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Empowering First-Grade Students' Learning: Enhancing Education Through English E-Storybooks Aligned with The Emancipated Curriculum

Kadek Dhirapriyani*
Universitas Pendidikan Ganesha
Indonesia
dhirapriyani@gmail.com

G.A.P. Suprianti
Universitas Pendidikan Ganesha
Indonesia
gap.suprianti@undiksha.ac.id

Luh Gd Rahayu Budiarta
Universitas Pendidikan Ganesha
Indonesia
rahayu.budiarta@undiksha.ac.id

* Corresponding author

Abstract
This research explores the development of English e-storybooks integrated with the Emancipated Learning curriculum for first-grade students at SDN 3 Banjar Jawa. Following the Design and Development (D&D) model, specifically the ADDE (Analyze, Design, Development, and Evaluation) framework, the study employs a mixed-method approach, combining qualitative and quantitative analyses. The research addresses the dearth of supplementary materials and the limited use of e-storybooks in the context of Emancipated Learning. The process involves a systematic analysis of needs, the design of a comprehensive blueprint, the development of e-storybooks, and an evaluation based on expert judgment, teacher assessments, and student feedback. The results indicate that the developed e-storybooks align with curriculum objectives and exhibit excellence in material development principles. The findings emphasize the potential of e-storybooks in enhancing language skills and supporting 21st-century learning principles. The research contributes valuable insights for educators, researchers, and curriculum developers interested in creating effective digital resources tailored to specific educational contexts.

INTRODUCTION

The digital age has fundamentally reshaped how children learn and interact with the world. With technology deeply woven into their lives, children now engage with digital media as an essential aspect of their daily experiences. This exposure to technology not only allows children to play and explore but also impacts their early education. As pointed out by Konca (2022), traditional learning materials like books are gradually being replaced by digital alternatives. The shift towards digital devices highlights the need for education to embrace and

leverage technology effectively. This integration is particularly crucial in language learning, where innovative tools can enhance engagement and cater to diverse learning styles.

Recognizing this shift, Indonesia's forward-thinking "Emancipated Learning Curriculum" (Kurikulum Merdeka Belajar) prioritizes student-centered learning and equips young minds with critical thinking, problem-solving skills, and essential competencies vital for thriving in the 21st century. At its core, the curriculum empowers students to take ownership of their learning journey, moving away from rigid, standardized approaches (Kemendikbudristek BSKAP, 2022). This shift necessitates the integration of innovative resources like e-storybooks, which offer interactive and engaging formats to promote crucial literacy skills effectively. While the Emancipated Learning Curriculum encourages the use of e-storybooks, preliminary observations in schools like SDN 3 Banjar Jawa reveal limited implementation. This gap stems primarily from teachers' lack of technological expertise and limited time to create engaging digital materials, particularly for English language learning. This creates a compelling need for English e-storybooks, which can address the identified challenges and provide teachers with readily available, technology-integrated resources to enhance their teaching practices.

Compared to traditional printed books, e-storybooks offer distinct advantages for young learners. First, they provide interactive features, emphasizes the varied interactive components found in e-books, including written text, video, music, illustrations, animations, and touch-activated features (Kotaman & Balcı, 2017). The second is dynamic storytelling. They move beyond static text, offering dynamic storytelling experiences that capture children's imaginations and enhance comprehension. Digital storytelling (DS), as noted by Rajendran and Yunus (2021), fosters an engaging and positive learning environment, especially beneficial during the COVID-19 pandemic, with multimedia components like videos, audio, animations, and interactive activities. This utilization of all types of interactive E-books has been proven to be effective in improving student learning outcomes (Asrowi et al., 2019; Bus et al., 2020; Dore et al., 2018; Lieung et al., 2021; Wahyuningtyas et al., 2020). E-storybooks also have been studied extensively for their impact on early reading and writing skills. Paramita et al., (2022) focused on illustrated storybooks for third-grade Indonesian language subjects, proving their effectiveness in improving reading skills. Wulandari and Alamin (2020) utilized digital media to convey character education values through *Punakawan* characters, targeting children aged 7-11 and creating an interactive digital storybook with positive outcomes. Chuang and Jamiat (2023) explored interactive reading apps for 3-8-year-olds, finding positive effects on literacy development with features like dictionaries and animated illustrations, though cautioning against potential distractions from interactive games. Janawati et al., (2021) conducted research during the COVID-19 outbreak, developing an interactive e-book that actively engaged beginning readers and writers through appealing design, interactive elements, and learning videos. e-storybooks can overcome potential limitations of printed materials, such as the lack of audio components or accessibility issues in certain contexts. Third, e-storybooks can address limitations. E-storybooks can overcome potential limitations of printed materials, such as the lack of audio components or accessibility issues in certain contexts.

