

DEVELOPMENT OF INTERACTIVE LEARNING MEDIA “RUMAH RANIA” TO IMPROVE STUDENTS’ CULTURAL AND CITIZENSHIP LITERACY SKILLS IN ELEMENTARY SCHOOL

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Abstract

The low of cultural and citizenship literacy skills in elementary school level remain a significant challenge that urgently requires innovative solutions, particularly through the use of instructional media that adaptive to technological advancements. This study aims to: (1) analyze the needs of teachers and students to interactive learning media, (2) design the prototype of the learning media, (3) assess the validity and practicality of the media, and (4) to assess the suitability and practicality of using interactive learning media Rumah Rania to improve cultural and citizenship literacy skills of elementary school students. This study employed a Research and Development (R&D) approach using the ADDIE development model. Data was collected through observation, user feedback questionnaires, expert validation, usability, practicality, and effectiveness testing. The results of the study show that: (1) A needs analysis has shown that teachers require interactive learning media that are easy to use and relevant to the curriculum, while the students prefer visual-based learning, videos, quizzes and engaging, easy-to-understand educational games; (2) The development of the media was carried out using the ADDIE model, focusing on analysis, design, development and implementation; (3) The validation results show that the media has a very high level of suitability, with a score of 91,0% from media experts and 88,0% from subject matter experts. The high Aiken's V index scores in both validation studies—0.875 for the media validation and 0.887 for the content validation—indicate that all the indicators developed are relevant, appropriate and capable of significantly supporting the learning achievement. Meanwhile, from a practical perspective, the validation results from the observer showed a Percentage of Agreement (PoA) of 97,9%, which falls within the ‘Highly Reliable’ category. The results of the effectiveness test carried out on 28 year 6 students at Eelemntary School 01 Jatirokeh showed an average N-Gain score of 0.729. The data distribution indicated that 75.9% of students showed a moderate improvement, whilst 24.1% showed a high level of improvement. Based on these findings, the Rumah Rania interactive learning media has been found to be valid, practical and worthy of recommendation as an alternative learning media that supports the improvement of students cultural and citizenship literacy skills and learning quality in elementary schools.

Keywords: *interactive learning media; Rumah Rania; cultural and citizenship literacy*

Abstrak

Rendahnya kemampuan literasi budaya dan kewargaan siswa di jenjang sekolah dasar masih menjadi tantangan yang perlu segera diatasi, terutama melalui inovasi dalam penggunaan media pembelajaran yang adaptif terhadap perkembangan teknologi. Penelitian ini bertujuan untuk 1) menganalisis kebutuhan guru dan siswa terhadap media pembelajaran, 2) merancang desain dan materi dalam pengembangan media pembelajaran interaktif, 3) mengetahui hasil validasi media pembelajaran, 4) mengetahui kelayakan dan kepraktisan penggunaan media pembelajaran interaktif Rumah Rania dalam meningkatkan kemampuan literasi budaya dan kewargaan siswa sekolah dasar. Penelitian menggunakan pendekatan Research and Development (R&D) dengan model pengembangan ADDIE. Data dikumpulkan melalui observasi, angket respon pengguna, validasi ahli, serta uji kelayakan, kepraktisan dan efektivitas. Hasil penelitian menunjukkan bahwa 1) analisis kebutuhan menunjukkan bahwa guru membutuhkan media pembelajaran interaktif yang mudah digunakan dan relevan dengan kurikulum, sementara siswa menyukai pembelajaran berbasis visual, video, kuis, dan game edukatif yang menarik dan mudah dipahami, 2) pengembangan media dilakukan melalui tahapan ADDIE, difokuskan pada analisis, desain, pengembangan, dan implementasi 3) hasil validasi menunjukkan bahwa media memiliki tingkat kelayakan sangat tinggi dengan skor 91,0% dari ahli media dan 88,0% dari ahli materi. Skor indeks Aiken's V yang tinggi pada kedua validasi, 0,875 untuk validasi media dan 0,887 untuk validasi materi, yang mengindikasikan bahwa seluruh indikator yang disusun relevan, tepat guna, dan dapat menunjang pencapaian hasil belajar secara signifikan. Sedangkan, dari aspek

