
Integration of Interactive Digital Media Based on Mbojo Folklore in Indonesian Language Learning to Improve Students' Reading and Writing Skills

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Abstract: This research is motivated by the low reading and writing skills of students in Indonesian learning, which is one of the crucial problems in education. The results of PISA 2018 show that Indonesia is ranked 74th out of 79 countries in reading literacy, indicating that there are still many students who have difficulty understanding, analyzing, and constructing texts effectively. This condition is exacerbated by the lack of contextual, interesting, and rooted learning media in local wisdom. Therefore, this research is important to develop learning solutions that integrate digital technology with local culture, especially Mbobo folklore, to meaningfully improve student literacy. The purpose of this research is to develop and test the effectiveness of interactive digital media based on Mbojo folklore in improving students' reading and writing skills. The research also contributes to enriching the Indonesian learning model based on culture and technology. The method used is Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, which is applied from needs analysis to media evaluation. The results showed a significant improvement in reading and writing skills with an average increase of 28.8%. In addition, student satisfaction reached 85% and active engagement was 82%. These findings confirm that interactive digital media based on Mbojo folklore is effective in increasing literacy while strengthening students' connection to local culture.

Keywords: Interactive digital media, Mbojo folklore, reading skills, writing skills, Indonesian language learning.

INTRODUCTION

Reading and writing skills are important aspects of Indonesian language learning, which is not only the foundation of language mastery, but also the main indicator of student literacy. However, the reality on the ground shows that the literacy of Indonesian students is still relatively low. Based on the results of the 2018 Programme for International Student Assessment (PISA) survey, Indonesia is ranked 74th out of 79 countries in terms of reading ability (Kuh et al, 2019). These results show that the majority of Indonesian students are not able to understand the text well, especially in terms of summarizing and critically analyzing the content of the reading. In addition, the Ministry of Education and Culture reports that 1 in 5 junior high school students in Indonesia have difficulty reading simple texts with complete comprehension (Suprihatin & Sunarsi, 2021). This low ability shows that there are significant problems in literacy aspects,

especially reading and writing skills, that need to be addressed immediately.

The weak reading and writing skills of students are also caused by low motivation, limited variety of learning media, and the dominance of lecture methods in Indonesian teaching (Ikra & Arwan, 2024; Arwan & Suryaningsih, 2024). A study at the junior high school level showed that many students are less motivated in writing because they do not find a connection between the subject matter and their local experiences or culture (Arsya et al, 2023). Other research reveals that teachers tend to ignore culturally based contextual approaches, even though local context is very important in building students' cognitive connections to the material (Pangesti & Wiranto, 2018). In several previous efforts, national literacy programs such as the School Literacy Movement (GLS) have been implemented, but the impact is still not optimal because the approach is not integrated with local technology and content (Misnawati et al, 2024;

Antoro et al, 2021). This shows that the strategies used so far have not been significantly successful in improving students' literacy skills both quantitatively and qualitatively.

If not addressed immediately, low reading and writing skills will have serious impacts, such as low student competitiveness, difficulty in understanding other subjects, and alienation from one's own culture (Herawati, 2020). Therefore, there needs to be an innovative, contextual, and appropriate solution according to the characteristics of students. One of the solutions that can be offered is the use of interactive digital media based on Mbojo folklore in Indonesian learning. Folklore is part of local culture that contains high moral and educational values and can increase students' attraction to learning (Dimas et al, 2024; Afriani, 2017). On the other hand, the use of interactive digital media has been proven to be effective in increasing student participation and understanding in various subjects (Ashila et al, 2024; Zaky et al, 2024). By combining these two elements, namely technology and local culture, it is hoped that there will be an increase in students' reading and writing skills through active involvement and meaningful learning experiences.

In this context, this research offers a solution in the form of integrating interactive digital media based on Mbojo folklore as a learning approach that can improve students' reading and writing skills. This approach emphasizes not only the cognitive aspect, but also the affective and cultural aspects. Therefore, the justification of the specific problem through the research of the new initiative in this study is: How effective is the interactive digital media developed by integrating Mbojo folklore as learning content in improving the reading and writing skills of junior high school students?