By addressing the need for engaging and accessible English language learning materials, and leveraging the advantages of e-storybooks within the innovative Emancipated Learning Curriculum, this research aims to make a significant contribution to improving educational experiences for young learners in Indonesia. The current study ensures a systematic approach to crafting effective English e-storybooks aligned with the specific needs of first-graders at SDN 3 Banjar Jawa. The model guides the development process, from identifying needs and analyzing the learning context to designing, developing, and evaluating the e-storybooks for their effectiveness and impact.

METHOD
Research Design

Following a Design and Development (D&D) model, specifically the ADDE (Analyze, Design, Develop, Evaluate) framework by Richey and Klein (2007), this study aimed to develop English e-storybooks aligned with the Emancipated Learning curriculum for first-grade students at SDN 3 Banjar Jawa, Singaraja. The data was collected through qualitative analysis for non-numerical data and quantitative analysis for numerical data. The specific steps followed in this study were outlined as follows:

1. Analysis stage

   The needs assessment was conducted through observations, interviews with the English teacher and students, and document analysis of the curriculum guidelines. Then, data were analyzed to identify student learning needs, existing literacy materials, and integration points with the Emancipated Learning curriculum.

2. Design stage

   Based on the analysis, the content and structure of the e-storybooks were designed. Themes, characters, and activities were strategically aligned with the curriculum and tailored to capture student interests. To enhance engagement and foster critical thinking, interactive features, and multimedia elements were thoughtfully incorporated into the e-storybooks.

3. Development stage

   In this stage, the design was translated into a tangible product, resulting in a prototype of the English e-storybooks. The researcher transformed the blueprint into a draft and sought expert judgment using a rubric, incorporating feedback from two experts to refine the product.

4. Evaluation stage

   In this stage, the focus was on assessing the quality of the English e-storybooks within the Emancipated Learning curriculum context. Implementation was intertwined with evaluation. Student feedback was gathered through small group tryouts and interviews, while teacher reviews were collected using a judgment rubric and interview guide. The researcher then revised the product based on the gathered input.

Research Settings and Participants

The research setting was SDN 3 Banjar Jawa. SDN 3 Banjar Jawa was chosen for its integration of technology and implementation of the Emancipated Learning curriculum. The

subjects included first-grade students and an English teacher, selected through purposive sampling.

Data Collection and Analysis

The data collection methods included observation, interviews, document analysis, and expert judgment, while instruments such as observation sheets, interview guides, matrices, and rubrics were used. Furthermore, the data were analyzed qualitatively for the development procedures and quantitatively for evaluating the quality of the e-storybooks. Construct and content validity was ensured through expert judgment, with the validity coefficient categorized into five levels, ranging from "excellent" to "poor." The study aimed to address gaps in the development of English e-storybooks integrated with the Emancipated Learning curriculum for first-grade students.

FINDINGS AND DISCUSSIONS

This research developed an English e-storybook tailored for first-grade students at SD Negeri 3 Banjar Jawa, specifically designed to align with the Emancipated Learning curriculum. The research framework utilized Richey and Klein (2007) D&D theory, encompassing four essential steps: analysis, design, development, and evaluation. Through a meticulous data collection process involving observation, teacher interviews, student interviews, and document analysis, critical insights were obtained to inform the creation of e-storybooks.