kepraktisan, hasil validasi dari observer menunjukkan nilai Percentage of Agreement (PoA) sebesar 97,9% yang termasuk dalam kategori “Sangat Reliabel”. Dari hasil uji efektivitas yang dilakukan terhadap 28 siswa kelas 6 di SD Negeri Jatirokeh 01, didapatkan data berupa rata-rata nilai N Gain sebesar 0,729. Distribusi data menunjukkan 75,9% siswa mengalami peningkatan pada kategori sedang, sementara 24,1% siswa menunjukkan peningkatan pada kategori tinggi. Berdasarkan temuan-temuan tersebut, media pembelajaran interaktif Rumah Rania dinyatakan valid, praktis, serta layak direkomendasikan sebagai alternatif media pembelajaran yang mendukung peningkatan literasi budaya dan kewargaan siswa serta kualitas pembelajaran di sekolah dasar.

Kata Kunci: media pembelajaran interaktif; Rumah Rania; literasi budaya dan kewargaan

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Introduction

Education plays an important role in shaping a generation that is intelligent, of good character and cultured. Law No. 20 of 2003 states that education is a conscious and planned endeavour to create a learning environment that enables learners to develop their full potential. In support of this vision, the Indonesian government has implemented the Merdeka Curriculum as an innovative initiative to promote freedom in the learning process and enhance students' literacy skills (Darizzumroda et al, 2022). One of the key aspects of the Merdeka Curriculum is the enhancement of students' literacy skills. The implementation of literacy initiatives within the school environment is carried out in stages, beginning with the provision of facilities and infrastructure, the development of skills among all members of the school community, and the strengthening of contributions from stakeholders (Masrurah et al, 2024). The aim of this strategy is to foster students' motivation and understanding of the importance of literacy (Ain et al, 2023 ; Risdaliani et al, 2022). The success of implementing this strategy depends heavily on the availability of adequate facilities to support various literacy activities in schools (Valentina et al., 2023). In elementary school, many students can read but are not necessarily able to understand or grasp the meaning of what they have read (Sapriline et al, 2023). Therefore, teaching should focus on the skills involved in reading comprehension (Princess et al, 2021). Reading comprehension is the act of reading with the aim of understanding the content of a text; its purpose is to develop students' skills in identifying the main ideas in a paragraph, answering questions based on the text, and so on (Manalu et al, 2023; Muslimin et al, 2024).

Improving students' literacy skills is important to the learning process, as students who have an interest in and a talent for literacy will see a significant improvement in their learning achievement. It is not just literacy in reading, writing and arithmetic; students also need to understand cultural and citizenship literacy. According to (Dewanto Muhammad Zulqadri, 2023:104) the term 'cultural literacy' was first popularised by E. D. Hirsch, Jr., an American researcher, in his 1987 book entitled *Cultural Literacy: What Every American Needs to Know*. In his book, Hirsch explains that every human being needs a multicultural understanding, because no one can learn to read and write, or socialise with others, without knowledge of multiculturalism; for humans are social beings who live alongside one another (Hirsch 1987). Cultural literacy is a perspective at social and cultural issues, particularly issues of change and mobility, as we see through the literary thought (Segal, 2015, as quoted in Dewanto Muhammad Zulqadri, 2023:104), in materials of cultural and citizenship literacy by The Ministry of Education and Culture explain that cultural literacy is the ability to understand and engage with Indonesian

culture as the nation's identity. Cultural and citizenship literacy skills are essential for Indonesia's younger generation, particularly elementary school students to master in the era of the Fourth Industrial Revolution, so that they may continue to cherish and help preserve Indonesia's cultural heritage. The condition of Indonesian society, which comprises a diverse range of ethnic groups, languages, customs, traditions, beliefs and social strata (Anggi et al, 2019 as quoted in Dewanto Muhammad Zulqadri, 2023:104). Cultural and citizenship literacy are kinds of literacy that related and are closely intertwined, given that as Indonesian citizens we are part of a diverse society comprising various ethnic groups, languages, cultures, customs and traditions, and even religions and beliefs. We recognise that the customs and traditions that have developed within society form part of the nation's cultural heritage; therefore, it is important to appreciate our culture and our sense of identity as Indonesian citizens as an expression of our love for our country.

