow students the freedom to use their imaginations and become emotionally invested in the stories they read. Capitalizing on students' interest in fantasy stories can serve as a strategy to foster a greater love for reading. By presenting reading materials in the form of engaging fantasy stories, students will be more motivated

to read. This can serve as an initial step toward improving their overall literacy skills (Idris et al., 2023).

Beyond being engaging, fantasy stories possess significant educational value. They can be used to indirectly convey moral messages, life values, and various learning concepts. Consequently, students not only find entertainment but also gain meaningful learning experiences. Integrating interactive e-books with fantasy stories represents a highly promising innovation in education. This combination creates a reading experience that is engaging, interactive, and educational. Students can enjoy the story while interacting with the various features provided within the e-book (Hanafi et al., 2024).

Previous research conducted by Maharani (2021), titled "Development of Interactive E-Book Teaching Materials to Improve High School Students' Reading Literacy," provides a point of comparison. Feasibility assessments by subject matter experts, teaching material experts, and learning technology experts yielded the following results: subject matter experts rated the e-book material at 4.00 (categorized as highly feasible); initial validation of the teaching material scored 1.73 (categorized as not feasible), but after revision, it achieved an average score of 3.72 (categorized as highly feasible); and learning technology experts gave an average rating of 3.64 (categorized as highly feasible). The similarity between that study and the proposed research lies in the use of interactive e-books as learning tools and the shared objective of improving students' literacy skills. However, there are significant differences regarding the development focus and the subjects studied. Maharani's research focused on the general use of interactive e-books for high school students, whereas the current study focuses on developing an interactive e-book featuring fantasy stories specifically designed to enhance literacy skills, targeting a different demographic: junior high school students. Thus, this study offers an innovation by incorporating fantasy story elements into interactive e-books as a tool to support literacy learning.

Furthermore, a study conducted by Dewi (2025), titled "Development of a Visual Literacy-Based Interactive E-Book to Enhance Literary Text Comprehension in Junior High School," revealed that interactive e-books focusing on visual literacy can serve as an innovative solution for literature instruction at the junior high school level. This study shares similarities with the current research, as both focus on developing interactive e-books as educational media and aim to improve students' comprehension of texts within the context of Indonesian language learning at the junior high school level. However, there are significant differences between the two studies. Anita Candra Dewi's research prioritizes a visual literacy approach in media development, whereas the current study emphasizes the creation of interactive e-books based on fantasy stories to broaden students' literacy skills.

Furthermore, while previous studies focused primarily on the comprehension of literary texts, the present study encompasses a broader range of literacy skills—including understanding, interpreting, and drawing inferences from reading materials. Consequently, this study introduces an innovation in content development by integrating fantasy stories into an interactive e-book designed to enhance students' literacy.

Reference is also made to the study conducted by Elvira Damayanti & Werdiningsih (2025), titled "Science Literacy-Based Fantasy Story Teaching Materials for Grade VII Junior High School." Their findings indicated that the teaching materials were suitable for the learning process, evidenced by average scores of 75.53% and 77.9%. Beyond being grounded in science literacy and local wisdom, these materials incorporated several essential components: facilitating differentiated learning, integrating tools such as Google Forms and Mentimeter, and utilizing a writing project for final assessment—thereby offering a fresh approach to fantasy story teaching materials. The similarity between that study and the current one lies in the objective of developing fantasy story-based teaching materials and the aim of improv-

ing junior high school students' literacy skills. However, there are distinct differences regarding the product type and the methods employed. While Damayanti & Werdiningsih focused on developing conventional (non-digital) science literacy-based materials, the current study seeks to create an interactive e-book that leverages digital technology and multimedia features—such as images, animations, and interactive activities. Moreover, this study places greater emphasis on strengthening student literacy through innovative digital learning media, with the expectation of boosting reading interest and student engagement in the learning process.

Meanwhile, the research I conducted focuses on developing an interactive e-book that specifically integrates fantasy stories as a means to enhance learners' literacy. Through this approach, learners do not merely read; they actively engage in comprehending the plot, characters, and underlying messages of the stories. Therefore, this study is expected to make a novel contribution to the development of learning media that are more engaging and effective in enhancing literacy skills. The study underscores the importance of creating instructional materials that are not only visually appealing but also capable of fostering students' cognitive and emotional engagement during the learning process. In a context where student interest in reading tends to be low, there is a need for media that can bring the reading experience to life, enabling students to move beyond passive involvement to actively understand and interpret texts. Interactive e-books based on fantasy stories are expected to offer a solution to this need.

