

Development of Leveled Picture Storybook Media Based on Aceh Besar Culture

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Abstract: This study addresses the limited availability of literacy media appropriate for lower-grade elementary students and the lack of contextual reading materials that incorporate local Aceh Besar culture, thereby reducing the relevance of literacy learning. This research aims to develop and determine the feasibility of a leveled picture storybook based on Aceh Besar culture for lower-grade elementary school students. The novelty of this study lies in integrating leveled reading materials with local cultural content as a contextual literacy medium, a practice that is still rarely developed systematically. This study employed a Research and Development (R&D) approach using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The research subjects included material experts, media experts, language experts, teachers, and lower-grade elementary students. Data were collected through validation sheets, questionnaires to measure practicality, and interviews. The results showed that the developed media achieved a high level of feasibility, as indicated by expert validation: 91.66% from Indonesian language experts (very feasible), 75% from Acehnese language experts (feasible), and 93.12% from media experts (very feasible). In addition, the practicality test results indicated that the media was rated very practical by teachers, with average scores of 91.66% (Grade I), 95% (Grade II), and 96.67% (Grade III), and received positive responses from students. The media demonstrates potential to improve students' reading literacy while fostering early awareness of local culture. This study contributes by developing a leveled picture storybook integrating structured reading levels with Aceh Besar cultural content, providing a contextual and culturally responsive literacy medium that supports reading development and cultural awareness. However, the study is limited to feasibility and practicality testing on a small scale; therefore, future research should examine its effectiveness in broader contexts with larger samples.

Keywords: Aceh Besar culture, learning media, leveled picture storybook, storybook



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A. Introduction

Reading literacy is a crucial foundation for students' academic success and lifelong learning, particularly in the early grades of elementary school. Low reading literacy skills can hinder students' ability to understand learning materials across subjects, thereby affecting their overall learning outcomes (Aisyah & Yustiana, 2021). In addition, early literacy development plays an important role in shaping students' critical thinking,

communication skills, and independence in learning. Therefore, strengthening reading literacy from an early age is an urgent priority in elementary education (Budiarsa et al., 2022).

To support the development of reading literacy, the use of appropriate learning media becomes essential. Learning media that are concrete, engaging, and suited to students' cognitive development can enhance students' motivation, facilitate comprehension, and create meaningful learning experiences (Herawati et al., 2025; Shi, 2023). Without supportive media, literacy learning tends to be less effective and less engaging for students (Kartikawati et al., 2025). Therefore, the selection and development of appropriate learning media play a significant role in optimizing reading literacy learning in elementary schools (Bhala et al., 2024; Ni Ketut Yuda Parwati, 2023). One learning medium considered effective in supporting literacy development is picture storybooks. These books merge straightforward language with captivating illustrations, helping students enhance their understanding of the material while boosting their enthusiasm and interest in reading (Manunggal et al., 2023).

Based on a needs analysis (initial study) conducted through observations and interviews with teachers at elementary schools in Aceh Besar, the availability of picture storybooks featuring local cultural content remains very limited. Existing reading materials are mostly sourced from outside the region and do not reflect local values, traditions, and daily life. As a result, students experience less meaningful and less contextual learning. Integrating local culture into learning is essential for strengthening cultural identity, fostering a sense of belonging, and supporting character development from an early age (Djono, 2022).

In addition, another problem identified from the needs analysis is the variation in students' reading abilities in lower grades. Many students encounter difficulties understanding texts because the texts are not aligned with their reading abilities. This indicates the need for tiered reading materials that are systematically adjusted to students' developmental levels. Leveled picture storybooks offer a potential solution, as they allow students to develop reading skills progressively from simple to more complex levels (Siahaan & Saragih, 2022; Walsh et al., 2025).

Previous studies have explored the development of local wisdom-based picture storybooks and their impact on literacy. Research by Cun (2023) and Morales and Farkas (2025) shows that culturally based picture storybooks can enhance literacy skills and cultural understanding. However, these studies have not specifically focused on developing leveled picture storybooks integrated with Aceh Besar cultural content. Therefore, this study positions itself as a development that combines a leveled literacy approach with local cultural integration. Previous studies have shown that picture storybooks can improve reading ability, comprehension, and student engagement (Savva et al., 2022; Yang et al., 2024). However, most picture storybooks used in elementary schools tend to be general and lack contextual relevance to students' socio-cultural backgrounds.