Based on the author's initial observations of students' literacy skills at Elementary School of Songgom 01, it appears that these skills are still not up to standard, this is evident from the 2025 education report card data, which still rates student literacy skills as 'average'. Furthermore, when teaching Indonesian folktales, many students are still unfamiliar with these stories, they are more familiar with characters from abroad, such as those found in online games or those currently trending online. When the author showed them pictures from an excerpt of one of Indonesia's folk tales, they were unfamiliar with the story. This is truly lamentable, given that Indonesian culture particularly its rich tradition of folk tales is so extensive, yet in reality many students are unaware of these folk tales. If students are not introduced to Indonesian culture in the form of these folk tales, it will eventually die out and there will be no future generations to enjoy and preserve it.

To enhance students' cultural and citizenship literacy skills, teachers can use interactive learning media such as gamification, digital quizzes, web-based multimedia and simulations, which make the learning process more engaging, effective and easier to understand. This medium can also encourage students to interact, think critically, and develop an understanding and appreciation of cultural diversity in Indonesia. According to Daryanto as quoted by Watri et.al (2023:3), Interactive media is a medium equipped with user-operated controls, allowing users to freely choose what they wish to do next. Interactive learning medias are tools or methods designed to enhance student engagement in the learning process through active interaction. This medium often makes use of digital technologies such as multimedia, apps or software to create a more engaging and effective learning experience. The aim is to facilitate understanding of the material, provide immediate feedback, and enable students to learn in a way that suits their own style and pace (Arifin, 2025, as quoted in Muhammad Yusnan, 2025:39). According to Alfiah quoted by Watri, et.al. (2023:4), there are various types of interactive learning resources that can be used to support the teaching and learning process; one of these is e-learning-based learning resources, such as *moodle*, which allows students to access materials flexibly via a digital platform. In addition, there are also web-based learning resources or online sites, such as Wikipedia, which provide information that is quick and easy to access. Interactive learning media based on Indonesian folk tales have been widely developed and have proven effective in boosting students' interest in reading and literacy. These interactive learning medias typically combine various multimedia elements such as text, images, audio, animations and interactive features (quizzes, puzzles, educational games).

The interactive learning media 'Rumah Rania' (The House of Indonesian Folktales) began as a concept or idea conceived by the author for a digital interactive learning platform containing a collection of Indonesian folktales presented in the form of texts and stories,

allowing students to enjoy tales from various regions of Indonesia both offline and online. It is hoped that, with this interactive learning media of Rumah Rania, students will be able to access and read Indonesian folk tales whenever and wherever they are, as it can also be enjoyed on gadgets or smartphones without the need for an internet connection. Features included in the Rumah Rania interactive learning platform include a collection of Indonesian folk tales presented as engaging reading materials and videos, accompanied by audio narration to help students understand the stories. In addition, there are interactive visuals, such as animations, engaging illustrations and videos, to bring the story to life and capture the students' attention. In the Rumah Rania interactive learning media, the author also provides learning materials and creates interactive activities such as quizzes, puzzles or educational games related to the story's content to test understanding and make learning more enjoyable. And the last feature of the Rumah Rania interactive learning media is the educational values embedded in the stories, which have been selected to convey moral messages and local wisdom.

Research Methods

This study employs a Research and Development (R&D) methodology aimed at producing a specific product (learning media) and assessing the suitability and practicality of the learning materials used in teaching and learning activities. Research and development (R&D), as the primary approach to developing products that are expected to make a significant contribution to improving the quality of education, involves research that produces specific outputs and tests the feasibility and practicality of products designed to provide practical solutions that can be directly applied in real-world contexts, particularly in learning activities. One of the key aspects of the research and development (R&D) model is the on going process of evaluation and revision aimed at refining the product until it achieves optimal quality. It is therefore hoped that the resulting product will fully meet the desired criteria and deliver tangible benefits to the world of education.

This research and development procedure is based on the ADDIE model. The ADDIE model is used in a wide variety of learning model development projects, which involve the development of learning resources, teaching materials, assessments and learning media. The ADDIE research model was chosen for its systematic yet flexible simplicity, which allows for iterative product development that can be optimised throughout the research process. This model comprises five stages in the development process. According to Slamet (2022: 26), The stages of the ADDIE model are: 1) *Analysis*, 2) *Design*, 3) *Development*, 4) *Implementation*, and 5) *Evaluation*.

The *Analysis* phase is the first stage in the ADDIE model, this stage involves identifying and analysing the requirements of the problem. This stage consists of two parts: needs assessment and front-end analysis.