Furthermore, this research is significant because it not only yields a learning product but also contributes to the development of theory and practice regarding technology-based literacy instruction. By integrating elements of interactivity with the narrative power of fantasy stories, this research aims to offer an innovative learning model suited to the characteristics of today's digital generation. According to Hanafi et al. (2024), fantasy-based interactive e-books can be designed with various



elements that support the learning process, such as engaging illustrations, animations that bring the story to life, and audio that enhances the atmosphere. Additionally, interactive quizzes embedded within the story can help learners comprehend the reading material and assess their level of understanding. The use of innovative learning media, such as fantasy-based interactive e-books, is expected to create a more enjoyable learning environment. Learners will no longer view reading as a tedious chore but rather as an engaging and fun activity. This is crucial for fostering reading habits from an early age.

Increased interest in reading is expected to lead to improved literacy skills among learners. They will become better equipped to comprehend information, process knowledge, and develop critical thinking abilities. Strong literacy skills will serve as a vital asset for learners in facing future life challenges. Moreover, the use of interactive e-books aligns with 21st-century learning demands, which emphasize the integration of technology into the educational process. Learners are expected not merely to be technology users but also to utilize technology wisely to support their learning.

Based on the foregoing, it is evident that innovation is required in developing learning media capable of enhancing student literacy. One viable alternative is the development of fantasy-based interactive e-books that blend entertainment and education into a single medium. Consequently, the development of such e-books offers a potential solution for boosting both reading interest and literacy skills. This medium not only provides an enjoyable learning experience but also effectively and meaningfully supports the achievement of learning objectives.

This research focuses on developing fantasy-based interactive e-books as a means to improve student literacy. The issues examined include the needs analysis for developing a fantasy-story-based interactive e-book to improve student literacy, the design of such an e-book, and its feasibility. The study aims to describe the needs analysis, the design, and the feasibility of the fantasy-story-based

interactive e-book intended to enhance student literacy.

METHOD

This study employs the Research and Development (R&D) method to develop a fantasy story-based interactive e-book and to assess its quality in terms of validity, practicality, and effectiveness. Educational development research aims to produce learning innovations that align with learners' needs (Siregar, 2025; Razak, 2017). A mixed-methods approach is used, combining quantitative and qualitative data. Quantitative data were obtained from expert validation, student response questionnaires, and literacy tests (pre-test and post-test), while qualitative data were gathered through observations, interviews, and validator feedback.

The research subjects consisted of 31 students from class VII C at SMP Negeri 10 Sungai Kakap and one Indonesian language teacher, selected using purposive sampling. Subject selection was tailored to the requirements of the interactive e-book's development and field testing. Data collection techniques included observation, interviews, testing, questionnaires, and documentation.

Data analysis was conducted both quantitatively and qualitatively. Quantitative data were analyzed using a Likert scale to determine the product's feasibility and practicality, while product effectiveness was analyzed using the N-Gain test based on pre-test and post-test results. Qualitative data were analyzed through the stages of data reduction, data presentation, and conclusion drawing.

The development model applied is ADDIE, as introduced by Siahaan (2025). The analysis phase involved identifying needs through preliminary observations and discussions with teachers and students, analyzing the curriculum (Learning Outcomes/Basic Competencies), and examining student characteristics. The design phase involved planning the research tools. In the development phase, the interactive e-book was created using digital applications and multimedia integration (text, images, audio, and animation), followed by

validation from subject matter, media, and language experts, and subsequent product revisions. The implementation phase involved a limited trial with students during instruction to evaluate the product's practicality and effectiveness. The evaluation phase is conducted both formatively and summatively to evaluate the overall quality of the product.

RESULTS

This section presents the data and findings obtained from the field during the research process. The exposition of these results includes an overview of the location and implementation schedule, as well as the presentation of collected data, serving as an objective basis for a deep understanding of the research's primary focus. The study was conducted on May 25, 2026, at SMP Negeri 10 Sungai Kakap; upon receiving the research permit from Universitas PGRI Pontianak, the study proceeded as intended by the researcher. Based on this permit, the principal of SMP Negeri 10 Sungai Kakap authorized the researcher to conduct the study at the school. The researcher consulted with the Indonesian language teacher designated by the principal to carry out the planned research. The development of the fantasy story-based interactive e-book aimed at improving student literacy followed the stages of the ADDIE model the results of these stages are presented below.