Based on the identified problems, this study aims to develop and assess the feasibility and practicality of a leveled picture storybook based on Aceh Besar culture for lower-grade elementary students. The contribution of this research is to provide a model for developing culturally relevant literacy media that can be adapted across different regional contexts, as well as to support the implementation of contextual, local-wisdom-based learning in elementary education.

B. Method

This study employed a Research and Development (R&D) approach using the ADDIE model as proposed by Ginting et al. (2023), which comprises five stages: analysis, design, development, implementation, and evaluation. This model was selected because it provides a systematic framework for developing and evaluating educational products in line with the objectives of this study (Yuninda et al., 2024).

The research was conducted in the even semester of the 2025/2026 academic year at an elementary school in Aceh Besar Regency. The research subjects consisted of 25 lower-grade elementary students (Grades I–III) who served as users of the developed media, one classroom teacher, and three experts serving as validators: a material expert, a language expert, and a media expert. The subjects were selected using purposive sampling based on their relevance to the research objectives, particularly their involvement in literacy learning and media evaluation.

The research procedure followed the ADDIE stages. The analysis stage involved identifying problems in literacy learning and the availability of appropriate media through classroom observations and teacher interviews. The design stage focused on planning the content, structure, and level gradation of the picture storybook based on Aceh Besar culture. The development stage included product creation and expert validation to assess its feasibility. The implementation stage involved limited trials with students and teachers to assess the media's practicality. Finally, the evaluation stage involved revising the product based on feedback obtained from validation and trial results.

Data were collected using three techniques. First, experts used validation sheets to assess the product's feasibility with respect to content, language, and media. Second, questionnaires were administered to the teacher and students to measure the practicality of the developed media. Third, semi-structured interviews were conducted with the teacher to obtain in-depth qualitative data on the product's usability and effectiveness in classroom settings.

The research instruments consisted of expert validation sheets, practicality questionnaires, and interview guidelines. The validity of the instruments was ensured through expert judgment (content validity), in which the instruments were reviewed and revised based on expert suggestions before use in the study. Data analysis was conducted using both quantitative and qualitative approaches. Quantitative data from validation sheets and questionnaires were analyzed using percentages to determine feasibility and practicality categories based on predetermined criteria. Meanwhile, qualitative data obtained from interviews and expert feedback were analyzed through data reduction, data

display, and conclusion drawing, following the qualitative data analysis framework (Creswell & Creswell, 2017). The results of this analysis were used as the basis for revising and improving the developed product.

C. Results and Discussion

Analysis Stage

The analysis stage was conducted through classroom observations and interviews with teachers of grades I–III. The findings revealed two main problems. First, the availability of literacy media, particularly picture storybooks featuring Aceh Besar cultural content, remained very limited. Most reading materials used in schools were generic and lacked contextual relevance to students' daily lives, reducing students' engagement in reading activities. Second, there were significant variations in students' reading abilities. Some first-grade students were still unable to read, while second- and third-grade students showed varying levels of reading fluency. These findings indicate the need for contextual and leveled literacy media that can accommodate diverse student abilities and support early reading development.

Design Stage

Based on the analysis results, the researchers designed a leveled picture storybook that integrates Aceh Besar cultural content. The design focused on several key aspects, including the gradation of reading levels from simple to more complex texts, the use of simple and communicative language, and the integration of illustrations with the text. The stories were developed from local cultural contexts, such as daily life, traditions, and values in Aceh Besar. In addition, the book's structure and layout were adjusted to align with the cognitive development and characteristics of lower-grade elementary students, ensuring the media is engaging and easy to understand.

Development Stage

Table 1. Indonesian language expert validation, Acehnese language validation, and media expert validation

Validation	Average score	Category
Indonesian	91,66%	Very worthy
Acehnese language	75%	Worthy
Media	93,125%	Very worthy

During development, the product was created and subsequently validated by experts to assess its feasibility. Based on Table 1, the validation results showed that the Indonesian language aspect obtained a score of 91.66%, categorized as very feasible, indicating that the language used was appropriate, communicative, and aligned with students' development. The Acehnese language aspect obtained a score of 75%, categorized as feasible, suggesting that although the language was generally appropriate, minor improvements were needed in vocabulary consistency and simplification. Meanwhile, the media aspect obtained a score of 93.12%, categorized as very feasible, indicating that the design, layout, and visual presentation of the book were highly

appropriate for lower-grade students. These results demonstrate that the developed media is feasible for use with minor revisions.

