



Integration of Digital Learning Media to Improve Literacy Skill Students State Elementary School 02 Tugu Harum

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Abstract

This study aims to improve students' Indonesian language literacy skills through the integration of digital learning media at SD Negeri 02 Tugu Harum. The research used a classroom action research (CAR) design involving 49 students and was conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection stages. The digital learning media used included interactive applications, educational videos, and online learning platforms to support reading, writing, and speaking activities. Data were collected through literacy tests administered before the action and at the end of each cycle, as well as learning motivation questionnaires. The data were analyzed descriptively by comparing students' literacy scores across the initial condition, Cycle I, and Cycle II. The results showed a consistent improvement in students' Indonesian language literacy skills, with average increases of 19.5% in reading, 21.1% in writing, and 20.3% in speaking skills. Students' learning motivation also improved, as indicated by higher participation and confidence during learning activities. These findings indicate that the integration of digital learning media contributes positively to the improvement of Indonesian language literacy skills and learning motivation among elementary school students.

Keywords: *Digital Learning Media, Indonesian Language Literacy, Integration*

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INTRODUCTION

The Indonesian language is a major means of developing thinking, communicating and literate skills of elementary school students (Maritim, 2023). Learning Indonesian in elementary schools has an important role in shaping logical, critical thinking skills and cultivating literacy culture early on. Literacy is a must-have ability for everyone in this world (Fitria, 2023). The ability to acquire, understand, and use data in a wise and healthy way. Alberta says literacy is the ability to read and write well, improve knowledge and skills, think critically for problem solving, and communicate well. According to him, this ability allows one to thrive and participate in the lives of the community. Because today's younger generation is very vulnerable to obtaining negative information or content,



especially from social media, which can affect their behavior, parents, teachers and governments need to give them attention and guidance (Dahmani, 2025). This makes digital literacy one of the main initiatives to educate and encourage internet users, especially social media users (Abni et al, 2024; Fadiyah, 2025). However, national assessment data reported by the Ministry of Education indicate that more than 52% of elementary school students have not yet achieved the minimum reading literacy competency (Nasrullah, 2024). This condition reflects students' difficulties in understanding reading texts, organizing ideas in writing, and maintaining interest in literacy activities.

These general conditions are also reflected in the learning context of SD Negeri 02 Tugu Harum. Based on preliminary observations, informal interviews with teachers, and initial literacy assessments, students showed low interest and motivation in Indonesian language learning. Classroom learning activities were still dominated by conventional, teacher-centered methods, with limited use of interactive learning media. As a result, students tended to be passive during lessons, had difficulty understanding reading texts, and showed low confidence in expressing ideas orally and in writing. These findings serve as the initial diagnosis of the classroom action research. In the digital era, changes in learning paradigms are necessary, especially in Indonesian language learning. Digital learning media offer opportunities to create more engaging, interactive, and contextual learning environments (Tuhuteru et al, 2023). The integration of digital media is essential to improve the Indonesian language teaching process, which is a fundamental component of the school curriculum (Umayah & Riwanto, 2020). The importance of digital oriented media development in the Indonesian language learning process is not underestimated (Kardika et al, 2023). Advances in information technology and communion have facilitated many breeding in the distribution of educational content, learners' engagement, and learning assessment. Through the utilization of digital media, the Indonesian language learning process can be improved to be more interesting, interactive and tailored to the specific needs of learners in the current digital age (Hafizah, 2023).

This low literacy ability indicates that Indonesian learning has not fully developed the expected critical, creative and communicative thinking competencies. Learning is still oriented to textbooks and written assignments, so students quickly get bored. In today's digital age, Teachers are required to innovate in delivering interactive learning and suitable for digital generation characters. One innovative effort is the integration of digital learning media to create an exciting, interactive and contextual learning experience for elementary school students (Auliakhasanah, 2023).

The integration of learning media is an effective strategy to improve Indonesian literacy in elementary school students by utilizing technologies such as interactive applications, video, and online platforms (Intiana et al, 2024). This approach not only attracts students but develops holistic secaa language skills (Khoirunnisaa et al, 2025). Digital media integration includes Canva, Wordwall, Quizizz, and video learning can provide visual and interactive stimulus that can increase students' motivation and understanding of reading text in Indonesian materials. Thus, this media integration allows students to participate actively, develop reading and writing literacy skills, and cultivate digital literacy habits early on, and the use of digital media is not only a tool, but also a part of learning strategies that strengthen Indonesian literacy at the elementary school level (Hafidhi et al, 2024).