1. Analysis

Needs analysis for the development of the fantasy story-based interactive e-book to improve student literacy. Based on the first problem statement, a needs analysis was required for the development of the fantasy story-based interactive e-book. This stage was conducted to gather information regarding the needs of students and teachers concerning the development of the interactive e-book for fantasy story lessons. The researcher identified these needs based on student responses to a needs assessment questionnaire distributed during the study.

Student needs regarding the development of the fantasy story-based interactive e-book to improve student literacy. Identifying needs is crucial for students during the learning process, particularly in the context of fantasy story lessons. To gather information regarding students' needs, the researcher distributed a closed-ended needs assessment questionnaire to the research subjects. This was conducted in the context of developing a fantasy story-based interactive e-book—designed to enhance student literacy—for the fantasy story unit in class VII C at SMP Negeri 10 Sungai Kakap. The questionnaire consisted of 10 questions and involved 31 student respondents. The resulting data were analyzed based on the product's level of practicality, falling into the "highly practical" category.

2. Design

The design phase involved drafting the content and layout of the interactive e-book. The product was designed using Canva, taking into account the characteristics of Grade VII-C students. The e-book includes a cover page, user instructions, learning outcomes, learning objectives, fantasy story content, sample texts, illustrations, instructional videos, audio narration, interactive exercises, an evaluation section, and a bibliography. The design incorporates an engaging combination of colors, icons, and illustrations intended to boost students' learning motivation and interest in reading.

The main page displays the material title. The cover page features the Tut Wuri Handayani logo, the Universitas PGRI Pontianak logo, and the Kampus Merdeka logo, with class details listed at the bottom. The second page contains the foreword; the third page lists the table of contents and the titles of the topics covered; the fourth page presents the learning material; the fifth page lists references; and the final page provides the researcher's profile or biography, along with the names of the primary supervisor and the co-supervisor.



Development

The development phase involves creating and testing the product, transforming the results of the analysis and design stages into a finished product ready for trial. The product was developed into a fantasy-story-based interactive e-book using Canva and supporting applications like Henzin. Based on the analysis and design, the learning model—an interactive e-book—was created. It is designed to be accessible via Android devices using a provided link. To ensure the validity of this fantasy-story-based interactive e-book aimed at improving student literacy, it was validated by three experts (media expert, linguistics expert, and subject matter expert). Validation results below:

- | | |
|--------------------|------------------|
| 1) media expert | 80.00 (feasible) |
| 2) language expert | 78.67 (feasible) |
| 3) content expert | 80.00 (feasible) |
| total | 79.56 (feasible) |

3. Implementation

The implementation phase involved the actual use of the fantasy-story-based interactive e-book, which had previously been validated as suitable by media, subject matter, and language experts. This phase was conducted to assess the product's practicality and its effectiveness in enhancing students' literacy skills. The activity took place at SMP Negeri 10 Sungai Kakap with a class of 31 seventh-grade students (Class VII C), involving their Indonesian language teacher. Implementation was carried out face-to-face; students were provided with a link to the interactive e-book to use during lessons on fantasy story texts. Students studied the material, read fantasy stories, completed literacy exercises, and finished the evaluations included in the e-book. Following the lesson, students completed a response questionnaire and took a post-test to measure improvements in their literacy skills. Data from the implementation were used to determine the product's practicality based on student feedback and its effectiveness by comparing pre-test and post-test results using the N-Gain test. These results served as the basis for

evaluating the final quality of the developed product.

Results regarding product practicality were obtained through student response questionnaires administered after they used the fantasy-story-based interactive e-book. The questionnaire, comprising 10 statements rated on a 1–5 Likert scale (Razak et al., 2020), was distributed to the 31 students. Analysis revealed an obtained score of 1,389 out of a maximum possible score of 1,550, representing 89.61% of the total. These results indicate that the fantasy-story-based interactive e-book falls into the "highly practical" category for use in Indonesian language instruction. Students responded positively, noting that the media featured an engaging design, was easy to use, and helped them understand the material while enhancing literacy activities.

