Scribus-Based Learning Media Development for Fictional Works: A Blended Approach using Addie Models

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Abstract. *Teaching fiction in Indonesian language classrooms is often constrained by text-centered instruction and limited use of engaging digital media. In the era of Generation Z learners who are visually and digitally oriented, innovative learning materials are needed to enhance motivation, interpretation, and comprehension of literary texts. This study aims to develop and evaluate a Scribus-based digital magazine for fiction learning by integrating the ADDIE model within a qualitative descriptive framework. The research adopted a qualitative descriptive design comprising five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The study was conducted at SMP Negeri 10 Semarang, involving one Indonesian language teacher and fifteen Grade VIII students, who were selected through purposive sampling. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model (data reduction, data display, conclusion drawing). Media and content experts conducted validation to assess the feasibility, usability, and pedagogical quality of the content. Findings revealed that the Scribus-based learning media effectively increased students' engagement and comprehension in analyzing fictional elements such as plot, character, and setting. Expert validation results indicated a high feasibility level, with mean scores above 85% in design and content quality. Teachers reported improved classroom interaction and creativity, while students expressed enthusiasm for the visual and interactive format. The study concludes that open-source tools, such as Scribus, can provide cost-effective and pedagogically sound alternatives for developing literary learning media. The integration of ADDIE and multimodal design promotes contextual, engaging, and sustainable learning experiences. Future research should explore multimedia enhancements, such as audio storytelling and cross-curricular applications, to broaden the pedagogical impact.*

Keywords: ADDIE Model; Digital Magazine; Fiction Learning; Multimodal Literacy; Scribus.

1. INTRODUCTION

Teaching fiction in Indonesian language classrooms remains a persistent challenge due to its text-centered and teacher-dominated orientation. Most literary lessons still emphasize memorization of narrative elements rather than meaningful interpretation or creative engagement, resulting in students' low motivation and superficial comprehension. In today's digital learning ecosystem, Generation Z students who are visually oriented and accustomed to multimedia interaction require a more dynamic and participatory approach. Studies have shown that digital and multimodal learning environments significantly enhance students' motivation, literacy, and interpretive engagement when compared with conventional text-based approaches. (Pardede et al., 2023; Saputra et al., 2025).

To address these challenges, digital-based learning innovation has emerged as a crucial pedagogical response to the learning preferences of 21st-century students. Digital magazine media, in particular, allow for the integration of text, visuals, and interactivity, facilitating

contextual learning and the development of visual literacy. This aligns with the multiliteracy framework, which emphasizes that comprehension arises from combining verbal, visual, and digital modes of communication. (Rahman et al., 2022). Such integration transforms passive reading activities into explorative learning experiences that promote imagination, empathy, and higher-order thinking. (Ichsan et al., 2019; Suratmi et al., 2020) .

One promising tool to facilitate this transformation is Scribus, an open-source desktop publishing software that can produce professional-quality digital magazines. Its flexibility enables teachers to design multimodal, interactive, and low-cost learning media without dependence on commercial software. When combined with a systematic instructional framework, such as the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), Scribus supports structured and iterative media development. The model's procedural logic ensures that each stage from needs analysis to evaluation is pedagogically grounded, producing materials that meet both cognitive and affective learning outcomes. (Birsyada et al., 2025).

Several previous studies have developed digital and multimodal learning media for language instruction using the ADDIE framework. For instance, Rochmayanti & Istiningsih (2023) Demonstrated that ethnopedagogy-based e-modules significantly improved students' cultural and linguistic literacy, emphasizing the practicality of structured design models. Similarly, Destiana et al. (2025) Developed an Anyflip-assisted digital module that enhanced students' motivation and comprehension of cultural content through interactive visuals and gamified tasks.

While these studies validate the relevance of ADDIE-based design for enhancing learning quality, few have specifically applied open-source tools, such as Scribus, in fiction learning contexts. Prior works tend to rely on commercial platforms (e.g., Anyflip, Canva, or Flipbook), which limit teacher autonomy and access in low-resource schools. (Jalinus et al., 2020; Mirzaei et al., 2023). The present study thus complements these findings by demonstrating how free, open-source software can democratize the production of digital learning media while maintaining professional standards of design and pedagogy.