The *Design* phase is carried out following the analysis phase. The purpose of this design phase is to design the product to be created. This phase comprises several components, namely: establishing a development schedule (*Schedule*), forming the project team (*Project Team*), drafting the product specifications (*Product Specifications*), designing the lesson structure (*Lesson Structure*), and conducting configuration control and preparing the product for validation (*Configuration Control and Review Cycles*).

The *Development* phase is the stage at which the learning media design, which was conceived in the previous Design phase, is realised as a prototype of the actual product or

learning media. Specifically for the development of the 'Rumah Rania' interactive learning media, the development phase involves the creation and integration of content, interactivity, and features tailored to learning needs within a PowerPoint file format.

This *Implementation* phase involves validation by media experts, language experts and subject matter experts. Once the material has been deemed suitable for testing with pupils, this phase includes a series of small-scale and large-scale trials

The *Evaluation* stage is an assessment phase focused on the performance of the developed media, this stage builds on the previous one, taking into account the results of product validation and testing.

In a research survey, it is not necessary to study every individual in the target population. In this case, only a sample or example is required to represent the subject of the research. Therefore, a key issue in data collection that must be taken into account is "how can we be certain or confident that the selected sample is representative". This study collected two main types of data: quantitative and qualitative data. This test was systematically designed to assess students' level of understanding before and after the implementation of learning materials in a small-scale pilot group. On the other hand, the qualitative data collected covers various aspects relating to the dynamics of the learning process, including student responses. This information was obtained through direct observation of the learning process, interviews with relevant parties, and analysis of relevant supporting documents. There are four data collection methods used in this study, namely questionnaires, interviews, observation and tests. The choice of this technique was tailored to the research objective, which was to gather all available data regarding the respondents' perceptions and experiences relating to the topic under investigation.

The instrument used in this study was a product validation sheet covering several assessment aspects. This validation process was carried out by two academic staff members who are experts in their respective fields: one lecturer specialising in interactive learning media, and another lecturer specialising in the subject matter. The validity scores were obtained from the validation sheets completed by experts in interactive learning media and subject matter experts in the Indonesian language. The questionnaires from both experts used a *Likert Scale* for validation:

Table 1. A Likert Scale

Criteria	Score
Very good	5
Good	4
Good enough	3
Not very good	2
Very bad	1

The results obtained will be analysed by calculating the scores derived from both validation results. According to Akbar in Salsa Latifa Rahmasari, (2025:5), data validity can be measured using the following calculation method:

$$Vah = \frac{TSe}{TSh} \times 100 \%$$

Description:

Vah = *Expert validation*

TSe = *Empirical total score*

TSh = *Maximum total score*

To determine the criteria for the validation eligibility percentage, these can be categorised according to the following validity ranges:

Table 2. Validation Acceptance Criteria

Grading Scale (%)	Level of Validity	Description
81 – 100 %	Highly valid	No revision is required
61 – 80 %	Valid	Needs revising
41 – 60 %	Quite valid	It can be used, but some revisions are required
21 – 40 %	Invalid	A major revision is needed
0 – 20 %	Completely invalid	Cannot be used

Rumah Rania interactive learning media is classified as “valid” if the experts’ assessment results fall within the “valid” category 61–80% and as “highly valid” if they fall within the 81–100% range.

Result and Discussion

Based on the results of the development of the ‘Rumah Rania’ interactive learning media for teaching Indonesian folk tales, the process of creating a PowerPoint-based learning media involved five main stages using the ADDIE model: *Analysis, Design, Development, Implementation and Evaluation*. The discussion of teaching and learning requirements for the Indonesian Language subject, specifically regarding Indonesian folk tales, begins with an analysis of the aspects required for the development of teaching materials, as well as the identification of students’ learning needs and characteristics. This analysis was carried out through observation, interviews and the distribution of questionnaires to sixth grade students and teachers at SDN Songgom 01. The results of interviews and observations reveal discrepancies between the implementation of teaching practices and the provisions of the Merdeka Curriculum as applied in the field. A key step in enhancing effective learning processes in line with the Merdeka Curriculum is to tailor the learning process to the needs, competencies and characteristics of the students (Putri et al., 2022). In the teaching and learning process that implements the Merdeka Curriculum, teachers have the freedom to choose learning media that are in line with the students’ development.