Based on this background, the approach offered in this study is the use of interactive digital media based on Mbojo folklore as a strategy to improve students' reading and writing skills in Indonesian learning. Interactive digital media allows for the creation of learning experiences that are more engaging, participatory, and adaptive to the needs of 21st-century students (Mayer, 2024). When combined with local content such as Mbobo folklore, learning becomes more contextual and meaningful as students can relate the material to their own cultural identity (Al-adawiah & K, 2024).

However, until now, there has been no research that specifically examines the use of interactive digital media based on Mbojo folklore in the context of improving students' reading and writing literacy. Previous studies are still limited to the use of digital media in general (Ikra, 2020; Meilinda et al, 2020) or the use of folklore as teaching materials in conventional forms (Ferando et al, 2025; Rahmawati et al, 2023). In fact, the integration of technology and local culture in digital media is believed to create holistic learning and facilitate various learning styles of students (Rahmawati, 2025).

If this approach is not immediately researched and developed, then the potential of digital media based on local wisdom will be neglected, and students will continue to experience obstacles in developing their literacy skills (Ikra & Widia, 2020; Yulistio et al, 2025). This certainly has an impact on the low quality of education, limited interest in reading and writing among students, and even the potential loss of local cultural values because they are not introduced contextually in education (Iman et al, 2014; Misriani et al, 2022). Therefore, this research is important and relevant to answer the need for learning innovations that are technology-based and rooted in local culture.

Various previous studies have discussed efforts to improve students' reading and writing skills through diverse approaches. For example, using a writing process-based learning model, but its effectiveness is limited to improving mechanical aspects without touching the cultural context (Sunayah et al, 2018). Applying a genre-based approach, but it is less interesting for students because it is monotonous (Prakoso et al, 2021). The research developed a digital literacy-based module, but did not integrate local wisdom (Pratiwi & Indana, 2022).

Some research is starting to lead to the integration of culture in learning. Such as using folklore as a teaching material to build character and writing skills (Karim et al, 2023), as well as studying local stories as a medium for understanding texts (Ningrum et al, 2025). However, both still use conventional media. On the other hand, it examines the use of digital media for reading literacy, but has not considered the local context (Gogahu et al, 2020). Combining digital media and cooperative learning, but still focusing on general texts (Wijaya & Arismunandar, 2018). Similar things were found in research that focused more on

technological approaches, but not on culture-based content (Mahyudi, 2023; Husna, 2024).

One study integrated local digital applications in regional literature learning, but was limited to the primary school level (Nurjanah & Srihilmawati, 2025). Therefore, no research has been found that specifically integrates interactive digital media with the content of Mbojo folklore to improve students' reading and writing skills. This research is the first in Bima to integrate interactive digital media with Mbojo folklore content in Indonesian language learning. The novelty lies in the combination of technology, local culture, and ADDIE's systematic approach, including cultural validation and measurable media effectiveness tests to improve junior high school students' reading and writing literacy in a contextual and meaningful manner.

METHODS

Research Design

This research uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. This model is suitable for use in the development of technology-based learning media because it includes systematic stages from needs analysis to final evaluation (Branch & Varank, 84: 2009). The ADDIE model was chosen because it is flexible and adaptive to the learning context, and has proven to be effective in various educational product developments (Molenda, 2003). In this context, ADDIE enables the development of interactive digital media based on Mbojo folklore that can improve students' reading and writing skills. This research develops media that not only contain elements of folklore as the main content, but also utilize multimedia technology to support user interaction. The focus of effectiveness measurement was carried out on the two main literacy skills, namely reading and writing, which were measured using a *one-group pretest-posttest* design. This procedure is used to test how much the media influences the improvement of student literacy after a learning trial. This research activity will be carried out at the First Menengah School (SMP) Negeri 1 Bolo, which is located in Bolo District, Bima Regency. The subjects of this study were a total of 50 students, consisting of grade VII and grade VIII students.