Despite the growing adoption of digital learning media, few studies have explored the intersection between multimodal literacy, open-source media development, and fiction learning in Indonesian language education. Most research still focuses on nonfiction or expository texts, overlooking the unique cognitive and emotional dimensions of fictional reading. (Ariya Agustin, M Bambang Purwanto, 2025; Purwanto & Marsinah, 2021). Moreover, while previous studies have validated ADDIE-based digital modules, they rarely

document the qualitative design process that captures teacher creativity, contextual constraints, and learner perception. Hence, this study seeks to fill that gap by presenting a qualitative descriptive approach that not only evaluates outcomes but also documents the development journey of Scribus-based fiction learning media. (Rahman et al., 2022).

The novelty of this research lies in its integration of the ADDIE model with Scribus software to develop fiction-oriented learning media that combine aesthetic, cognitive, and affective elements. Unlike previous studies that merely produce digital learning tools, this research emphasizes creative authorship and multimodal composition as part of pedagogical innovation. It also pioneers the incorporation of QR code-based interactivity to link printed layouts with online resources, bridging traditional literacy with digital learning ecosystems. The product serves not only as instructional support but also as a platform for literary appreciation, fostering creativity, reflection, and cross-disciplinary connections in Indonesian language classrooms.

The findings revealed that the developed Scribus-based media successfully enhanced students' engagement, motivation, and comprehension of fictional elements, including plot, character, and setting. Teachers noted an improvement in classroom participation and creativity, while students expressed enthusiasm for the visual and interactive format. The digital magazine effectively connected literary interpretation with moral and contextual reflection, making fiction learning more relevant and enjoyable.

Furthermore, the study demonstrated that integrating open-source technology with structured instructional design can yield high-quality media outputs. Expert validation results showed strong feasibility in terms of content, design, and usability, while classroom implementation confirmed its pedagogical effectiveness. The use of Scribus also encouraged teacher creativity and technological confidence, expanding their capacity to design future media independently.

In conclusion, this research addresses the need for innovative, accessible, and pedagogically grounded digital media for teaching fiction in Indonesian language education. Guided by the ADDIE model, the study aims to (1) develop Scribus-based digital magazine media for fictional works, (2) analyze its feasibility, usability, and engagement level through expert and user validation, and (3) document teachers' and students' perceptions of its implementation. The overarching goal is to bridge the gap between literary learning and digital pedagogy by providing a sustainable model that integrates creativity, technology, and education in a holistic learning experience.

2. METHODOLOGY

This research employs a qualitative descriptive design to explore the process, context, and meaning behind the development of Scribus-based learning media. Qualitative descriptive research emphasizes rich and contextual descriptions of educational practices, rather than quantifying outcomes, making it particularly suitable for development-oriented studies that focus on design processes and user experiences. This approach allows the researcher to document the iterative cycles of design, reflection, and revision inherent in educational media development. (Claramita et al., 2019; Gamal, 2022).

The development framework in this study adopts the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), a systematic instructional design model widely used in educational media research. (Widyastuti & Susiana, 2019). The ADDIE model is selected due to its structured yet flexible stages, which support continuous reflection and improvement throughout the product development process. (Nawai et al., 2025; Pujiastuti et al., 2025). This framework enables a clear, reflective, and systematic documentation of the qualitative data gathered from each stage of product design.

The research was conducted at SMP Negeri 10 Semarang, a junior high school that actively integrates digital learning practices into the Indonesian language curriculum. Participants included one to two Indonesian language teachers and ten to fifteen Grade VIII students who were selected using purposive sampling based on their experience with fiction learning and willingness to participate. This sample size is appropriate for qualitative descriptive research, as it emphasizes depth over breadth to gain a comprehensive understanding of user experiences in the learning media development process.

Data were gathered through observation, interview, and documentation to capture a holistic picture of the media development and implementation process. An observation was conducted to identify existing learning practices and examine how teachers and students interacted with fictional texts before and after the implementation of the Scribus-based media. Classroom observations focused on instructional interaction, student motivation, and classroom participation, aligning with the contextual learning theory emphasizing authentic engagement.

