

Research Article

Digital Literacy Assisted by E-Litera Media Nonfiction Text Materials to Increase Interest in Learning

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Abstract: The objective of this research is to improve student learning interest in nonfiction texts through the implementation of E-Litera, a digital-based interactive literacy media. This study utilized a classroom action research design conducted in two cycles involving 24 fourth-grade students at SDN Sidomulyo. Data were obtained from questionnaires, observations, interviews, and documentation. The results showed a significant improvement in student learning outcomes throughout the research process. In the pre-action phase, only 8 students (33.3%) achieved the minimum mastery criteria, while 16 students (66.7%) did not meet the criteria. This figure increased to 12 students (50%) in the first cycle, and significantly rose to 20 students (83.3%) in the second cycle. The enhanced performance in the final cycle reflects the effectiveness of E-Litera in providing visually engaging and structured content, which helped deepen students' understanding of nonfiction materials. These findings support the use of E-Litera as a meaningful and engaging digital media to foster reading interest and improve comprehension skills in elementary education. By using E-Litera, the teaching and learning process can be more effective and enjoyable, ultimately improving the quality of student learning.

Keywords: Basic Education; Digital Literacy Media; E-Litera; Learning Interest; Nonfiction Texts

1. Introduction

The transformation of education in the 21st century has entered a phase of digital revolution, requiring all aspects of learning to adapt quickly and precisely. The learning process is no longer linear and limited by space, but instead develops within a dynamic and open global network system. Technological advancements have changed the way learners interact with information and learning materials (Brata et al., 2022). Educational content is now available in various digital formats, making it faster to access and more diverse in presentation. Digital devices have become integral tools in students' daily lives, and the education system cannot ignore the role of technology (Rahman et al., 2021). Adapting the learning system to the digital era is not just a technical demand but a strategic necessity that must be addressed with a systematic approach (Rivera-Gutiérrez et al., 2024). This significant change emphasizes the need for strengthening digital literacy as the core of modern learning.

Digital literacy encompasses the skills to access, evaluate, and produce information in a digital environment ethically and responsibly (Rinekso et al., 2021). This ability involves not only mastering technology but also critically understanding the content and context of the information presented. Learners need to be guided not only to be users but also to be intelligent filters and managers of information in the digital ecosystem. Strengthening digital literacy plays an essential role in shaping an active, reflective, and independent learning character (Audrin & Audrin, 2022). Basic education is the foundation for instilling digital literacy values and skills from an early age. The quality of learning will improve if digital literacy is integrated meaningfully into content and learning strategies (Reddy et al., 2020). However, challenges arise when students' interest in learning shows a downward trend in conventional learning contexts.

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The decline in learning interest is a phenomenon commonly encountered in primary school teaching practices. Students' inability to follow the learning process often stems from unengaging methods, overly textual materials, and a lack of emotional involvement (Nikou & Aavakare, 2021). Reading activities that are solely assignment-oriented make students feel bored and unmotivated. Learning activities become meaningless rituals when there is no connection between the material and students' real-life experiences. Teachers face significant challenges in reigniting students' enthusiasm for learning amidst these declining interests. Reading instruction, particularly for informative texts such as nonfiction, is one area that is significantly impacted. This fact was further clarified through initial observations conducted at SDN Sidomulyo.

The actual conditions at SDN Sidomulyo show that the learning of nonfiction texts in class IV-A, consisting of 24 students, still faces several obstacles. Students showed low enthusiasm when the reading material was informative and lacked visual or interactive elements. Reading was done only to complete assignments without understanding the content of the text. Daily evaluations showed that the majority of students scored below the Minimum Learning Achievement Criteria (KKTP) in understanding information from nonfiction texts. Some students were even unable to identify the main ideas of the texts they read. The teacher had attempted group reading, discussions, and independent assignments, but no significant improvements were observed. The low learning outcomes indicated that the teaching approach used had not yet met students' learning needs. This situation underscores the urgent need to introduce contextual and innovative learning that aligns with the characteristics of elementary students.