Research Procedure

This research consists of several stages that are interrelated and form the flow of interactive digital media development based on Mbojo folklore. The first stage is analysis, which is carried out through the identification of problems with literature studies as well as observations in schools. In addition, an analysis of the needs of students and teachers is carried out to find out the appropriate learning media. Interviews with Mbojo cultural figures were also held to select folklore content that was suitable as teaching material. From this stage, a document of needs and specifications of content is produced as a basis for development. The next stage is design, which is the preparation of instructional designs and digital media storyboards. At this stage, an assessment instrument was also prepared to measure students' reading and writing skills. The resulting design is then validated by media and language experts to ensure pedagogical and technical feasibility. The output from the design stage is in the form of a clear media design and a validated draft assessment instrument.

The third stage is development, which includes the process of creating interactive digital media based on Mbojo folklore according to the design that has been prepared. The resulting products are then validated by learning and cultural technology experts to ensure a fit between the technical aspects and the local cultural content. Input from validators is used to make revisions to the products that have been made. The result of this stage is a trial version media product that is ready to be implemented in the field. Next is the implementation stage, which is to test the media on student groups at school by involving at least two classes. In this stage, initial tests and final tests are given to measure students' reading and writing skills. In addition, observations of learning activities and interviews with teachers were carried out to obtain qualitative data on the process of using media. From this stage, quantitative and qualitative data are obtained that reflect the effectiveness of the media. The last stage is evaluation, which is carried out through data analysis using descriptive and inferential statistical tests. This evaluation is the basis for making a final revision of the media that has been developed. The final result of the evaluation stage is an improved interactive digital media, complete research reports, and scientific articles that are ready to be published. Thus, this series of research stages

runs systematically to produce valid, effective, and contextual learning media products.

Data Collection Techniques

Data collection in this study was carried out through quantitative and qualitative approaches that support the ADDIE development model. To obtain quantitative data, an instrument was used in the form of a reading and writing ability test given before (pre-test) and after (post-test) the use of interactive digital media based on Mbojo folklore. The test is designed to measure significant changes in aspects of student literacy and has been validated by media and language experts. In addition, a closed questionnaire was used to measure students' perception of the developed media. This questionnaire measures aspects of engagement, media appeal, and student satisfaction with the learning experience presented. To obtain qualitative data, direct observation was made of the learning process in the classroom. This observation aims to capture students' responses and activities when using media, as well as identify barriers and advantages of media in practice. Other qualitative data were collected through semi-structured interviews with Indonesian teachers and Mbobo cultural figures. This interview was used to explore the validity of local cultural content in the media as well as its effectiveness in Indonesian language learning.

Data Analysis Techniques

The data analysis in this study uses a mixed approach, namely quantitative and qualitative analysis. Quantitative data were analyzed with descriptive and inferential statistics. Descriptive statistics are used to determine the average score, standard deviation, and percentage increase in pre-test to post-test scores. To determine the effectiveness of the media significantly, a *paired sample t-test* was performed with the help of statistical software such as SPSS. Meanwhile, qualitative data were analyzed using thematic analysis techniques. This process includes encoding data, categorizing findings, and interpreting meaning based on observational responses and interviews. The results of this analysis are used to support and explain quantitative data, as well as provide contextual insights into the effectiveness and relevance of the local culture-based media developed.

FINDINGS AND DISCUSSION

Pre-Test and Post-Test Results of Reading and Writing Ability

One of the main focuses of this study is to measure the effectiveness of interactive digital media based on Mbojo folklore on improving student literacy. Measurements are carried out through pre-tests and post-tests that include reading and writing skills. The data from this test is used to find out the extent to which learning media is able to make a significant contribution to the development of students' literacy skills.