Analysis

The researcher did an observation on November 29th, 2023, unveiling significant gaps in the availability of English supplementary materials in both the school library and classrooms. The limited resources, coupled with a heavy reliance on the primary English textbook, emphasized the urgent need for diversified materials to enhance the English learning experience.

Table 1. Instrument Validation for the Observation Sheet

No	Statements	Available	Unavailable
The existence of storybooks as supplementary materials in thelibrary			
1.	English book based on the student's age	✓	
2.	English illustrated book		✓
3.	English storybook as supplementary book or material		✓
4.	English story book as supplementary book or material integrated into Merdeka Curriculum		✓
The use of storybooks as supplementary materials in the class			
5.	The use of English books or material in the learning process	✓	
6.	The use of English storybooks as supplementary books or material integrated into the Merdeka Curriculum		✓
The learning process			
7.	The teacher used a student-centered method in the learning process	✓	
8.	There are interactive learning activities that guided by the teacher by opening discussion session		✓
9.	The students actively participate in class	✓	

10.	The learning process can increase the student's motivation	✓	
11.	The learning process can engage the students to participate in the learning activities	✓	
12.	Every student has an equal chance to discuss with the teacher and their classmate		✓
13.	The learning process contained interactive activities integrated into the Merdeka Curriculum		✓
14.	The teacher used additional media in the learning process		✓
15.	The teacher used interactive learning media in the learning process		✓
16.	The use of supplementary books or material in the learning process contains activities that can motivate students		✓
17.	The use of supplementary books or material in the learning process contained activities that can improve students' English skill		✓
18.	The teacher used technology in the learning process		✓

Then, the researcher interviewed an English teacher at SDN 3 Banjar Jawa. Teacher interviews further highlighted the positive inclination towards the integration of e-storybooks, identifying them as valuable tools that could enrich the teaching process and engage students effectively. The following transcription illustrates the teacher's response.

"Supplementary materials are needed for the English subject. Very necessary. Especially in terms of adding media and making it easier for teachers and students in the learning process. But it also needs to be underlined that this technology also needs to be seen first for its benefits and uses. If it is good, then it is very necessary, and if not then it is not needed. It depends on the benefits and results in the future." Excerpt 1
"Good, because it can help teachers in the learning process, add learning media and interactive learning." Excerpt 2

Moreover, insights from student interviews revealed a generally positive perception of textbooks and learning activities, though a preference for printed books was evident. However, students displayed openness to exploring e-storybooks, showcasing an eagerness to embrace digital learning materials.

"I like to use the printed book. If electronic book, maybe I will like it if there is a fun activity, an activity filled with playing and singing" Student 1, Excerpt 2:
"Yes, I want to know about e-storybooks." Student 2, Excerpt 4:

The researcher also conducted a document analysis, specifically focused on analyzing the existing textbook, "My Next Words 1st grade," and identified specific topics for e-storybook development. The identified topics for development in the e-storybooks were chosen based on both teacher and student preferences, emphasizing vocabulary expansion, shapes, family identification, and gender pronouns. These topics were carefully selected based on teacher preferences, student interests, and the English proficiency level of the students.

Table 2. The Result of Document Analysis

Text Book Content (First Semester)		
Topic	No Need to Develop	Need to Develop
1. How are you? (Greeting)	✓	

	Col A	Col B
2. Hi, I am KIMI. Meow (Self-introduction)	✓	
3. My name is Joshua	✓	
4. My number is ten (Numbers)	✓	
5. I have four books (Things)		✓
6. My garden is colorful (Colors)	✓	
7. It is a big circle (Shapes and Sizes)		✓
Text Book Content (Second Semester)		
8. I have pencils	✓	
9. At Cici's farm	✓	
10. She is Cici and he is Made		✓
11. Aisyah's family		✓
12. She has some fruits	✓	
13. I like fruits	✓	