Nonfiction texts have factual characteristics that require critical thinking and deep understanding (Kaniati et al., 2018). Information in nonfiction texts is often presented concisely, with a structure that may not always be easy for students to comprehend. The language used in nonfiction texts is typically more formal and direct, making it difficult for students to identify both implied and explicit meanings. Teachers face challenges in delivering this material without the aid of media or methods that facilitate understanding. Learning activities become limited to memorization and repetition without a comprehensive interpretative process. Nonfiction text learning requires an approach that bridges the content of the reading with students' concrete experiences (Nurmaisayah & Hamdu, 2021). Technology-based learning media are a potential strategy to overcome these barriers.

The use of innovative technology-based learning media has proven to increase motivation and the effectiveness of the learning process for students (Aliagas-Marin et al., 2024). Interactively designed media can create a more dynamic learning environment and stimulate curiosity. Visual and audio content supports understanding of concepts that are difficult to grasp through text alone. Teachers can design more participatory and enjoyable learning scenarios with the help of digital media. Student engagement in the learning process increases when the material is presented creatively and is not monotonous (Galigao, 2025). The use of interactive media not only adds variety to learning but also brings the material closer to the digital world, which is familiar to students' daily lives (Maisyaroh & Nadiah, 2025). The implementation of digital literacy in this context is becoming increasingly relevant for teaching nonfiction texts.

Integrating digital literacy into nonfiction text learning offers opportunities to align 21st-century skills with academic competencies. Students are trained to search for, analyze, and draw conclusions from various credible digital sources. Teachers play a crucial role in designing lessons that facilitate students' development of both digital skills and reading literacy simultaneously (Nurjannah, 2022). Digital-based learning also provides access to a broader and more contextual variety of nonfiction texts (Yustin et al., 2025). Learning activities are no longer limited to textbooks but have evolved into the exploration of open and dynamic knowledge. This process requires media that can present nonfiction literacy content in a way that is accessible to elementary school students. One concrete alternative that has been developed to meet this need is the E-Litera media.

E-Litera is a digital media based on Canva that presents nonfiction text material in an interactive visual format resembling an e-book. Each page contains thematic illustrations, concise text, and engaging animated elements. The design is kept simple yet attractive to ensure ease of access and understanding for elementary school students. The content structure is organized sequentially, from introduction to comprehension exercises, to form a logical thought process. Colors, typography, and layout are selected to foster reading comfort. Reading activities are presented in an enjoyable manner to encourage active student participation during learning. E-Litera aims to make nonfiction texts more engaging and

aligned with today's digital world. E-Litera offers a digital literacy learning experience that is not only adaptive to the times but also functional in improving reading comprehension. The effectiveness of this media needs to be scientifically studied, as few studies specifically explore its use.

Previous research studies show results that support the direction of this development. Research by Pujiarini & Cathrin (2025) emphasizes that integrating interactive digital media can improve reading interest and comprehension skills in primary school students compared to conventional methods. Meanwhile, studies by Rinja Efendi et al. (2023) found that the use of Canva-based digital platforms can enhance learning motivation through visually appealing displays. On the other hand, research by Kailani et al. (2021) revealed that the application of digital literacy in nonfiction text contexts is still limited to information retrieval activities without guided content analysis. Research by Toharudin et al. (2021) also showed that teachers tend to use digital media only as a presentation tool, not as the main learning medium. Salsabila et al. (2023) added that digital media exploration for informative texts is still rare, especially in primary school contexts.

Based on these findings, it can be concluded that there is still a gap between the need for digital literacy-based learning and the availability of relevant media for nonfiction texts. Most previous research focused on narrative texts or educational games, while nonfiction texts have not been innovatively addressed. Additionally, no studies have specifically investigated the effectiveness of Canva-based digital media, such as E-Litera, in enhancing primary school students' learning interest and comprehension. This research gap highlights the urgency of introducing media that is not only visually engaging but also pedagogically relevant and aligned with the development of 21st-century learning technologies.

Based on this discussion, this study aims to analyze the application of digital literacy assisted by E-Litera media in nonfiction text materials to improve the learning interest of fourth-grade elementary school students. This research is expected to contribute empirically to the development of contextual, creative, and 21st-century learning-oriented digital literacy strategies.