Table 1. Average Results of Pre-Test and Post-Test Students

Skills	Installment- Installment Pre-Test	Post- Test Average	Increase (%)
Read	61,4	78,9	28,5%
Write	59,8	77,2	29,1%
Total	60,6	78,1	28,8%

Table 1 shows a significant improvement between the results of the pre-test and post-test of students' reading and writing skills. The average score of reading skills increased from 61.4 to 78.9, with a percentage increase of 28.5%. In the writing aspect, the average student score also increased from 59.8 to 77.2, or an increase of 29.1%. Combined, the increase in total reading and writing skills was 28.8%. This data shows that the use of interactive digital media based on Mbojo folklore can have a positive influence on the development of student literacy. This fairly high increase indicates that the media used has succeeded in attracting students' attention while making it easier for them to understand. In general, this table confirms that the research goal of improving literacy skills through local culture-based media has been achieved.

In addition to the increase in average scores, the data in the table also illustrates the consistency of the effectiveness of the media on the two skills. In both reading and writing, the percentage increase is almost balanced, which is around 28-29%. This shows that interactive digital media not only facilitates the comprehension of texts but also supports students' ability to express ideas in writing. Students' involvement in the activity of reading folklore and rewriting it provides a more well-rounded learning experience. These findings also show that the integration of technology and local culture can bridge the gap in students' motivation

to learn. With improved literacy skills, students have a greater chance of succeeding in other subjects that also require reading and writing skills. Thus, this table is strong evidence that the learning media developed is effective in improving the quality of student learning.

Findings of the Student Satisfaction and Engagement Questionnaire

In addition to measuring reading and writing skills, this study also assesses students' responses to the use of interactive digital media based on Mboobo folklore. The response was measured through a questionnaire that included aspects of student satisfaction and involvement during learning. The questionnaire instrument was used to obtain an overview of students' learning experiences effectively, namely the extent to which they felt satisfied and actively involved. The results of this questionnaire are important because student satisfaction and involvement are indicators of the success of the media in creating interesting and meaningful learning.

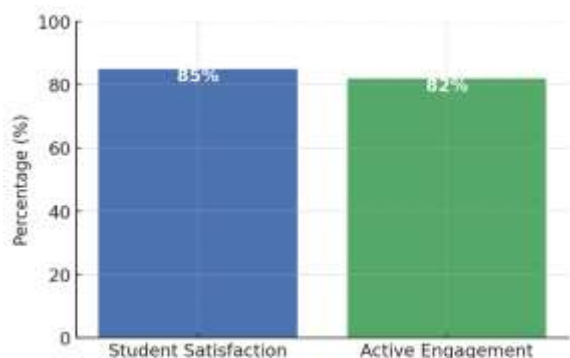


Figure 1. Student Satisfaction and Engagement Levels Chart

Figure 1 shows the results of the questionnaire given to students after participating in learning using interactive digital media based on Mboobo folklore. The student satisfaction rate reached 85%, which indicates that the majority of students are satisfied with the learning experience provided. Meanwhile, students' active involvement in learning reached 82%, which indicates that most students actively participated during the process. These figures show that the developed media is not only beneficial from the cognitive side, but also succeeds in attracting interest and increasing student participation. Students are more enthusiastic about taking lessons because the media used is in accordance with their own cultural context. This success

proves that learning that is relevant to students' daily lives can create a more dynamic classroom atmosphere. Overall, this chart provides a positive picture of students' responses to the use of these new media.

The positive response of students in this questionnaire strengthens the evidence of the effectiveness of the media developed in the research. High satisfaction shows that students feel comfortable and are helped in understanding the material through digital media, based on local culture. A high level of active involvement indicates that students are not only passive recipients of information but also contribute to the learning process. Through interaction with digital content, students are more motivated to read, discuss, and write based on the folklore learned. 82% of active engagement shows that most students can stay focused throughout the learning process. This condition certainly has a positive impact on more meaningful and in-depth learning outcomes. Thus, this chart is an important complement to previous quantitative data, as it shows the affective impact of media use.

Discussion

The results of the study showed a significant increase in students' reading and writing skills after using interactive digital media based on Mboobo folklore. An increase of 28.8% in the average pre-test and post-test scores shows that this media can improve students' literacy skills. These findings are in line with Sugilar's (2020) view that the use of multimedia in learning can improve cognitive understanding through a combination of text, images, and digital interaction. The improvement of students' skills is also supported by the presence of local cultural content that makes learning more relevant and engaging. This proves that the integration of local culture is not only complementary but also an important factor in strengthening motivation and interest in learning. Thus, these results strengthen the idea that technology-based learning, as well as culture, can have a positive impact on improving literacy.