The validation results showed differences across the feasibility categories for the Indonesian and Acehnese languages and the media. These differences can be explained by the assessment characteristics of each aspect and the level of fulfillment of the feasibility indicators used by the experts. The Indonesian language validation achieved an average score of 91.66% and was categorized as very feasible because almost all assessment indicators were met optimally. The language used in the graded picture storybook was deemed to conform to standard Indonesian language rules, including sentence structure, vocabulary choice, and spelling. Furthermore, the language used was deemed communicative, efficient, and appropriate for the cognitive development and reading abilities of lower-grade students. The clarity of the sentences and the appropriateness of the language to the learning objectives also supported the text's readability, thereby significantly encouraging early stages of reading learning.

Meanwhile, the Acehnese language validation obtained an average score of 75%, categorized as feasible. This category indicates that the use of Acehnese language in the storybook generally conforms to the rules and cultural context of Greater Aceh and is understandable to students. However, the lower score compared to the Indonesian indicates that several aspects still need improvement, such as consistent vocabulary use, dialectal variations, and the simplification of certain terms to make them more easily understood by lower-grade students. Therefore, although the Acehnese language used meets the eligibility criteria, minor improvements are still needed to optimize its use in learning.

The media expert validation results obtained an average score of 93.125%, categorized as very appropriate. The graded picture storybook media was deemed excellent in terms of visual appearance, design, and functionality. The illustrations were deemed attractive, clear, and relevant to the story, helping students visually comprehend the reading. The layout, font size, color selection, and design neatness were also deemed appropriate for the characteristics of lower-grade students. Furthermore, this medium is practical for learning because it requires no additional materials and integrates easily into classroom reading activities.

Thus, the differences in eligibility categories across aspects indicate that the graded picture storybook media overall meet the eligibility criteria for use in learning. The Indonesian language and media aspects are categorized as very suitable because almost all indicators are met very well. In contrast, the Acehnese language is categorized as suitable because it meets the eligibility standards but still requires improvement in several areas to achieve optimal performance.

Implementation Stage

The implementation stage involved limited trials with 25 students and three teachers from grades I–III. The results showed that in grade I, the media supported early reading, particularly through illustrations. However, text simplification was still needed for some students who were not yet literate. In grade II, the media were considered

appropriate for students' reading abilities and supported independent reading activities. In grade III, the media were highly suitable for students with diverse reading abilities, as the structured levels enabled them to read at their own level. Overall, the implementation results indicate that the media can be effectively used in classroom learning.

Evaluation Stage

The evaluation stage was conducted based on feedback from expert validation and field trials. The revisions made included simplifying vocabulary at the early reading levels, improving the consistency of Acehnese language usage, and refining the layout and visual design to enhance readability. These improvements were aimed at optimizing the quality of the media so that it better aligns with students' needs and learning conditions. The practicality of the media was measured through questionnaires distributed to teachers of grades I, II, and III. The results showed high practicality scores, with 91.66% for grade I, 95% for grade II, and 96.67% for grade III, all categorized as very practical. These findings indicate that the media is easy to use, suitable for classroom conditions, and can support daily literacy learning activities without requiring additional resources.

The assessment covers aspects of display design, media technical quality, usability, and reading level gradation, which are systematically arranged from easy to difficult. Furthermore, the results of the practicality test, based on questionnaire responses from teachers of grades I, II, and III, showed average scores of 91.66%, 95%, and 96.67%, respectively, which were categorized as very suitable. These findings indicate that the media is easy to use, appropriate for classroom conditions, and supports daily reading and literacy learning activities. Figure 1 below shows questionnaire responses of grade I, II, and III teachers.

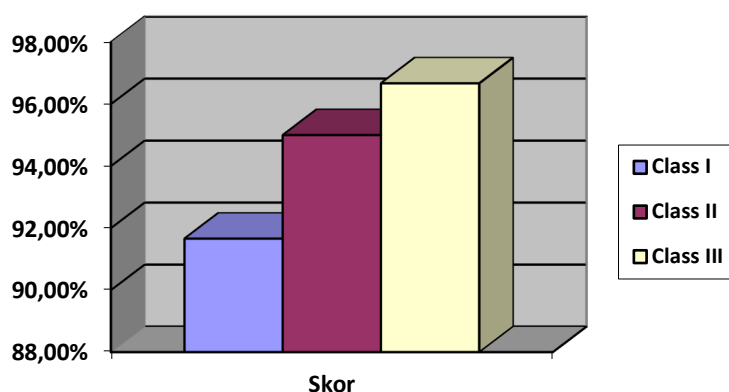


Figure 1. Questionnaire responses of grade I, II, and III teachers

These findings indicate that the media is easy to use, suitable for classroom conditions, and can support daily literacy learning activities without requiring additional resources. Based on Figure 1, teachers from Grades I, II, and III provided very high practicality ratings, indicating that the developed media is not only feasible but also readily applicable in real classroom settings. The high practicality scores suggest that the