2. Literature Review

According to Ahsani et al. (2021), digital literacy needs to be integrated into the school curriculum as it helps develop students' skills, makes learning more engaging, and fosters creativity and innovation in line with the demands of the millennial era. This aligns with the role of digital literacy media as a tool to assist students in developing attitudes, skills, and knowledge to effectively utilize digital technology (Ahmadi, 2020). Digital literacy involves not just the ability to use technology, but also critical thinking skills in searching, evaluating, and producing information ethically in a digital environment (Laanpere, 2019). Students with high digital literacy will be able to filter relevant information and use it to support independent learning. In 21st-century learning, digital literacy serves as a crucial foundation that enables students to actively engage in technology-based learning processes (Bahri et al., 2022).

In line with this development, digital learning media such as E-Litera has emerged as an innovation to support students' literacy activities. E-Litera is a form of electronic literacy media designed to expand access to reading materials, especially nonfiction texts, with interactive and multimodal displays. This media not only presents digital text but also includes images, audio, videos, and quizzes that can increase student engagement in reading (Mumrikoh et al., 2023). Research by Haniah et al. (2023) shows that the use of interactive e-books can increase reading interest and learning outcomes because it combines visual and audio elements that make understanding the material easier. Thus, E-Litera can be an effective tool in motivating learning, particularly in understanding nonfiction texts that are often considered difficult by elementary school students.

Nonfiction texts play a crucial role in learning by providing factual information that helps students understand the phenomena around them. Through nonfiction texts, students learn to reason, identify important information, and develop critical thinking skills. According to Fanani et al. (2021), using nonfiction texts in reading activities can stimulate curiosity and broaden students' perspectives, which in turn influences the increase in their learning interest. Moreover, nonfiction reading materials can be integrated with various fields of study, such as science and social studies, making learning more contextual and meaningful.

From a learning theory perspective, the use of E-Litera media is based on Mayer's Cognitive Theory of Multimedia Learning. This theory explains that learning is more effective when information is presented through words and pictures that complement each other. The

E-Litera media, which integrates text, images, and sound, allows students to process information through dual channels (verbal and visual), thereby enhancing retention and comprehension (Ritonga et al., 2024).

Another theory supporting the effectiveness of E-Litera is the Technology Acceptance Model (TAM) developed by Davis. This model emphasizes that the acceptance of technology is influenced by two main factors: perceived ease of use and perceived usefulness. If students perceive that E-Litera is easy to use and beneficial for understanding the material, they will be more motivated to use it consistently in the learning process (Rafniati & Dahri, 2024). Therefore, E-Litera is not only a technological aid but also a learning platform that can increase students' learning interest through ease of access, interactivity, and meaningful learning experiences.

Various previous studies support these findings. Wirdiyana et al. (2024) proved that the use of digital books in language learning significantly increases reading interest and student engagement. Another study by McGuinness & Fulton (2019) also showed a positive correlation between digital literacy and students' learning interest, especially when digital media is used interactively and contextually. Meanwhile, Fanani et al. (2021) emphasized the importance of developing e-book-based teaching materials that integrate a multimodal approach to attract students' attention. These results indicate that the success of digital media in increasing learning interest highly depends on the quality of instructional design, students' emotional involvement, and teachers' support in facilitating its use.

Based on theoretical reviews and previous research, it can be understood that the integration of digital literacy and E-Litera media has great potential in increasing students' learning interest, particularly in nonfiction text learning. This media not only expands access to information but also provides a more engaging, interactive, and contextually appropriate learning experience that aligns with the characteristics of students in the digital era. Conceptually, it can be assumed that the enhancement of digital literacy and the application of E-Litera media in learning will positively influence the improvement of students' learning interest through increased cognitive, affective, and motivational engagement.

3. Research Method

The method used in this study is Classroom Action Research (CAR), focusing on efforts to increase students' learning interest in nonfiction texts through the use of media (Binti Mirnawati & Agatha Valent Fabriya, 2022). This design was chosen because it supports a dynamic, reflective learning process that directly addresses classroom practices. According to Diyanah et al. (2024), the research consists of two cycles that include four sequential stages: planning, implementation of actions, field observations, and reflection on the results obtained.