Design

The next phase in this research involved the creation of an e-storybook blueprint in response to document analysis, encompassing the drafting of media based on interview results, document analysis outcomes, and the principles of effective e-storybooks. The objective was to design a blueprint for e-storybooks tailored for first-grade students at SDN 3 Banjar Jawa. In the drafting process, the e-storybooks were developed by considering insights from interviews, document analysis, and established e-storybook theories. Before proceeding with the book development, the researcher meticulously designed a comprehensive blueprint, addressing issues identified during the needs analysis, the Learning Objective Flow analysis results, theories related to interactive e-storybooks, methods for educating young learners, and empirical studies. The blueprint design was carried out using a laptop, ensuring alignment with the topics outlined in the first-grade students' learning objective flow. The researcher systematically crafted a detailed blueprint outlining the content to be included in each slide of the e-storybooks.

Table 3. The Blueprint of the E-storybooks

Slide	Storyline	Characters	Visual Asset (Dialogue & Photo)
Cover	Title Cici's Family Fun	Ana, Beni, Dodo, Cici	Visual Asset: • Classroom picture • Ana, Beni, Dodo, Cici pictures Angle photo: • Medium shoot
Introduction	Cici meets her friends—Ana, Beni, and Dodo. Today, they will explore Cici's family!	Cici	Visual Asset: • Classroom atmosphere • Cici and her family picture Angle photo: • Medium shoot, zoom in on Cici as the main character'

Cici's Family Photo	Cici shares a photo of her family. She tells about her **parents, grandparents,** and her **little brother** to Ana, Beni, and Dodo.	Cici, Ana, Beni, and Dodo	Visual Asset: • Cici • Cici's family picture • Cisi's friends Angle photo: Zoom in on Cici's family picture
Cici's Mother	Hannah is Cici's **mother**.	Cici	Visual Asset: • Cici • Cici's mother's picture Angle photo: Zoom in on Cici's mother's picture
Cici's Father	Willy is Cici's **father.**	Cici	Visual Asset: • Cici • Cici's father's picture Angle photo: Zoom in on Cici's father's picture
Cici's Grandmother	Joye is Cici's **grandmother.**	Cici	Dialogue: Cici, "My grandma's cookies are so delicious." Visual Asset: • Cici • Cici's father's picture Angle photo: • Zoom in on Cici's father's picture
Cici's Grandfather	Peter is Cici's **grandfather.**	Cici	Visual Asset: • Cici • Cici's grandfather's picture Angle photo: Zoom in on Cici's grandfather's picture
Cici's Little Brother	Toto is Cici's **little brother**.	Cici	Visual Asset: • Cici • Cici's little brother's picture Angle photo: Zoom in on Cici's little brother's picture
Sharing Family Stories	They share their family stories. Everyone learns about different families.	Ana, Beni, Cici, and Dodo	Visual Asset: • Classroom picture • Ana, Beni, Dodo, Cici pictures Angle photo: Long shoot
The End	A cheerful "The End" slide with all four characters smiling, having shared and celebrated their families.	Ana, Beni, Cici, and Dodo	Visual Asset: • Classroom picture • Ana, Beni, Dodo, Cici pictures • Their family pictures Angle photo: Long shoot

Development

Following the design phase, the researcher proceeded to develop the e-storybook blueprint, aiming to create an e-storybook tailored for first-grade students at SDN 3 Banjar Jawa. The development process began with meticulous conceptualization of the narrative and story structure, aligning them with the Merdeka Belajar curriculum's objectives and target audience of first-grade students. Collaboration with an illustrator ensured visually captivating elements that complemented the narrative and promoted understanding. Book Creator served as the platform for integrating various components, including text, audio, engaging images, and interactive activities designed to foster active learning and reinforce key concepts. This meticulous development journey transformed e-storybooks from static text and pictures into dynamic and interactive tools for language learning.