Semi-structured interviews were conducted with teachers and students to obtain insights into the practicality, visual appeal, and perceived effectiveness of the developed media. The interviews also explored user feedback for design refinement and pedagogical relevance. Documentation included the collection of layout drafts, screenshots, design notes, and development logs across the ADDIE stages to record the iterative design process (Widyastuti

& Susiana, 2019). This triangulation of techniques ensured data credibility and methodological transparency (Branch, 2009). The collected data were analyzed using Huberman & Miles' (2002) qualitative analysis model, consisting of data reduction, data display, and conclusion drawing/verification. During the reduction phase, irrelevant information was filtered out to highlight the essential aspects of user perception and development reflection. Data were then categorized into themes such as design effectiveness, visual engagement, and learning usability. The data display phase involved constructing matrices and narrative summaries to organize findings coherently, facilitating comparison across participant groups.

The conclusion-drawing phase involved synthesizing these patterns into insights regarding the feasibility and pedagogical implications of the Scribus-based learning media. The findings were supported by direct quotations from teacher and student interviews, ensuring authenticity and representativeness. The use of thematic and narrative analysis enables researchers to understand participants' lived experiences and interpret the qualitative nuances of educational innovation.

Validation was conducted through expert review involving both content experts and media design experts to assess the quality and educational soundness of the developed product. The evaluation criteria included content relevance, visual design, interactivity, and pedagogical suitability, adapted from previous instructional media validation studies.

The validation process was qualitative in nature, emphasizing expert feedback and reflective revision over numerical scoring. Experts were asked to provide formative feedback on the layout design, instructional flow, and media usability, which was integrated into the final product. The inclusion of multiple expert perspectives ensured the credibility, practicality, and sustainability of the Scribus-based media within real classroom contexts.

3. RESULTS AND DISCUSSIONS

Result

Analysis

During the initial analysis phase, it was discovered that the existing learning materials for fictional works were still predominantly text-based, with minimal use of visual and interactive elements. Most of the teaching materials provided by teachers relied on printed textbooks or static PDF modules, which were less appealing to students who preferred multimedia learning formats. As a result, students often demonstrated low engagement and limited comprehension when interpreting complex literary concepts such as characterization, theme, and narrative flow.

Furthermore, teachers expressed difficulties in maintaining student motivation during fiction learning activities. They noted that learners often viewed literary lessons as abstract and monotonous, leading to passive classroom participation. The absence of visual or task-based elements restricted students' opportunities to explore meaning through contextualized interpretation. This situation reinforced the need for developing visually engaging and pedagogically relevant media that could stimulate both linguistic and aesthetic appreciation in learning fictional texts.

Design

In the design stage, the research team began creating a storyboard and layout structure for the Scribus-based learning media. The media design followed a narrative-based template that emphasized coherence between text and imagery. Each layout was carefully planned to present learning materials in small, digestible sections, thereby avoiding cognitive overload. Storyboard planning also included page sequencing, text hierarchy, and interactive navigation flow to ensure an intuitive user experience.

The visual design incorporated typography, color schemes, and image–text balance to enhance the aesthetic appeal and readability of the media. Fonts were selected for both clarity and stylistic alignment with literary themes, while color combinations were chosen to evoke creativity and emotional engagement. Illustrations and background graphics were added to represent scenes, characters, and settings within the fictional stories, allowing students to visualize abstract literary elements.

Additionally, interactive features were incorporated through the inclusion of QR codes and hyperlinks. These QR codes directed users to supplementary materials, including author background videos, audio recordings of short stories, and online comprehension quizzes. This integration enabled students to expand their learning experience beyond the static printed page, bridging classroom materials with digital interactivity and multimodal engagement.

Development

The development stage involved converting the storyboard and design prototypes into a fully functional digital magazine based on Scribus. The magazine was exported into an interactive PDF format that maintained layout precision while enabling hyperlink and QR code functionalities. Each section was tested to ensure that the embedded links worked seamlessly across various devices, ensuring accessibility and usability for both teachers and students.