This study was conducted at SDN Sidomulyo, located at Jalan Raya Mojo No. 105, Kediri Regency, East Java, in October 2024. The research subjects involved 24 students from class IV-A, with a focus on learning nonfiction texts using the digital media E-Litera. The initial stage or pre-action was conducted on October 7, 2024, to identify the actual learning conditions before the next steps were taken. The pre-action activities included classroom observations, interviews with the class teacher, and the distribution of questionnaires to collect initial data on students' learning interest and their responses to nonfiction texts. The first cycle was implemented on October 15, 2024, followed by the second cycle on October 25, 2024. Each cycle was designed with a duration of 3 x 35 minutes, according to the class IV Indonesian language learning schedule. The pre-action stage provided a comprehensive overview of the learning barriers faced by students, especially regarding engagement and interest in reading nonfiction texts. The research flow used in this study is depicted in Figure 1 below.

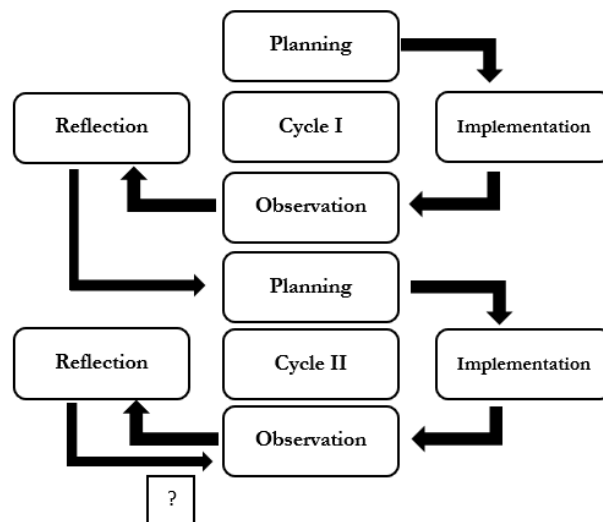


Figure 1. Classroom Action Research Flowchart

Based on the image above, the research flow in cycle 1 follows the data obtained from the pre-action phase. The first cycle was conducted on October 15, 2024. In this cycle, E-Litera media was introduced as a tool to deliver nonfiction text material in a more engaging and interactive way. The learning design in the first cycle involved the use of E-Litera for 3 x 35 minutes, in accordance with the fourth-grade Indonesian language learning schedule. During the implementation, students were given the opportunity to interact with the media, read texts, and complete the exercises available within it. Throughout the cycle, the teacher observed how students responded to the use of E-Litera and whether it could increase students' interest and engagement in learning. At the end of the cycle, a reflection was conducted to evaluate the effectiveness of using E-Litera and determine whether improvements or adjustments were needed for the next cycle.

Based on the reflection results from the first cycle, the second cycle was carried out on October 25, 2024. In this cycle, improvements were made to address the shortcomings identified in the first cycle, such as students' difficulty in linking the information obtained from the text to a deeper understanding. The improvements included simplifying the material and adjusting the delivery method through E-Litera media. The second cycle was conducted within the same duration, i.e., 3 x 35 minutes. Additionally, the teacher placed more emphasis on discussion activities to deepen students' understanding of the material. Observations and feedback were carried out to evaluate students' engagement and interest, as well as whether the changes made could improve learning outcomes. After the second cycle was completed, a final reflection was conducted to assess the achievement of the research objectives, and if the objectives were met, the process of cycle 2 was concluded with only the reflection activity.

4. Results and Discussion

Student learning outcomes were collected through final tests at the end of each learning cycle, after the implementation of E-Litera media in the first and second cycles. Throughout the process, students showed enthusiasm in reading and understanding the content of the texts due to the engaging and easy-to-follow media display. Learning activities became more dynamic as each part of E-Litera was designed to be interactive, guiding students to understand information progressively. Students' engagement increased because they were not just reading but also responding directly through exercises available in the media. This process encouraged a stronger learning interest and positively impacted the test results obtained at the end of each cycle.