Table 4. The result of E-Storybooks

E-Storybook View	OR Code of the E-Storybook
	Unit 1: Ana New Classroom
	Unit2: Shape Adventure with Dodo
	Unit 3: Cici's Family

Unit 4: He and She

Quality Judgement by Experts

To assess the quality of the developed e-storybooks, an expert judgment rubric was distributed. The evaluation involved two experienced English Language Education lecturers selected for their expertise in material development. The criteria for assessment, derived from Christ et al., (2019) focused on material development principles and the incorporation of interactive activities. The product validity criteria were defined across five levels, ranging from "Excellent" to "Poor," established through calculations involving the ideal mean (Mi) and standard deviation (Sdi). This involved a meticulous process of assigning scores on a scale from 1 to 5 for each of the 10 criteria, allowing for a comprehensive evaluation. The calculated ideal mean (Mi) and standard deviation (Sdi) were then applied to categorize the product into different levels of quality, such as 5=Excellent, 4=Good, 3=Average, 2=Below Average, and 1=Poor. The results of quality judgments are presented in Table 5.

Table 5. The Statistics of the Expert Judgements

Judgment Indicator	Expert 1	Expert 2
The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning medium.	5	5
The design of e-storybooks is varied and can attract students' attention.	4	4
The e-storybooks encourage students' vocabulary development and language structure patterns.	4	4
The storybooks provide an additional reading experience with a richer narrative.	5	5
The e-storybook follows the learning objectives and current curriculum.	5	5
The e-storybooks are easy for students to use and match the level of thinking of elementary school students.	5	4
The e-storybooks provide an interactive learning experience by incorporating multimedia such as video, audio, or animations.	4	4
The e-storybook can foster student activity in learning.	5	5
The steps for using e-storybook media are easy to understand.	5	5
The number of pages of the e-storybook is appropriate	5	5
Total Score	47	46
Average	4.65	

The quality judgment conducted by material experts yielded positive results, with the first expert awarding a total score of 47, categorizing the material as excellent. Similarly, the

second expert assigned a score of 46, also classifying the media as excellent. Finally, the English e-storybooks, positioned as supplementary material, received an overall classification of "Excellent Material." Following the statistical result of the expert judgment by the two experts:

Evaluation

In the evaluation phase, both teachers and students participated in providing judgments and reviews to assess the English e-storybooks as supplementary materials for the Emancipated Learning curriculum. The users involved in the assessment were the English teacher and first-grade students at SD N Banjar Jawa, who utilized the e-storybooks for English learning on January 31, 2024.

a. User Judgment by the Teacher:

The English teacher assessed the product using a user judgment rubric containing 10 statements, adapted from Christ et al., (2019). The rubric covered principles of material development and interactive activities. The results revealed a predominance of "Excellent" scores, with 80% falling into this category and the remaining 20% categorized as "Good." This indicated a strong tendency towards excellence in the product's adherence to material development principles and interactive learning activities. The teacher's observations highlighted the storybook's relevance, interactivity, originality, and alignment with learning objectives and the curriculum. The books' visually appealing design, along with multimedia elements such as video, audio, and animation, actively engaged students in the learning process. The teacher emphasized the importance of simplifying sentences in certain activities to better match students' English proficiency levels. The statistical analysis of the teacher's review demonstrated a mode of 5, signifying a prevalent "Excellent" rating. The interactive components of the e-storybooks, addressing vocabulary development, language structures, and interactive activities, suggested their suitability for first-grade students at SD N 3 Banjar Jawa.