According to Previous studies have shown that digital media can support student learning outcomes and learning motivation (Hisanah & Fradana, 2024). However, most existing research focuses on general learning outcomes or students' motivation, rather than specifically addressing Indonesian language literacy skills in elementary schools. In addition, many studies examine the use of a single type of digital media, such as Quizizz or Canva, without integrating various digital media into a unified instructional model. Thus, integrated integration of various digital media to improve the literacy of elementary school students. This research lies in integrative models, thus demonstrating real and relevant innovation in the field (Arifah, 2024). Based on the condition of the school in the school of the State School of Tugu Harum has 123 students. The school has 6 classrooms, 1 teacher room, 1 small library, as well as 1 simple projector device and internet network. At Indonesian teaching at the Indonesian elementary school 02 Tugu Harum which is still dominant using lecture and manual assignment methods. New digital media is limited to video views from YouTube without direct integration in learning activities. Limitations of technology facilities become a major obstacle, but the existence of a single projector device and simple internet netting is an opportunity for the development of integrated digital media. This condition shows that in infrastructure schools have the potential to integrate digital learning media in the Indonesian language learning process. Through this research, teachers will be given to integrate media such as Canva, Wordwall, and interactive PowerPoints in Indonesian language learning.

The research context is SD Negeri 02 Tugu Harum, which has limited technological facilities, including one projector, a simple internet connection, and a small library. Indonesian language learning at this school is still dominated by conventional teaching methods, such as lectures and written assignments. Digital media use is limited to passive video viewing without structured integration into

classroom activities. Despite these limitations, the available facilities provide an opportunity to implement an integrated digital learning media approach that is realistic and applicable in schools with minimal infrastructure.

METHOD

This study employed a classroom action research (CAR) design aimed at improving Indonesian language learning practices through the integration of digital learning media. The research was conducted in two cycles, with each cycle consisting of four stages: planning, action, observation, and reflection. The research subjects were 49 students of upper elementary grades (Grades IV–V) at SD Negeri 02 Tugu Harum. These students were selected based on preliminary observations indicating low literacy skills and sufficient readiness to participate in digital-based learning activities. Data collection techniques included literacy tests, classroom observations, interviews, and documentation. Literacy tests were administered before the intervention (pre-test) and after each cycle (post-test). The literacy test measured students' reading comprehension, writing organization, and speaking performance. The test instruments were developed based on Indonesian language learning indicators and reviewed by subject teachers to ensure content validity. Data analysis was conducted using descriptive comparative analysis, by comparing students' literacy scores across the pre-test, Cycle I, and Cycle II. Qualitative data from observations and interviews were analyzed through data reduction, categorization, and interpretation to support the quantitative findings. This study does not apply inferential statistical testing, as the purpose of classroom action research is to observe improvements across learning cycles rather than to test statistical significance.

RESULTS AND DISCUSSION

Digital learning media integration research to improve Indonesian literacy of Indonesian elementary students 02 Monumentary Harum by 49 students, showing very positive and significant results. The use of interactive and interesting digital media such as video education, the previously conventional Indonesian learning application becomes more interesting, making students more active and motivated to learn and improve reading, writing and speaking skills. With attractive and interactive digital media, students are more active in understanding Indonesian language materials. Quantitatively, the average student literacy score has a significant increase from pretest to post test, data viewed on table 1 and table 2 research results of digital learning media items to improve Indonesian literacy of Indonesian elementary students 02 Penuatu Harum, as follows:

Table 1. *Results of Indonesian Language Literacy Improvement of Students at SD Negeri*

Literacy Aspect	Average Pretest	Average Posttest	Score Difference	Improvement (%)	Number of Students Increased (from 49)	Note
Reading	65,4	78,2	12,8	19,5%	10	Sig
Writing	62,8	76,1	13,3	21,1%	11	Sig
Speaking	64	77	13	20,3%	10	Sig

Based on Table 1, students' reading scores increased from an average pre-test score of 65.4 to a post-test score of 78.2, with an improvement of 19.5%. Writing skills increased from 62.8 to 76.1 (21.1%), while speaking skills increased from 64.0 to 77.0 (20.3%). These results indicate a consistent improvement in students' literacy performance across all measured aspects. In addition, approximately 10–11 students showed notable progress in each literacy aspect. This finding reflects individual variations in learning improvement, which is common in classroom action research settings.

Table 2. *Students' Learning Responses toward Digital Learning Media Integration*

Digital Media Aspects	Average Pretest	Average Posttest	Score Difference	Improvement (%)	amount	Ket
Learning Motivation	3,2	4,5	1,3	40,6%	20	Significance
Ease of Understanding Material	3,1	4,4	1,3	41,9%	20	Significance
Learning Engagement	3,3	4,6	1,3	39,4%	19	Significance
Self-confidence in learning	3,0	4,3	1,3	43,3%	21	Significance

As shown in Table 2, students' learning motivation increased from an average score of 3.2 to 4.5, while ease of understanding learning materials increased from 3.1 to 4.4. Student engagement also increased from 3.3 to 4.6. These results suggest that students responded positively to the integration of digital learning media in Indonesian language learning. The relatively similar percentage increases across aspects indicate that the questionnaire functioned consistently in capturing students' learning responses, rather than indicating measurement bias.