Each instructional unit in the digital magazine was structured around key components of literary learning. The first section introduced essential literary theories and concepts—such as plot structure, characterization, and setting—accompanied by concise definitions and

illustrative examples. The second section provided sample short stories embedded with guided questions to promote analytical reading and interpretation skills.

The following sections emphasized interactive assignments, including creative writing prompts, story mapping, and discussion-based activities. These exercises encouraged students to analyze moral, environmental, and cultural values reflected in the fictional texts, fostering both critical thinking and ethical awareness. The integration of these tasks helped students connect literary learning with real-life contexts.

During this stage, teacher feedback was incorporated to refine the interface and ensure alignment with classroom needs. Teachers requested adjustments to text size, visual contrast, and activity instructions to improve readability and comprehension. The development phase concluded with the creation of a finalized product ready for pilot testing, featuring cohesive layout design, integrated media, and student-centered learning components.

Implementation

The implementation phase involved a small-scale classroom trial conducted with one Indonesian language teacher and fifteen students at SMP Negeri 10 Semarang. The goal was to observe user interaction, engagement, and comprehension during the application of the Scribus-based learning media. The teacher introduced the digital magazine during a two-session class focused on reading and analyzing a short story.

Observational data indicated a marked increase in student enthusiasm, participation, and retention of narrative elements. Students appeared more motivated to read and discuss fictional content, often referring to visual cues in the media to support their interpretations. The following table summarizes the main findings from classroom observation:

Table 1. Observation Summary during Implementation Phase.

Observation Aspect	Before Media Implementation	After Media Implementation
Student engagement	Low	High
Participation in class discussion	Moderate	Very active
Understanding of plot and characters	Limited	Improved significantly
Teacher–student interaction	One-way	Two-way, more dialogic
Motivation to read literary works	Low	Increased

Table 1 presents a comparative overview of classroom conditions before and after the implementation of the Scribus-based learning media. The data indicate a significant pedagogical improvement across all observed aspects of fiction learning. Before the implementation, student engagement was categorized as low; most students were passive listeners who struggled to connect with the text or articulate their understanding of literary elements. After integrating the Scribus-based digital magazine, there was a clear shift toward active participation and sustained engagement. The visually enriched format and

contextualized learning tasks motivated students to participate in discussions, share their interpretations, and ask questions related to the story content.

Teacher student interactions also transformed from one-way instruction into a dialogic exchange. Teachers noted that students were more confident in expressing opinions about character motives and plot structure when aided by visual cues and activity prompts embedded in the media. This suggests that integrating multimodal learning elements such as imagery, color, and layout enhances both comprehension and communication.

Furthermore, students' motivation to read fictional works increased substantially. The digital presentation and task-based approach made literary analysis appear less abstract, allowing learners to visualize narratives and emotional tone more effectively. Collectively, these results confirm that the Scribus-based learning media provided a more engaging, student-centered learning environment, encouraging interpretive and critical thinking skills in fiction learning.

Evaluation

In the evaluation phase, the Scribus-based media was subjected to expert validation and user feedback to assess its quality and pedagogical suitability. The evaluation involved two content experts and one media design expert who reviewed the media using predefined criteria, including content accuracy, layout quality, visual design, and interactivity. The overall validation results showed strong feasibility, with average scores exceeding 85% across all categories, indicating that the media met the standards for effective instructional materials.

Teachers who participated in the implementation phase also evaluated the practicality and effectiveness of the media. They reported that the Scribus-based magazine was highly effective in stimulating classroom discussions, mainly when students analyzed story themes and character motives. The combination of visual storytelling and task-based learning encouraged students to interpret fictional works in a more contextual and meaningful way.

Students' responses revealed positive perceptions toward the digital media. Most expressed that the magazine made learning more engaging, visually appealing, and easier to understand. They appreciated the integration of images and QR codes, which allowed them to explore related materials independently. The following table presents the evaluation results based on expert and user feedback:

Table 2. Evaluation Summary of Scribus-Based Media.