Table 6. The User Review by the English Teacher

Judgment Indicator	Teacher 1	Teacher 2
The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning medium.	5	5
The design of e-storybooks is varied and can attract students' attention.	5	5
The e-storybooks encourage students' vocabulary development and language structure patterns.	5	5
The storybooks provide an additional reading experience with a richer narrative.	5	5
The e-storybook follows the learning objectives and current curriculum.	5	5
The e-storybooks are easy for students to use and match the level of thinking of elementary school students.	4	4
The e-storybooks provide an interactive learning experience by incorporating multimedia such as video, audio, or animations.	4	5
The e-storybook can foster student activity in learning.	5	4
The steps for using e-storybook media are easy to understand.	5	5
The number of pages of the e-storybook is appropriate	5	5
Total Score	48	48

Average	4.8

b. Teacher Interview:

The researcher interviewed the English teacher to gather insights into her responses. The teacher expressed enthusiasm for the product, acknowledging its effectiveness in addressing students' needs for vocabulary, pronunciation, listening activities, and conversation skills. The teacher praised the appropriateness of colors, elements, illustrations, and audio while suggesting the simplification of sentences in specific activities. The interview affirmed the teacher's positive perception of the e-storybooks as beneficial supplementary materials, emphasizing their potential to support English learning in the classroom. The following transcription illustrates the teacher's response.

"Good, interesting! The book can cover the needs of the students, such as vocabulary, pronunciation, and easy listening activities which do help the students." Excerpt 1:
"Yes, the e-storybook is correlated with the content in the current curriculum, and it can be a supplementary material to help me teach the students". Excerpt 2:

c. Student Interviews:

Five students were interviewed after the tryout, and their responses were remarkably similar. The students found the English e-storybooks interesting, citing its vibrant design, songs, conversations, and interactive elements as engaging features. They expressed enjoyment in reading the story, listening and repeating the audio, answering students' activities, and highlighting the material's effectiveness in improving language skills. Students appreciated the book's storyline, stating that it made learning English enjoyable and easy to understand. They particularly liked the repeated audio, collaborative activities, and the overall interactive components of the e-storybooks. The following transcriptions illustrate the responses of the students:

"I like the book illustrations, very good and colorful." Student1, Excerpt 1:
"I can understand the story, the picture, and also the audio. The book is good." Student 2, Excerpt 3:
"The story is easy to understand. I like the activity after the story." Student 3, Excerpt 3:
"The book is interesting, I like the pictures." Student 4, Excerpt 1:
"Yes, I like reading it, the book contains pictures, the story easy to understand." Student 5, Excerpt 4:

Electronic books such as electronic storybooks, as discussed by Christ et al., (2019), offered various forms of interactive multimodal content, including written text, oral narration, music, illustrations, animations, and touch-activated hotspots that triggered sounds and animations when the screen was tapped or pressed. Rajendran and Yunus (2021) , using digital storytelling (DS) could make learning more interesting for students. It also created a positive learning environment and made students feel more confident and motivated.

Based on the development of English e-storybooks as supplementary materials for first-grade students that the researcher had done, the researcher concluded that the development followed a systematic four-stage process: analysis, design, development, and evaluation. In the initial analysis stage, the researcher meticulously examined the students' needs, interests, and language proficiency levels. This stage, involving library and classroom observations,

interviews with teachers and students, and document analysis, highlighted the scarcity of adequate supplementary materials for English learning in the school library. The reliance on a single government-provided textbook per class became evident, accompanied by limited diversity in learning resources. Notably, there was an absence of storybooks aligned with the Emancipated Learning curriculum. The teacher predominantly utilized the primary English textbook supplemented with internet-based materials. Therefore, the development of supplementary e-storybooks, complete with guides and activities, emerged as a crucial requirement to enhance the effectiveness of English lessons.

After the need analysis, the design stage unfolded, involving the creation of blueprints and layouts in collaboration with an illustrator. Book Creator was employed to infuse audio elements for narrative enhancement, visual elements for scene visualization, and interactive activities to enrich the learning experience. Next, in the development process involved collaboration with an illustrator and the use of Book Creator software to integrate audio, visuals, and interactive activities. Expert judgments confirmed the high quality of the e-storybooks, with scores falling mostly in the "Excellent" category for alignment with learning objectives and interactivity (Nurkancana, 1986).