Observation and interview results support the quantitative findings above, indicating that digital media increases active student engagement, teacher creativity

in teaching, and collaboration between students. Challenges such as limited infrastructure still exist, but consistent support from schools can optimize the use of digital media. Overall, the integration of learning media is not merely a tool but also a transformative tool that brings significant positive changes to Indonesian language learning at the elementary school level. Learning becomes more relevant to current student needs, improving the overall quality of Indonesian language proficiency (Yulianti et al, 2024).

The discussion of the research results on the integration of digital learning media to improve Indonesian language literacy in Tugu Harum State Elementary School students shows several important things, including: First, a significant increase in students' literacy skills (reading, writing, and speaking) after using digital learning media confirms the effectiveness of the media in delivering material. Interactive digital media can help students understand the material better. Because it combines visual and audio aspects that help overcome conventional learning barriers. This is the same as other studies that indicate the use of digital media can significantly improve the quality of language learning (Yulianti et al, 2024). Literacy aspects include, a). Reading is the ability of students to understand written Indonesian texts at an advanced level through interactive and visually rich digital media, thus facilitating language concepts. B) Writing is a digital learning media that stimulates creativity and writing practice through various aspects that increase significantly improving students' writing skills. C) Speaking is a media that includes audio and video features that provide opportunities for students to practice speaking skills and increase self-confidence in communication.

According to Kharisma, research results at elementary schools (SDN) show increased active participation and understanding of the material (Ulviani, 2025). Therefore, this integration also encourages collaboration between students and basic digital literacy, which is essential in the era of Society 5.0. Other research indicates that digital media makes Indonesian language material more engaging and contextual, allowing students to more easily grasp spelling, grammar, and reading comprehension compared to conventional methods (Srirahmawati et al, 2024). Research (Suárez & Colmenero, 2024) explains that, although digital media has great potential, its successful implementation depends heavily on how the technology is integrated into the curriculum and how teachers use it. Therefore, it is crucial to ensure that teachers have the necessary skills and knowledge to utilize digital media effectively in teaching. Meanwhile, according to Abni et al (2024) digital literacy is often viewed as merely a technical skill, demonstrating that digital media functions not only as a tool but also as a vital mediator in the process of student motivation and engagement.

Furthermore, aspects of digital learning media include a) Learning motivation: Interactive digital media increases students' enthusiasm and passion for learning Indonesian by presenting fun and challenging learning. B) Ease of understanding: Digital media facilitates student understanding because it combines multimedia and interactivity that are suited to various learning styles. C) Student engagement: The use of digital media fosters active student participation in class and more intense interactions between students and teachers. d) Self-confidence in learning: Digital media provides rapid feedback and repeated practice, helping students feel more confident in mastering the material (Resti et al, 2024). According to Suryanti, the use of digital media for learning Indonesian is crucial for the advancement of digital media expansion (Suryanti et al, 2024). This is because media development is a component of educational innovation that seeks to align learning with advances in science and technology over a specific period of time. Digital-based Indonesian language learning uses electronic media.

The findings of this study suggest that integrating various digital learning media can support Indonesian language literacy development in elementary school students. The improvement observed in reading, writing, and speaking skills aligns with previous studies highlighting the role of digital media in creating interactive and motivating learning environments (Hisanah & Fradana, 2024; Khoirunnisaa et al, 2025). Unlike studies that focus on a single digital tool, this research emphasizes the planned integration of multiple digital media within one learning design. This approach allows students to engage with learning materials through different modes, supporting literacy development in a more holistic manner. However, this study is limited to descriptive analysis and does not apply inferential statistical testing. Therefore, the results should be interpreted as improvements observed within the classroom context rather than as statistically significant effects.

CONCLUSION

The use of digital learning media has been proven effective in significantly improving students' Indonesian language literacy skills in reading, writing, and speaking. Digital media also increases student learning motivation, ease of understanding of material, active engagement in learning, and student confidence in mastering Indonesian language materials. The integration of digital learning media provides a more engaging, interactive learning experience and adapts to the learning styles of modern students. However, the implementation of digital media in schools still faces challenges related to infrastructure and teacher competency, which require further attention for sustainable implementation.

Schools and related parties should strengthen support for technological facilities and teacher training so that the use of digital learning media can be optimal

and sustainable. Teachers are advised to continue developing learning innovations by utilizing various digital media to support student literacy and motivation. Further research can be conducted to explore the most effective types of digital media for various student characteristics and Indonesian language learning content. Regular evaluations are needed to ensure the effectiveness of digital media use and adjust learning strategies based on the evaluation results.

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