leveled picture storybook successfully meets teachers' needs for literacy materials that are simple, accessible, and adaptable to students with different reading abilities. This finding is consistent with Hartoto's view, who stated that practical, user-friendly learning media can facilitate classroom implementation and enhance the effectiveness of literacy instruction (Sadikin et al., 2024; Widiari et al., 2023). Furthermore, the structured reading levels embedded in the storybook support differentiated learning by allowing students to engage with texts that match their reading competencies. This is in line with leveled literacy theory, which emphasizes that students achieve better reading outcomes when instructional materials are aligned with their developmental reading levels. The attractive illustrations, familiar cultural contexts, and clear language also contributed to students' engagement and motivation during reading activities. Therefore, the practicality results demonstrate that the developed media have strong potential to support literacy learning while accommodating the diverse needs of lower-grade elementary students (Dwiyasari et al., 2023).

Discussion

The results of this study indicate that developing a leveled picture storybook based on Aceh Besar culture is relevant to the needs of lower-grade elementary students and supports early literacy learning. The findings from the analysis stage revealed that the lack of contextual literacy media and the differences in students' reading abilities became the main challenges in literacy learning. Therefore, the developed media was designed not only to improve students' reading skills but also to provide culturally relevant learning experiences. The integration of local cultural elements, such as traditions, daily activities, and social values, makes the reading material more meaningful and easier for students to understand because it is closely related to their daily lives.

The findings also demonstrate that the developed media fulfill important aspects of effective learning media, including language appropriateness, attractive visual design, and systematic gradation of reading levels. The high validation scores from Indonesian-language experts and media experts indicate that the media is suitable for classroom use. These results are consistent with the theories proposed by Fox (2024) and Alias and Razak (2023), which state that effective learning media should align with students' cognitive characteristics and developmental stages. The use of illustrations, simple language, and structured reading levels supports students' decoding and comprehension abilities while increasing their motivation to read.

Furthermore, integrating of Aceh Besar cultural content strengthens the contextual value of the developed media. Contextual learning theory emphasizes that learning becomes more meaningful when connected to students' social and cultural environments (Liao et al., 2024; Nguyen, 2024; Tran et al., 2022). In this study, stories reflecting local culture enabled students to connect the reading materials to their real-life experiences. This finding also supports previous studies by Fajrie et al. (2024) and Wibowo et al. (2023), which found that culture-based picture storybooks can improve literacy and cultural understanding. However, this study provides a more comprehensive contribution

by integrating a leveled reading system into the cultural content, thereby addressing both contextual relevance and variations in students' reading abilities.

From the perspective of leveled literacy, the gradual progression from simple to more complex texts proved effective in accommodating differences in students' reading skills. The implementation results showed that students in grades I–III could use the media according to their reading abilities. This finding is consistent with leveled literacy theory, which posits that structured progression in reading difficulty can increase students' confidence, motivation, and independence in reading (Golechkova, 2021; Lammers et al., 2022; Lewis, 2024). Unlike previous studies that focused only on culture-based storybooks, this research demonstrates that leveled picture storybooks can function as differentiated learning media that support both struggling and advanced readers in the same classroom.

In terms of practicality, teachers' responses showed that the media was easy to use, practical for classroom conditions, and did not require additional supporting resources. Students also showed enthusiasm and strong engagement during reading activities due to the attractive illustrations and familiar story contexts. These findings support the opinion of Prieto et al. (2022) that practical and user-friendly learning media contribute significantly to the successful implementation of educational innovations. In addition, the practicality data from grades I, II, and III indicate that the developed media are broadly applicable to lower-grade elementary literacy learning.

Another important finding is that integrating local cultural values contributes not only to literacy development but also to character education. Through stories containing values such as cooperation, religiosity, and local wisdom, students are introduced to their cultural identity from an early age. This finding confirms previous research by Amalia et al. (2024), which states that culture-based learning media can strengthen students' reading comprehension while supporting character formation. Thus, the novelty of this study lies in combining leveled literacy concepts with Aceh Besar cultural integration to create contextual, differentiated, and culturally responsive literacy media.