The improvement of students' reading skills reflects the success of the media in presenting texts that are easy to understand and meaningful. Mbojo folklore is not only a means of literacy but also carries moral and social values that enrich the learning process. According to Hatima et al. (2021), folklore has great potential

to shape characters and improve students' understanding of texts when integrated into learning. This is proven in this study, where students show a better understanding of the content of the reading. They are not only able to read texts, but also able to interpret and relate them to everyday life. Therefore, folklore in digital media plays a dual role as a source of literacy and preservation of local culture.

Students' writing skills have also increased significantly after using interactive digital media. Writing activities based on folklore encourage students to express ideas with a better structure. Ayatulloh & Sulthoni (2025) affirm that when students interact with the local cultural context, their writing motivation increases as they feel closer to the material. The results of this study support this view because students can pour out ideas in a more creative and directed way. The process of writing is no longer considered a tedious task, but rather a meaningful activity related to cultural identity. Thus, this medium has succeeded in growing students' interest and writing skills significantly.

In addition to improving literacy skills, this study also shows that interactive digital media based on Mbojo folklore increases student satisfaction and engagement. A satisfaction rate of 85% and active involvement of 82% indicate that students feel comfortable and interested in learning. Hasnawiyah and Maslena (2024) in their research also found that interactive digital media can create more interesting and participatory learning. This is in line with the findings of this study, where students are more active in discussing and interacting with digital content. The high engagement shows that the media is successful in encouraging students to not only listen, but also actively participate. Thus, satisfaction and engagement are additional indicators of successful media use.

The findings of this study have significant academic implications, particularly in the development of learning models based on local culture and technology. The resulting model can be an alternative for Indonesian teachers to improve student literacy in various schools. Hatima (2025) stated that the integration of local culture in learning media can strengthen students' identities while increasing learning motivation. Therefore, this research proves that an integrative approach between technology and culture is not only innovative but also strategic. With this model, teachers not only teach language skills,

but also instill cultural values in students. This enriches the teaching-learning process while maintaining the relevance of learning to students' lives.

Although the results of the study show significant success, some limitations need to be noted. The limited sample size of one school with 50 students generalizes the results still need to be tested further. Ardiansyah et al. (2025) emphasized that digital-based learning requires continuous evaluation so that it can be adapted to diverse conditions. This means that, although the media is effective in the context of this study, its use in other schools may require adaptation. In addition, media development is still in its early stages, so that interactive features can be expanded to enhance the student learning experience. Therefore, further research is needed so that this media is more mature and applicable in various educational contexts.

CONCLUSION

This research has produced interactive digital media based on Mbojo folklore, which has been proven to be effective in improving students' reading and writing skills. The results of the trial showed a significant increase in the average pre-test and post-test scores, with the percentage increase reaching more than 28%. This improvement illustrates that the developed media is able to address the problem of low literacy of students by presenting more interesting, interactive, and meaningful learning. In addition to improving literacy skills, this study also shows that the media used have a positive impact on student satisfaction and involvement in the learning process. The satisfaction rate of 85% and active involvement of 82% show that students not only enjoy learning but are also actively involved in every activity carried out. This condition proves that learning that integrates technology with local culture can create a more lively and participatory learning atmosphere. The findings of the study also show that the integration of Mbojo folklore into digital media not only serves as a means of improving literacy skills but also plays a role in the preservation of local culture. Thus, this research not only produces academic contributions in the form of technology- and culture-based learning models, but also social contributions in the form of reintroduction of local wisdom values to the younger generation. Overall, this study proves

that interactive digital media based on Mbojo folklore is a feasible and relevant innovation to be applied in Indonesian language learning. These media are able to significantly improve students' reading and writing skills, encourage active involvement in learning, and strengthen local cultural identity. With this success, the developed media can become an alternative model of learning that can be replicated in other schools and further developed according to the needs of 21st-century education.

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