In practice, teachers use storybooks merely as a supplementary media in the learning process. Based on the teaching and learning process on the subject of Indonesian folktales, teachers require supporting resources that can foster pupils’ motivation and enthusiasm for learning. When selecting teaching aids, teachers can choose media that are appropriate for the subject matter to be taught, whilst also taking into account the characteristics of their students in order to determine the most suitable media to use (Wulandari et al., 2023).

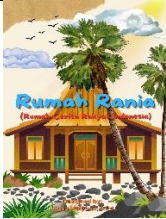
Data from interviews and observations indicate that in lessons for sixth grade at SDN Songgom 01, teachers still use conventional teaching materials such as storybooks. This means that students have to read the story several times to understand it. Furthermore, the number of books and the range of stories available at the school are limited, resulting in a less effective learning process. The teacher pointed out that there are students who have not yet fully grasped the meaning of the stories in the book. Other than that, the process of learning Indonesian is often considered boring by students. Based on the results of the questionnaire analysis, teaching activities still appear monotonous and students tend to be passive, this is because teachers do not use a variety of teaching aids and the use of technology in the classroom is not yet optimal.

Recognising this issue, the researcher has innovated by developing digital technology-based learning media as an innovative solution for the learning process, namely the interactive PowerPoint-based learning media known as ‘Rumah Rania’. The use of digital technology in

the PowerPoint-based interactive learning media developed by Rumah Rania represents the latest innovation in improving the quality of learning. The use of interactive learning media in the learning process is a way of linking learning to current technological advances (Usmaedi et al., 2020). The PowerPoint platform enables teachers to create and incorporate a variety of engaging features and animations into interactive learning media that are easy to use and accessible both online and offline. Learning that makes use of digital technology can also boost student participation in the learning process. Digital and interactive technologies, such as those found in PowerPoint, hold a particular appeal for students, who are naturally drawn to new and interesting things (Rochmah et al., 2024). By using innovative learning media, teachers are able to create more engaging and enjoyable learning activities, thereby boosting students' enthusiasm for learning.

After conducting the analysis, a media framework was developed. This stage is known as the planning and design stage. During the design phase of the media framework, a selection was made of teaching materials and Indonesian folk tales to be included in the design of the 'Rumah Rania' interactive learning media. The design of the 'Rumah Rania' interactive learning media has been carried out in a comprehensive, systematic and engaging manner to support the achievement of learning objectives in a more effective and high-quality manner, in line with the Merdeka Curriculum. The learning media that have been designed are then submitted to the supervising lecturer for review. Once approval has been granted, the researcher can proceed to the development stage. The following is the structure of the learning media that have been compiled:

Table 3. Design of Learning Media Before and After Revision

Description of the Learning Media	Media Before revision	Media After Revision	Description
Slide Cover (Rumah Rania) This slide features the name of the learning media, namely 'Rumah Rania' or 'The House of Indonesian Folktales'. It also includes the name of the media's author.			In this opening slide, following the revision, an introductory background track has been added.
Opening Slide (Prolog) This slide shows the animated character Rania delivering the opening lines of the interactive learning media 'Rumah Rania'.			On this second slide, following the revision, background music has been added whilst the animated character Rania is speaking.
Home Slide This slide is the Home page, which lists the names of provinces in Indonesia, each linked to folk tales, learning materials and interactive quizzes.			In this third slide, following the revision, background music and additional animal elements have been added.

Materials Slide

The slides on Indonesian folk tales can be found on pages 4, 5, 6 and 7.

Folk tales Slide

Slides 8 to 47 list the names of the provinces along with a selection of Indonesian folktales, presented in text form and linked to videos.

Link to the Folktale Videos Slide
Slide 48 contains a collection of links to videos of Indonesian folk tales from various provinces, linked to YouTube accounts and accessible to students who prefer a visual approach to learning.

Interactive Quiz Slide

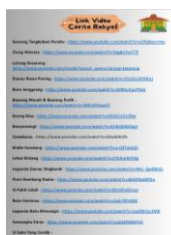
This slide is an interactive quiz related to the lesson on Indonesian folk tales.

Quiz Answer Slide

This slide contains the answers to an interactive quiz on Indonesian folktales. The answers are presented as True or False..

Profile Slide

This slide provides a brief overview of the identity and photograph of the author or creator of the Rumah Rania interactive learning media.