Following the development, an empirical evaluation assessed the e-storybooks' effectiveness through various data collection techniques, including a limited group trial with five students and a teacher interview on January 31, 2024 in the first grade at SD N 3 Banjar Jawa, Singaraja. This involved assessing the e-storybooks' quality, interactivity, and impact on student learning through various methods and data sources (Albarqouni et al., 2018). Similar to Adnyani et al., (2019) who tested PowToon videos for young English learners, this study also utilized a limited group trial. This common evaluation method involves testing the product with a small group from the target population. The result of the evaluation not only gauged the effectiveness of the e-storybooks but also helped identify areas for improvement based on student experiences and learning outcomes.

The student trial focused on "Cici's Family" and explored student experiences, including their enjoyment of the story, the impact of interactive elements, and comprehension of the content.Of the four available e-storybook units, I Have Four Books; It Is A Big Circle; Cici's Family; and She is Cici and He is Beni, the selection of the "Cici's Family" e-storybook for implementation was made considering that the implementation took place in the second semester while students were learning about family members. The researcher, having obtained consent from the headmaster and the first-grade English teacher, conducted the trial to test the final product of e-storybooks in an authentic learning environment. This trial was distinguished by the active participation of five first-grade students, meticulously selected by the researcher to form a limited test group. Each student was provided with the opportunity to engage with the e-storybook, reading its contents through a laptop thoughtfully provided for the trial by the researcher.

Initially, each student took turns reading the book and engaging in interactive activities presented in the e-storybook. They then carried out the activities found in the book. After completing the reading and activities, the researcher directed the discussion to the five students to gather their opinions. They were asked to convey whether they enjoyed the story and the

extent to which they understood the content in the "Cici's Family" e-storybook. The students' opinions and responses became the main focus of this trial stage. Through interviews, the researcher could explore the students' perceptions of the digital storybook's intelligibility. This was not only a measure of their understanding of the material but also aimed to capture whether the format and presentation of the e-storybook could sustain the student's interest and participation throughout the learning process. In their responses, Student 1 conveyed a positive perspective on the English e-storybook, characterizing it as captivating. He admired the eye-catching design, engaging audio, and interactive elements. Participating in activities such as reading the story, repeating audio, and engaging with interactive elements proved to be effective strategies for him in making the process of learning English enjoyable. Correspondingly, Student 5 expressed the same thing. She appreciated the storyline, repeated audio, student activities, and the e-storybook's overall interactive features. The design, audio, and conversations were very interesting to her, contributing to a more enjoyable learning experience. The students found the book's storyline to be appealing and understandable, making the learning of English both enjoyable and comprehensible. These findings align with existing research demonstrating the positive impact of e-storybooks on student engagement and learning outcomes (Rahayu et al., 2022; Wu & Amzah, 2023).

The teacher interview further confirmed the e-storybook's effectiveness in addressing vocabulary, pronunciation, and overall English learning needs. This aligns with previous studies suggesting the potential of e-books for language acquisition in young learners (Baclayon, 2022; Klop et al., 2018). The teacher's feedback also emphasized the importance of age-appropriate visuals and simplified sentences, which aligns with established theories on effective learning materials for young children (McKay, 2006).

The findings highlight the significant potential of e-storybooks in supporting a student-centered learning environment, aligned with the Emancipated Learning curriculum's emphasis on engagement, active participation, and personalized learning. The developed e-storybooks, specifically tailored to the second-semester curriculum content at SD N 3 Banjar Jawa, offered rich exposure to the English language and interactive activities designed to improve various literacy skills. Beyond the specific context, the study underscores the broader value of integrating e-storybooks into English language learning. Teachers can leverage the numerous online resources and readily available development tools to create e-storybooks customized to their students' needs, interests, and learning levels. Workshops and seminars can provide valuable guidance and training, empowering teachers to become active players in shaping engaging and effective learning experiences.

The final product, encompassing four e-storybooks aligned with the main textbook topics, demonstrates the feasibility and effectiveness of this approach. While offering additional language exposure and enhancing learning through interactive activities, it emphasizes the importance of considering individual student needs and curriculum alignment during development. By actively incorporating e-storybooks into teaching practices, educators can cultivate a more stimulating and inclusive learning environment, preparing students for success in the multimedia-rich world of the 21st century.