However, this study is limited to feasibility and practicality testing within a limited scope and implementation period. The research has not yet examined the effectiveness of the media in significantly improving students' reading literacy skills through experimental or large-scale studies. Therefore, future research is recommended to conduct effectiveness testing using experimental designs and larger sample sizes to strengthen the generalizability of the findings and to explore the potential development of this media across various educational contexts. In addition, future studies may investigate the long-term impact of the media on students' reading comprehension, motivation, and literacy achievement, as well as its adaptability for different grade levels and cultural settings. Such research is expected to provide more comprehensive evidence regarding the effectiveness and broader applicability of the developed picture storybook media.

Description of the Developed Media

The developed product is a leveled picture storybook based on Aceh Besar culture, designed specifically for lower-grade elementary students. The book consists of several reading levels arranged progressively from simple to more complex texts. Each level contains short texts with controlled vocabulary, supported by colorful, relevant illustrations that reflect the story's content. The stories incorporate local cultural elements such as traditions, daily activities, and social values, allowing students to connect the reading material with their real-life experiences. The visual design, including font size, layout, and color selection, was carefully adjusted to suit the characteristics of young learners.



Figure 2. Cover of the Picture Story Book Media “Rumoh Aceh” Level 1

Figure 2 above shows the cover of the illustrated storybook titled Rumoh Aceh for Grade 2. The cover features an attractive, brightly colored illustration of a traditional Acehnese house. This book is designed as a literacy medium based on the culture of Greater Aceh for lower elementary school students. The simple and illustrative visuals aim to pique students' interest in reading while introducing them to local Acehnese culture from an early age.



Figure 3. Cover of the Picture Book "The Secret of Grandma's Beulangong Soup" for Grade 3

Figure 3 shows the cover of the picture book entitled "The Secret of Grandma's Beulangong Soup" for Grade 3. The illustration on the cover depicts a grandmother cooking beulangong soup, a traditional Acehese dish. This book integrates local cultural elements through stories and visuals that relate to students' everyday lives. The use of engaging images and colors helps foster students' interest in reading.



Figure 4. The Implementation of Picture Storybooks in the Classroom

Figure 4 above shows the implementation of picture storybooks based on Aceh Besar culture in classroom learning activities. The teacher is seen guiding students in literacy activities, while the students pay close attention. The use of picture storybooks helps create an interactive and engaging learning environment and supports the development of elementary school students' reading skills.

The research results indicate that the graded picture storybook based on Aceh Besar culture is suitable for use as a learning medium for early literacy in elementary schools. This suitability is reflected in the fulfillment of aspects of display design, language, and systematic gradation of reading levels from simple to complex. The integration of illustrations with the story helps students understand the reading content visually, while the use of simple, communicative language supports students' decoding and comprehension.

These findings are consistent with learning media development theory, which emphasizes that effective media must align with students' cognitive characteristics and developmental stages to create meaningful learning experiences (Bernard, 2024; Chun, 2024; Tsai et al., 2025). Compared to previous studies by Mandarani et al. (2024) and Gina (2022), which only focused on culture-based picture storybooks, this study offers a more comprehensive contribution by integrating a leveled reading system, thereby addressing both contextual relevance and differences in students' reading abilities.

Furthermore, integrating Aceh Besar cultural content enhances the value of the developed media. The stories reflecting daily life, traditions, and local values enable students to connect reading materials with their real-life experiences. This finding strengthens the concept of contextual learning theory, which holds that learning is more meaningful when it is connected to students' social and cultural environments (Julianis et al., 2023; Supinah and Soebagyo, 2022; Wahyuni et al., 2024). In contrast to conventional reading materials that are often decontextualized, the developed media provides culturally relevant content, which not only improves comprehension but also fosters cultural awareness and identity among students (Billa et al., 2023).

From a practical perspective, the leveled picture storybooks were designed with gradual differences in vocabulary, sentence structure, text length, and story complexity at each reading level (Rindengan, 2023). At the early levels, students were introduced to short sentences, repetitive words, and highly supportive illustrations that helped them recognize letters, decode words, and understand meanings more easily. As students progressed to higher levels, the texts became longer and more complex, with more varied vocabulary and story structures (Gunawan et al., 2023). This gradual progression enabled students to read according to their individual abilities without feeling overwhelmed by texts that were too difficult or bored by texts that were too easy. As a result, struggling readers could build basic reading skills step by step, while more advanced readers remained challenged and motivated. In classroom practice, this system also helped teachers provide differentiated literacy instruction because students could use reading materials that matched their reading development levels.