On this slide, following the revision, changes have been made to the background image so that the text is clearer. On this slide, following the revision, the font type has been changed to make it clearer and more appealing.

In this slide, background music has been added to accompany the quiz following the revision.

In this slide, following the revision, an audio effect of "applause" has been added when a student's answer is correct, and an audio effect of "boom" when a student's answer is incorrect.

In this slide, an image of an animal, flowers have been added following the revision.

Closing Slide

This slide contains words of thanks and motivational messages from the author, intended to encourage both teachers and students.



In this slide, an image of an animal, flowers have been added following the revision.

The development process for the Rumah Rania interactive learning media began with the implementation of the framework or design that had been drawn up into a ready-to-use media, the interactive learning media then underwent a validation process comprising: 1) Media validation and 2) Content validation.

The media validation stage was carried out to assess the design and operational aspects of the 'Rumah Rania' interactive learning media that had been developed. This validation process provided the necessary feedback and revisions to ensure that the designed learning media met the required standards for interactive PowerPoint-based learning media. The media validation process was carried out by a lecturer in Innovative Pedagogy from the Postgraduate Programme of the Master's Degree in Pedagogy at Pancasakti University, Tegal. The lecturer was selected as a media expert due to their expertise and teaching experience in the field of interactive learning media.

The validation of the learning media was carried out to assess the validity of the 'Rumah Rania' interactive learning media on the subject of Indonesian folk tales. This validation process begins with the validator using the learning media to assess their functionality and suitability. The experts were then asked to evaluate the media by completing the validation form provided. The validation instrument for learning materials covers an assessment of twenty key aspects. Learning media experts can provide feedback and recommendations for improvements to the learning media through the comments section provided. One of the recommendations made was to add images and background music to some of the slides to make the presentation more engaging and ensure it aligns with the content of each slide. The results of the validation of the learning media can be seen in the following table:

Table 4. Validation Results by Learning Media Expert

No.	Assessment Criteria	Score	Criteria
1.	Design of interactive learning media in line with learning achievements and the sequence of learning objectives.	5	Very good
2.	The suitability of interactive learning media for the characteristics of sixth grade elementary school students.	4	Good
3.	The steps for using the interactive learning media are clear and easy to understand.	4	Good
4.	Interactive learning media are easy to implement in Indonesian language teaching.	4	Good
5.	The text, images and videos contained in the interactive learning media are clearly visible to students.	5	Very good
6.	Interactive learning media can be used for a long period of time.	5	Very good
7.	Interactive learning media can help students understand the subject matter clearly.	4	Good

8.	Interactive learning media can foster students' creativity.	5	Very good
9.	Interactive learning media can capture students' attention.	5	Very good
10.	Interactive learning media can enhance students' knowledge and skills.	5	Very good
11.	Learning media create high-quality and interactive learning.	5	Very good
12.	Interactive learning media are bringing new innovations to the world of education in this era of technological advancement.	4	Good
13.	Easy-to-use interactive learning media.	5	Very good
14.	Practical learning media are used.	5	Very good
15.	The visual design of the interactive learning media is appealing to students.	4	Good
16.	Accuracy in the selection of font type and size used in interactive learning media.	4	Good
17.	The images presented in the learning media are clear.	5	Very good
18.	The visual design of the interactive learning media is appealing.	4	Good
19.	Accuracy in the selection of visual elements in interactive learning media.	4	Good
20.	The choice of colours in interactive learning media.	4	Good
Empirical total scores		91	
Maximum total scores		100	
Expert validation results		91 %	

The validation results from learning media expert shows that the total empirical score obtained was 91 out of a maximum of 100, representing 91%. Based on these results, the media has been categorised as “highly valid”, meaning that the PowerPoint-based interactive learning media of ‘Rumah Rania’ can be used.

The next validation stage to be carried out is the validation of the material. The process of reviewing the media through validation aims to assess whether the learning media produced meet the required standards and can be used effectively as interactive PowerPoint-based learning media. The validation of the material was carried out by a lecturer from the Postgraduate Programme in the Master’s Programme in Pedagogy at Pancasakti University, Tegal. This lecturer was selected for their expertise in the design and application of teaching materials for Indonesian and the arts.