Evaluation Aspect	Mean Score (%)	Interpretation
Content relevance	88%	Very feasible
Visual and layout design	90%	Very feasible
Interactivity and usability	85%	Feasible
Pedagogical suitability	87%	Very feasible
Overall mean score	87.5%	Strong feasibility

Table 2 summarizes the validation outcomes from experts and users, reflecting the pedagogical soundness and usability of the Scribus-based learning media. The average score of 87.5% across all aspects demonstrates that the developed media met the criteria for being both feasible and effective in supporting fiction learning at the junior high school level.

The content relevance score (88%) signifies that the materials, texts, and examples presented in the magazine were appropriate for the target learners' cognitive level and aligned with the curriculum's learning objectives. It suggests that the integration of literary theory, guided exercises, and contextual values successfully supported comprehension and moral reflection.

The visual and layout design aspect achieved the highest score (90%), highlighting the success of the Scribus platform in producing professional-quality designs. Experts and teachers commended the balanced use of typography, color, and illustration, which enhanced the media's aesthetic appeal and readability. This finding confirms that visual design plays a central role in stimulating learner curiosity and sustaining attention during reading tasks.

Meanwhile, interactivity and usability scored 85%, which indicates that the embedded QR codes, hyperlinks, and navigation tools effectively engaged users without causing cognitive overload. Although this aspect scored slightly lower than the others, it remains within the "feasible" range, suggesting minor opportunities for technical refinement—particularly in optimizing device compatibility and load times.

Lastly, the pedagogical suitability score (87%) underscores that the media align with principles of student-centered and contextual learning. Teachers found the tasks and discussion prompts consistent with active learning strategies, while students recognized the media's capacity to promote independent exploration.

In summary, the evaluation outcomes confirm that the Scribus-based digital magazine successfully combines aesthetic quality, instructional relevance, and interactive design, resulting in a robust and engaging learning tool. It demonstrates that open-source digital platforms can produce high-quality educational media that enhance literary learning experiences when grounded in systematic development models, such as the ADDIE model.

Discussion

The findings confirm that the Scribus-based learning media effectively support contextual and creative learning in Indonesian language education. By transforming traditional fiction materials into an interactive digital magazine, students were able to engage more dynamically in the learning process. The media's integration of narrative-based design, visual elements, and task-oriented activities encouraged students to interpret stories critically and relate them to their social and environmental contexts. This suggests that digitalized literary materials can foster visual literacy and creative comprehension, which are crucial in 21st-century education.

Compared to traditional printed modules, the digital magazine format offers multimodal presentation and interactivity, bridging visual, textual, and auditory engagement. These features promote deeper learning through multiple sensory channels and encourage students to explore meaning collaboratively. (Netti Herawati et al., 2025). Such outcomes are consistent with the theory of multimodal literacy, which argues that students construct understanding through the integration of verbal, visual, and digital modes of meaning-making (Saputra et al., 2025).

The qualitative data further demonstrate that combining the ADDIE procedural design with a creative tool like Scribus can yield innovative instructional products even in resource-limited educational environments. The model allowed systematic documentation of each development phase, from needs analysis to evaluation, ensuring that the product met pedagogical, aesthetic, and usability standards. (Rahmandhani & Utami, 2022). This aligns with the view that integrating technology into the ADDIE framework enhances instructional innovation and student engagement. (Abuhassna et al., 2024).

Additionally, the integration of QR codes and hyperlink-based content successfully connected offline and online learning experiences. These interactive features supported blended learning approaches, enabling students to access supplementary learning materials and participate in interactive quizzes outside of classroom sessions. This blended modality aligns with contemporary educational practices that emphasize digital adaptability and lifelong learning skills. (Daud et al., 2022).

The results of this study align with prior research emphasizing the effectiveness of ADDIE-based media development in promoting engagement and comprehension. For example, the use of a Flipbook-based model for text literacy produced high validation scores and improved students' motivation to read explanatory texts. (Jaya et al., 2024). Similarly, e-

magazine learning media improved literacy and comprehension by presenting multimodal materials that encouraged student interaction. (Sari et al., 2025).

However, this research extends existing literature by focusing on fictional works, a field where visual and emotional engagement are equally important. While prior studies concentrated on expository or scientific texts, this study demonstrates that integrating multimodal design into literary learning enhances not only comprehension but also aesthetic appreciation. (Harpiansi, Anggra Prima, 2025; Purwanto et al., 2024). This is consistent with the concept of multiliteracy pedagogy, which promotes diverse forms of representation and interpretation within language classrooms. (Rahman et al., 2022).