In the implementation of the first cycle, E-Litera media was used to present nonfiction text material in a visual and interactive way. Although students showed initial interest in the media's appearance, challenges were still found in fully understanding the reading content and answering the exercises accurately. The students' difficulties were mainly in linking the information from the text to comprehension activities, which resulted in learning outcomes that did not meet the set target. The teacher then made adjustments based on the observations and reflections from the first cycle to improve the delivery of the material and the use of the media. The second cycle showed positive changes, where students appeared more focused, active, and able to orally and written express the content of the text. There was an increase in

interest while reading as well as accuracy in answering the exercises provided in the media. The implementation of E-Litera media provided a more dynamic and enjoyable learning experience, leading to a significant improvement in learning outcomes compared to the previous cycle.

Table 1. Student Learning Achievement

No	Status	Learning Completion		
		Pre-action (Number/Percentage)	Cycle 1 (Number/Percentage)	Cycle 2 (Number/Percentage)
1	Completed	8 (33.3%)	12 (50%)	20 (83.3%)
2	Not Completed	16 (66.7%)	12 (50%)	4 (16.7%)
	Total	24 (100%)	24 (100%)	24 (100%)
	Average	59.5%	74%	81.5%
	Highest Score	79	88	95
	Lowest Score	40	60	68

Source: Author's Processed Data

Based on Table 1, the results from the pre-action phase show that only 8 students (33.3%) achieved the learning completion criteria, while 16 students (66.7%) did not. This indicates that before the implementation of E-Litera media, the majority of students were unable to meet the expected learning mastery standards. The low learning completion could be attributed to several factors, including a lack of interactivity in the material presented or a lack of variation in the teaching methods used.

There was a significant improvement, where the number of students who completed the learning increased in Cycle 1 to 12 students (50%), while the number of students who did not complete decreased to 12 students (50%). Although an improvement was observed, the change was not drastic, indicating that while E-Litera media made learning more interactive and engaging, some students still had difficulty connecting the information obtained with a deeper understanding. This could be due to challenges in understanding the text.

A significant surge in learning completion occurred in Cycle 2. 20 students (83.3%) completed the learning, while only 4 students (16.7%) did not. This improvement shows that the use of E-Litera media, which was adjusted and improved based on feedback from Cycle 1, had a substantial positive impact on student learning outcomes. Better interaction with the media, as well as adjustments in teaching methods, successfully improved students' understanding of the material being taught. Below, Figure 2 shows the graph of the students' learning outcome changes.

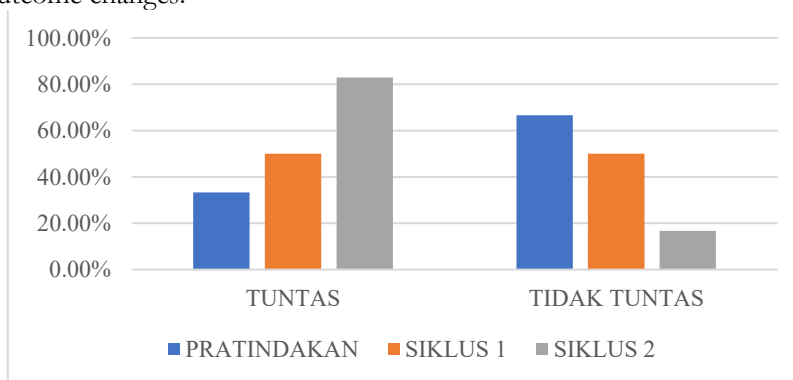


Figure 2. Graph of Changes in Student Results

Based on Figure 2, it can be seen that the significant improvement in learning outcomes in Cycle 2 is also in line with the increase in students' learning interest. As students' interest in using the interactive and engaging E-Litera media grew, they became more actively involved in learning. This directly impacted better learning outcomes. In Cycle 1, although there was some improvement, some students still faced difficulties in connecting the information and understanding the material as a whole. These challenges indicate that, while E-Litera media provided a more engaging learning experience, comprehension challenges remained.