The material was validated to assess its validity in the Rumah Rania interactive learning media. The validation process begins with the validator operating the Rumah Rania interactive learning media. Then the validator is asked to complete the material validation questionnaire provided. The material validation instrument includes an assessment of twenty aspects. The subject matter expert then provided feedback and recommendations for adjustments to the content in the Rumah Rania interactive learning media in the space provided. One of the suggestions and improvements made was the need for additional references in the material presented, to make it easier for users to find relevant reading material. The results of the material validation are presented in the following table:

Table 5. Validated by Subject Matter Expert

No.	Assessment Criteria	Score	Criteria
1.	Relevance of the material with the CP and ATP.	5	Very good
2.	Relevance of the material to the learning objectives.	5	Very good
3.	The suitability of the material for the characteristics of sixth grade students.	4	Good
4.	The suitability of the subject matter from an academic perspective.	4	Good
5.	Accuracy in the writing of material.	5	Very good
6.	Correct spelling.	4	Good
7.	The material presented is interactive, participatory and encourages students to engage with their learning.	5	Very good
8.	Including images in teaching materials can capture students' attention.	5	Very good
9.	All the information provided is clear.	4	Good
10.	Clear instructions for using the learning media.	4	Good
11.	Presentation of material in a progressive manner, from simple to complex.	4	Good
12.	The material is presented using clear language.	4	Good
13.	Effective and efficient use of language.	4	Good
14.	Accuracy in the use of grammar in accordance with PUEYD.	4	Good
15.	The appropriateness of language to the students' level of cognitive development.	5	Very good
16.	Relevance with the students' level of social-emotional development, which fosters a sense of enjoyment and supports learning.	4	Good
17.	The material presented can enhance students' understanding of the concepts.	4	Good
18.	The suitability of the assessment with the learning content and objectives.	4	Good
19.	The material presented can help develop students' knowledge.	5	Very good
20.	The material presented can help develop students' skills.	5	Very good
Empirical total scores			88
Maximum total scores			100
Expert validation results			88%

The results of the material validation yielded a total empirical score of 88 out of a maximum of 100, corresponding to a percentage of 88%, this falls within the “valid” category, meaning that the PowerPoint-based interactive learning media “Rumah Rania” can be used, though minor improvements are required. The results of the media validation 91% and content validation 88% yielded an average score of 89.5%, with a validation rating of ‘highly valid’, meaning that the PowerPoint-based interactive learning media “Rumah Rania” is suitable for use.

This statement is supported by research conducted (Sri Muliya et al., 2025) entitled “The Development of Interactive Learning Media Based on Indonesian Folktales to Improve Literacy

in Elementary Schools” It describes that the use of interactive learning media based on Indonesian folk tales can improve elementary school students’ literacy skills and enhance their ability to identify vocabulary and understand the meaning of words within the context of a story. Not only that, research carried out by (Angelina C.O.Rosari Lake et al., 2023) entitled “Development of a Flipbook Learning Media on East Nusa Tenggara Folklore to Enhance Students’ Cultural Literacy” states that learning using the East Nusa Tenggara folk tales flipbook as a teaching aid is deemed appropriate and suitable for the level of understanding of elementary school students. This is because such media are interactive, enjoyable and capable of motivating students to develop their creativity and enhance their cultural literacy.

Based on the findings of previous studies, and supported by expert opinions and similar research, the ‘Rumah Rania’ PowerPoint-based interactive learning media for teaching Indonesian folk tales has been deemed suitable for use in teaching and learning activities.

The results of the feasibility study, obtained after the researchers conducted a response survey amongst a number of teachers and students, are shown in the table below.

Table 6. Results of the Feasibility Test for Learning Media.

Assessment Results	Teachers’ Responses	Students’ Responses
Average response score	4,625	4,50
Current score	185	1.639
Total value of s	145	1.275
Content validity index	18,125	11,38
Aiken’s V average	0,906	0,875
Feasibility test criteria	Well worth it	Well worth it

The researchers then conducted a practicality test on the interactive learning resources to assess the extent to which they could be effectively applied in real-world learning situations. This assessment was carried out through direct observation during the learning process, focusing on students engagement, teacher–student interaction, and the effectiveness of teaching materials in facilitating understanding of the subject matter and enhancing students’ cultural literacy and citizenship skills. The results of this practicality test form the basis for refining the teaching materials so that they are more relevant to students’ needs and easier for teachers to use. To assess the consistency between the validators’ assessments, an analysis was carried out using the Percentage of Agreement (PoA) formula developed by Borich, as follows.

$$\text{Percentage of Agreement} = \left(1 - \frac{A - B}{A + B}\right) \times 100\%$$

$$\text{Percentage of Agreement} = \left(1 - \frac{5,0 - 4,8}{5,0 + 4,8}\right) \times 100\%$$

$$\text{Percentage of Agreement} = 97,9 \%$$

From the above calculations, a Percentage of Agreement of 97.9% was obtained. This score falls within the ‘highly reliable’ category according to the classification developed by Borich, whereby a PoA score of $\geq 80\%$ indicates that the learning materials developed are considered highly practical and suitable for use.