The effectiveness of the fantasy-story-based interactive e-book was analyzed by measuring improvements in student literacy skills based on pre-test and post-test results. Prior to using the interactive e-book, students took a pre-test consisting of 20 multiple-choice questions to assess their baseline literacy skills. After completing the lesson using the interactive e-book, students took a post-test with the same number of questions to measure the improvement in their literacy skills. The analysis results indicate that the students' average pretest score was 59.70, which subsequently rose to 88.06 in the posttest. Calculations using the Normalized Gain (N-Gain) test yielded a value of 0.70, falling into the "high" category. These results demonstrate that the use of an interactive, fantasy-story-based e-book is effective in enhancing students' literacy skills in Indonesian language learning, specifically regarding fantasy story texts.

- 1) mean pretest: 59.70

- 2) mean posttest: 88.06

5. Evaluation

The evaluation stage is the final phase of the ADDIE model, aimed at assessing and refining the quality of the interactive e-book based on valida-

tion and product trial results. Validation results from the media expert (80%), subject matter expert (80%), and language expert (78.67%) indicate that the product falls into the "feasible" category. Questionnaire responses from 31 students yielded a score of 89.61%, placing it in the "highly practical" category. Meanwhile, the average pretest score of 59.70 rose to 88.06 in the posttest, resulting in an N-Gain score of 0.70, which falls into the "high" category. Based on these results, the fantasy-story-based interactive e-book is deemed feasible, practical, and effective as an Indonesian language learning medium to improve the literacy of 7th-grade students at SMP Negeri 10 Sungai Kakap.

DISCUSSION

This development research produced a fantasy-story-based interactive e-book designed to improve student literacy, utilizing the ADDIE model—comprising the Analysis, Design, Development, Implementation, and Evaluation stages. Product development was guided by an analysis of student and teacher needs for a learning medium that is more engaging, interactive, and aligned with technological advancements.

Validation results show that the interactive e-book achieved feasibility ratings of 80% from the media expert, 80% from the subject matter expert, and 78.67% from the language expert, classifying it as suitable for use. This indicates that the product successfully addresses aspects of visual design, content, and language usage in a manner appropriate for 7th-grade students. Practicality test results, based on student response questionnaires, yielded a score of 1,389 out of a maximum of 1,550 (89.61%), placing it in the "highly practical" category. These results demonstrate that the interactive e-book is user-friendly, visually appealing, and aids students in comprehending fantasy story texts. Product effectiveness was analyzed through pretest and posttest results regarding student literacy skills. The average pretest score of 59.71 increased to 88.06 in the posttest. N-Gain calculations yielded a score of 0.70, falling into the "high" cat-

egory. This indicates that the use of fantasy-story-based interactive e-books is effective in enhancing students' literacy skills. Based on these research findings, fantasy-story-based interactive e-books can be considered a viable, practical, and effective learning medium for Indonesian language instruction aimed at improving student literacy.

CONCLUSION

Based on the results of the research on developing a fantasy-story-based interactive e-book to enhance student literacy using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), it can be concluded that the developed product meets the criteria for suitability as an Indonesian language learning medium. The developed interactive e-book incorporates fantasy story content, illustrations, audio, video, interactive exercises, and evaluations tailored to the needs of seventh-grade students.

Validation results from experts indicate that the interactive e-book falls into the category of being suitable for use. Media expert assessment yielded a score of 80%, content expert assessment 80%, and language expert assessment 78.67%. Furthermore, the practicality test based on student responses achieved a score of 89.61% (categorized as "highly practical"), demonstrating that the interactive e-book is user-friendly, engaging, and helpful to students in understanding fantasy story material. Effectiveness test results, based on a comparison of pre-test and post-test scores, showed an improvement in students' literacy skills. The average pre-test score of 59.71 rose to 88.06 in the post-test, with an N-Gain calculation of 0.70, placing it in the high category. Thus, the fantasy story-based interactive e-book can be considered a suitable, practical, and effective learning medium for improving the literacy of 7th-grade students at SMP Negeri 10 Sungai Kakap.

ACKNOWLEDGEMENTS

The author expresses appreciation to SMP Negeri 10 Sungai Kakap—specifically the Indonesian language teacher and the students of class



VII C—for providing the opportunity and assistance, as well as for participating in the research. Gratitude is also extended to the validators who provided assessments, suggestions, and feedback on the developed product.

Finally, the author thanks family members and all others who offered prayers, support, and motivation, enabling the successful completion of this research. It is hoped that this study will contribute to the development of Indonesian language instruction, particularly in enhancing student literacy through the use of digital learning media.

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