However, in Cycle 2, the improvements and adjustments in the use of E-Litera media had a positive impact. Students became more focused, more interested, and more active in the learning process. Better interaction with the media, along with more precise adjustments in teaching, helped students understand the material more deeply and achieve better results. The noticeable increase in learning completion in Cycle 2, where 83.3% of students completed the learning, reflects a strong connection between high learning interest and improved learning outcomes. This success demonstrates that, with increased interest, students become

more determined and motivated to continue learning, which ultimately impacts their academic progress.

This research finding aligns with previous studies by Harefa et al. (2023), which show that high learning interest is directly related to improved student learning outcomes. Additionally, according to Avalentina & Atmaja (2024), when students are interested and actively engaged in learning, they tend to be more focused, motivated, and persistent in understanding the material. This strong interest encourages students to interact more frequently with the E-Litera learning media, which is designed to be interactive and engaging. This helps students overcome difficulties in understanding the material and enhances their overall comprehension. Conversely, good learning outcomes further strengthen students' learning interest. This finding is supported by Santi et al. (2023), who stated that success in completing exercises or tests boosts confidence and satisfaction, which further increases students' interest in continuing to learn. Thus, there is a positive cycle where increased learning interest contributes to better learning outcomes, and good learning outcomes further strengthen learning interest.

In the context of learning with E-Litera media, the increase in both learning interest and outcomes is clearly visible, especially after adjustments and improvements in the media usage throughout the learning cycles. The use of E-Litera media in learning has a significant positive impact on students' learning outcomes. This media, designed interactively with an attractive display, can increase students' interest and engagement in the learning process. With various features supporting gradual comprehension of the material, students are not only helped in understanding the text more deeply but also motivated to actively participate in exercises and discussions. This leads to a clear improvement in learning completion, where students become more focused and effective in achieving the expected goals. This impact is particularly evident in Cycle 2, where almost 84% of students showed increased learning completion, reflecting the effectiveness of E-Litera media in supporting a more enjoyable and comprehensive learning process.

The findings showing improved learning completion through the use of E-Litera media are highly relevant in the current educational context, where technology plays an increasingly important role in learning methods. In the digital era, the use of technology-based learning media not only makes learning more engaging but also helps overcome the challenges of delivering material in conventional ways. Many students, especially those with visual and kinesthetic learning styles, can better understand the material when given the opportunity to interact with media that offers a more dynamic learning experience. These findings reflect the real need to integrate technology into the curriculum, so that learning becomes more inclusive, engaging, and effective, in line with the demands of the times and the needs of today's students, who are increasingly accustomed to using technology in their daily lives.

5. Conclusions

mentation of E-Litera media in nonfiction text learning has brought positive changes to the atmosphere and quality of the learning process in the classroom. Students showed more enthusiastic responses when interacting with the material presented in a visual and interactive format. Reading activities were no longer seen as a boring task, but instead became a fun and curiosity-driven activity. The E-Litera design, featuring multimedia elements, made the information easier to understand and built a strong connection between the reading and students' experiences. Teachers also found it easier to guide the learning process, as this media presented a logical and structured learning flow. The learning process became more effective as students actively engaged and showed high interest throughout the activities. This strengthens the role of digital media as a key support in creating meaningful learning experiences.

The use of E-Litera encourages students to think critically, better understand the content of the reading, and engage in discussions and exercises. The learning approach that combines technology and literacy creates a contextual learning experience that addresses the needs of today's generation. The media not only functions as a tool, but also as a bridge connecting the material with real understanding. With a more engaging and participatory learning environment, the process of understanding nonfiction texts no longer becomes a barrier, but an opportunity to build stronger literacy skills. The entire process demonstrates that the use of E-Litera media can increase students' interest in learning.

Based on these results, it is recommended that teachers continue to use and develop the use of E-Litera in teaching activities to create a more engaging and interactive learning

environment. Schools are also encouraged to provide support, both in the form of training and facilities, so that the use of this digital media can run optimally. Students should be encouraged to actively explore the various features within E-Litera to sharpen their critical thinking and digital literacy skills. In addition, further research can be conducted to assess the effectiveness of E-Litera in different contexts and educational levels, so that this media can continue to be developed according to the needs of modern learning.

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