The effectiveness test in this study utilised the Main Field Testing method. The aim of this type of efficacy trial is to assess how effective the product under development is compared with existing methods or products. The measurement metrics used involve the analysis of quantitative data, such as improvements in test results (test gains) or comparisons of performance before and after using the product. Based on the tests carried out, the results of the written tests (pre-test and post-test) for both the control class and the experimental class are as follows.

Table 7. Average Pre-test and Post-test Scores

Control Class		Experimental Class	
Pre Test	Post Test	Pre Test	Post Test
63,00	65,00	58,00	82,00

Based on the results of the written test above, the N-Gain (Normalised Gain) Score was used to assess the effectiveness of the 'Rumah Rania' interactive learning resource in improving students' cultural literacy and citizenship skills. The following are the results of the effectiveness test of the 'Rumah Rania' interactive learning resource, based on the N-Gain Score and analysed using SPSS.

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre Test A (Kontrol)	,216	26	,003	,905	26	,020
	Post Test A (Kontrol)	,191	26	,015	,914	26	,032
	Hasil Media Rumah Rania-Pre Test B (Eksperimen)	,119	28	,200 [*]	,975	28	,729
	Hasil Media Rumah Rania-Post Test B (Eksperimen)	,167	28	,045	,931	28	,065

^{*}. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Figure 2. Normality Test Results

Based on the normality test using the Shapiro-Wilk test, it can be seen that the test results for the control group showed a non-significant increase for the pre-test and post-test groups ($p \leq 0.05$). The pre-test in the control class showed a significance value of 0.020, and the post-test a value of 0.032; this indicates that teaching in the control class, which used conventional teaching materials, was not effective in improving students' cultural literacy and citizenship skills. Meanwhile, in the experimental group where the teaching method utilised the interactive media 'Rumah Rania', the significance value was > 0.05 . The pre-test for the experimental class had a significance value of 0.729, whilst the post-test had a value of 0.065. Based on the decision-making criteria for the normality test—namely, if the Sig. value is greater than 0.05—it is concluded that the use of the 'Rumah Rania' interactive learning resource has been proven effective in improving students' cultural literacy and citizenship skills.

Conclusion

Based on the research findings obtained from the validation sheets completed by two experts, namely a lecturer in Innovative Pedagogy on the Postgraduate Programme in the Master's Degree in Pedagogy, acting as an expert in learning media, and a lecturer in the Design and Application of Indonesian Language and Arts Education, acting as an expert in subject matter. The validation results show that the PowerPoint-based interactive learning media 'Rumah Rania' meets the validity criteria in terms of content, it was found to be valid with a score of 88%, whilst in terms of the suitability of the learning media, a score of 91% was obtained, which falls within the 'highly valid' category. Based on the average scores from the two experts, the standards for the suitability of the interactive learning materials and media developed by Rumah Rania have been met in full, with an average score of 89.5%, and are therefore classified as "highly valid" and suitable for use as teaching media for the Indonesian language, specifically for the topic of Indonesian folk tales.

However, this study has several limitations. Firstly, the pilot study was conducted on a limited scale, so the results may not yet fully reflect the diversity of student characteristics across

different regions. Secondly, the feasibility assessment focuses more on students' cultural literacy and citizenship skills, and therefore has not yet explored the impact of media on other aspects of literacy. Thirdly, this study has not examined the use of media over a longer period to assess the consistency of the resulting effects. Based on these limitations, it is recommended that future research conduct trials on a larger scale and involve schools from a variety of backgrounds. Further research is also recommended to integrate this medium into cross-curricular learning, as well as to assess its impact on literacy skills as a whole. Furthermore, the development of learning media can be enhanced with even better digital interactive features to boost student engagement and adapt teaching to advancements in educational technology.

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