From a theoretical perspective, these findings are consistent with leveled literacy theory, which emphasizes that reading development occurs most effectively when students are provided with texts that match their cognitive and linguistic readiness (Zhang and Huang, 2021; Zhuang et al., 2023). The gradual progression from simple to complex texts supports the scaffolding principle in learning theory, where students develop new skills through structured support before moving to more difficult tasks. In addition, Vygotsky's Zone of Proximal Development (ZPD) theory explains that students learn optimally when the material is slightly above their current ability level but still achievable with guidance. Therefore, the leveled picture storybooks effectively accommodated differences in students' reading abilities because each level provided appropriate challenges that progressively supported confidence, motivation, and the development of reading comprehension.

This result is in line with leveled literacy theory, which posits that structured progression from simple to complex texts can improve students' confidence and motivation to read (McLean et al., 2026; Minocha et al., 2024). Unlike previous studies that did not incorporate systematic leveling, this research demonstrates that leveled picture storybooks can function as differentiated learning media, supporting both struggling and advanced readers within the same classroom (Hartoto et al., 2023).

In terms of practicality, the positive responses from teachers indicate that the media is easy to use, requires no additional resources, and is suitable for classroom conditions (Mawardah and Rambe, 2024). In terms of practicality, teachers' positive responses indicate that the media is easy to use, requires no additional resources, and is suitable for classroom conditions. From a practical perspective, the media was designed as a simple printed picture storybook that can be used directly in classroom literacy activities without requiring digital devices, internet access, or special teaching equipment (Dayang Lidya Fitriah and Zunidar, 2024). The structured reading levels, clear instructions, simple language, and attractive illustrations also made it easier for teachers to implement the media in classes with diverse reading abilities. In addition, the portability and flexible use of the storybooks allowed teachers to integrate them into daily literacy activities, guided

reading sessions, and independent reading practices efficiently within limited classroom facilities (Rahmawati et al., 2021).

From a theoretical perspective, these findings support the theory of practical, user-friendly learning media, which holds that effective educational media should be accessible, easy to implement, and adaptable to students' learning environments (Al-kfairy et al., 2024; Bamaga et al., 2025; Bödding and Maier, 2026). Media that are simple and aligned with classroom conditions can reduce teachers' instructional burden and increase the consistency of media use in learning activities. Furthermore, according to contextual learning theory, learning media become more effective when they are closely connected to students' real learning situations and experiences (Ni Made Omy Yundari et al., 2025). Therefore, the developed leveled picture storybooks were considered practical because they matched the cognitive characteristics of lower-grade students, supported differentiated literacy instruction, and could be implemented effectively without creating additional technical difficulties for teachers or students.

Students also showed high interest in the stories and illustrations, which increased their engagement in reading activities. These findings support the view that practical and user-friendly media significantly influence the successful implementation of learning innovations (Eliza et al., 2024; Ramafisela, 2021). Compared to prior studies, this research provides stronger empirical evidence by including practical data from multiple grade levels (I, II, and III), thereby demonstrating the product's broader applicability.

Furthermore, integrating local cultural values in the storybook contributes not only to literacy development but also to character education (Lestari et al., 2025). Through stories containing values such as togetherness, religiosity, and local wisdom, students are introduced to their cultural identity from an early age. This result confirms and extends previous findings (Dwiputra & Sundawa, 2023) that culture-based learning media are effective in improving reading comprehension and shaping students' character. The novelty of this study lies in combining cultural content with a leveled reading approach, a combination that has not been widely explored in prior research.

D. Conclusion

The study concludes that the graded picture storybook based on Aceh Besar culture is feasible and practical for use in early literacy learning in elementary schools. Validation results show high feasibility from Indonesian language experts (91.66%) and media experts (93.12%) in the very suitable category, and Acehnese language validation (75%) in the suitable category. Practicality test results from teachers of grades I, II, and III (91.66%, 95%, and 96.67%) indicate that the media is easy to use and appropriate for classroom implementation. This study has practical implications as the developed media can support differentiated and contextual literacy learning in elementary schools. However, the study is limited to feasibility and practicality testing on a small scale. Therefore, future research should examine its effectiveness through larger-scale studies and explore its development in digital formats and other cultural contexts.

However, this study is limited to feasibility and practicality testing in a limited setting and a short implementation period. It does not yet measure the media's effectiveness in significantly improving students' reading literacy skills through experimental or large-scale studies. Therefore, future research is recommended to conduct effectiveness testing using experimental designs and involve a larger sample to strengthen the generalizability of the findings.

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