CONCLUSION

In conclusion, based on the expert judgment results, student and teacher interviews, along with the trial outcomes, collectively indicate that the English e-storybook was well-received, demonstrating effectiveness, appeal, and alignment with both student interests and curriculum goals. The positive feedback from both teachers and students positions the e-storybook as a valuable and engaging teaching tool within the classroom. Various instruments, including an observation sheet, interview guide, syllabus analysis matrix, blueprint of English e-storybooks, and expert and user judgment rubrics, were utilized for data collection. Both qualitative and quantitative analyses were conducted through observation, interviews, and document analysis methods. Subsequently, the product underwent an evaluation stage involving distribution to teachers and students for a trial. Following the tryout, the user judgment and interview guide instruments were administered, resulting in a collective agreement among teachers and students that the English e-storybooks deserved classification as "Excellent Material." Furthermore, the final product's development was guided by the assessments of two experts, with the results confirming its classification as an "Excellent Material" based on experts' judgment rubrics.

Four units of English e-storybooks were created based on the Emancipated Curriculum Learning Objective Flow (LOF) including I Have Four Books, It Is A Big Circle, Cici's Family, and She is Cici and He is Beni as the response to the needs, interests, and language level of the students and the teacher. Furthermore, based on the expert judgment results, Expert 1 assigned a total score of 47, while Expert's total score was 46. Therefore, the English e-storybooks, integrated into the Emancipated Learning curriculum for first-grade students at SD N 3 Banjar Jawa, can be confidently characterized as excellent materials, as substantiated by the dominant occurrence of "excellent" scores in the statistical analysis. Moreover, according to the teacher's judgment and evaluation, the e-storybooks excelled in relevance, interactivity, originality, and alignment with learning objectives and the curriculum. The e-storybooks have a good role in promoting vocabulary development and language structure understanding. Lastly, based on the students' interview results, their feedback showed remarkable consistency. The students expressed a shared enthusiasm for the English storybooks, emphasizing the appeal of their good design, story, audio, and interactive student activity. They conveyed enjoyment in various aspects, including reading the story, engaging with audio content, participating in student activities, and recognizing the material's positive impact on language skills improvement. The students commended the book's simplicity, noting that it made the English learning experience enjoyable and easily comprehensible. Specifically, they highlighted their appreciation for repeated audio, interactive activities, and the overall story in the books.

The findings of this study propose a valuable reference for educators involved in the creation of English e-storybooks, particularly those aligned with the Emancipated Learning curriculum. The outcomes of this research offer substantial benefits for future researchers who can utilize them as a foundational reference in their studies, particularly within the realm of material development. The insights obtained from this research serve as a valuable resource for advancing knowledge in this field and contribute to the ongoing improvement of educational materials. While the present study offers valuable insights for educators and researchers, it is

essential to acknowledge its limitations. Firstly, the research focused on a specific context – first-grade students at SD N 3 Banjar Jawa within the Emancipated Learning curriculum. The findings might not be directly applicable to different grades, curriculum systems, or cultural contexts. Further research exploring the effectiveness of these e-storybooks in broader and diverse settings would be valuable. Secondly, the sample size for both students and teachers involved in the evaluation was relatively small. Expanding the sample size in future studies could provide more generalizable results and strengthen the evidence base. Despite these limitations, the study's findings point to promising future directions. Educators can draw valuable lessons from the developed storybook design and integration within the Emancipated Learning curriculum. Future research could delve deeper into:

1. Long-term impact studies: Assessing the lasting impact of these e-storybooks on students' English language skills and learning motivation.
2. Teacher training: Investigating the effectiveness of training programs that equip teachers with e-storybook development and integration skills.
3. Customization and adaptation: Exploring how e-storybooks can be adapted to different learning styles, needs, and cultural contexts.

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