From a theoretical perspective, this study reaffirms the adaptability of the ADDIE model when combined with digital platforms such as Scribus. The model's cyclic nature allows iterative improvement and creative integration, enabling educators to tailor content to specific learner needs and contexts. This adaptability supports the emerging framework of technology-enhanced instructional design, which emphasizes innovation and flexibility in educational media development (Abuhassna et al., 2024).

Practically, the results demonstrate that Scribus, as a free and open-source tool, can effectively serve as an alternative for schools with limited financial resources to produce high-quality media. This democratization of media creation empowers teachers to design customized learning materials that fit their students' cultural and linguistic backgrounds. (Komerendo et al., 2025; Rosyidin & Purwanto, 2024). It also fosters teacher autonomy and digital literacy, essential competencies for modern educators (Rochmayanti & Istiningsih, 2023).

The qualitative insights from teachers and students indicate that the Scribus-based digital magazine transforms the traditional perception of literary learning from passive reading to interactive exploration. (Purwanto, 2022). Students no longer perceive fiction as abstract or monotonous but as a visually stimulating narrative experience that encourages interpretation and empathy. (Purwanto, 2021). This transformation supports the concept of constructivist digital learning, where students actively build meaning through interaction with multimodal texts. (Saputra et al., 2025).

At the institutional level, adopting tools like Scribus can help schools implement sustainable digital pedagogy. It reduces dependency on commercial software and promotes digital inclusion, allowing teachers to innovate regardless of infrastructure limitations. The model thus serves as a practical reference for schools aiming to integrate technology into Indonesian language learning systematically.

Future research should expand the scope of Scribus-based learning media to other genres and disciplines, such as nonfiction, poetry, or cultural texts. By doing so, researchers can further validate the model's versatility in different learning domains. Additionally, studies could incorporate longitudinal designs to measure the sustained impact of digital magazine media on students' reading habits, writing skills, and aesthetic literacy. (Pardede et al., 2023).

From a pedagogical standpoint, future studies may also examine how the ADDIE-based development process can be integrated with emerging models, such as ASSURE or TPACK, to enable a more holistic approach to technology integration. (Rahmandhani & Utami, 2022). Such exploration could lead to a more flexible instructional design framework adaptable to evolving educational technologies.

4. CONCLUSSION

The present study concludes that the Scribus-based learning media for fictional works were successfully developed and implemented using the ADDIE model through a qualitative research approach emphasizing design feasibility, usability, and learner engagement. Each stage analysis, design, development, implementation, and evaluation was systematically conducted, resulting in a digital magazine that effectively enhanced students' motivation and comprehension in literary learning. Teachers and students both acknowledged the practicality of the product, highlighting its ability to transform fiction learning from a text-heavy activity into an interactive and visually engaging experience.

Moreover, this research demonstrates that open-source digital publishing platforms, such as Scribus, can serve as accessible and cost-effective alternatives for developing pedagogically sound instructional materials. The use of Scribus empowers educators, particularly in resource-limited schools, to design creative and professional-quality media without reliance on commercial software. The findings also suggest that integrating digital design with structured instructional frameworks, such as ADDIE, can lead to meaningful educational innovation in Indonesian language learning. Future development could include multimedia extensions, such as audio storytelling or video integration, as well as broader cross-curricular adaptation, connecting literature learning with environmental and moral education themes.

In terms of strengths and limitations, the study's main strength lies in its innovative use of an open-source tool within a systematic instructional design framework, demonstrating how technology can democratize the development of learning media. The participatory and qualitative nature of the study allowed for rich, contextual insights from teachers and students,

contributing to authentic educational improvement. However, the research was limited in scope, focusing only on one school and a small group of participants, which restricts the generalizability of the findings. Additionally, the evaluation primarily assessed user perception rather than long-term learning outcomes. Future studies could address these limitations by incorporating broader participant samples, longitudinal analysis, and the inclusion of quantitative measures to assess literacy improvement more comprehensively.

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