



## Integrating the Value of Independence into a Digital Storybook for Fifth-Grade Students: A Design Study

Ketut Ayu Dewi Puspadi<sup>1\*</sup>, Luh Putu Artini<sup>2</sup>, IGA Lokita Purnamika Utami<sup>3</sup>

<sup>1-3</sup>Universitas Pendidikan Ganesha, Indonesia

[ayu.dewi@student.undiksha.ac.id](mailto:ayu.dewi@student.undiksha.ac.id)<sup>1</sup>, [putu.artini@undiksha.ac.id](mailto:putu.artini@undiksha.ac.id)<sup>2</sup>, [lokita.purnamika@undiksha.ac.id](mailto:lokita.purnamika@undiksha.ac.id)<sup>3</sup>

\*Penulis Korespondensi: [ayu.dewi@student.undiksha.ac.id](mailto:ayu.dewi@student.undiksha.ac.id)

**Abstract.** *Studies on the use of a digital storybook for teaching English to young learners have been abundant; however, the integration of independence values into the story for elementary school students in Indonesia has received limited attention. Independence is one of the characters that educate young learners to become responsible and self-reliant. This study aims to design a digital storybook that integrates independence value into English language learning materials for fifth-grade students. Using a qualitative Design-Based Research (DBR) approach, this study employed a design framework as the main research instrument, derived from character education theory, Teaching English to Young Learners (TEYL), and multimedia learning theory. Data were collected through the analyses of curriculum policies, English textbooks, children's literature, character education, and multimedia learning. This study produced a digital storybook entitled *Lisa Can Do It*, which can be expected to become a medium to learn English and at the same time educate children about independence value. Findings indicate that character-based digital storybooks demonstrate the potential to integrate language learning with character education, providing a foundation for the design and implementation of digital learning materials integrated with character in English language education in elementary schools. Further research should focus on the implementation of the product to evaluate its impact on student learning outcomes.*

**Keywords:** *Digital Storybook; Fifth-Grade Students; Independence; Students; Teaching English to Young Learners (TEYL).*

**Abstrak.** Penelitian mengenai penggunaan buku cerita digital untuk mengajarkan bahasa Inggris kepada pembelajar muda telah banyak dilakukan; namun, integrasi nilai kemandirian ke dalam cerita bagi siswa sekolah dasar di Indonesia masih kurang mendapat perhatian. Kemandirian merupakan salah satu karakter yang mendidik pembelajar muda untuk menjadi pribadi yang bertanggung jawab dan mandiri. Penelitian ini bertujuan untuk merancang sebuah buku cerita digital yang mengintegrasikan nilai kemandirian ke dalam materi pembelajaran bahasa Inggris untuk siswa kelas lima. Dengan menggunakan pendekatan kualitatif Design-Based Research (DBR), penelitian ini memanfaatkan kerangka desain sebagai instrumen utama penelitian yang dikembangkan dari teori pendidikan karakter, Teaching English to Young Learners (TEYL), serta teori pembelajaran multimedia. Data dikumpulkan melalui analisis kebijakan kurikulum, buku teks bahasa Inggris, literatur anak, pendidikan karakter, dan pembelajaran multimedia. Penelitian ini menghasilkan sebuah buku cerita digital berjudul *Lisa Can Do It*, yang diharapkan dapat menjadi media untuk belajar bahasa Inggris sekaligus mendidik anak tentang nilai kemandirian. Hasil penelitian menunjukkan bahwa buku cerita digital berbasis karakter memiliki potensi untuk mengintegrasikan pembelajaran bahasa dengan pendidikan karakter, serta memberikan dasar bagi perancangan dan implementasi materi pembelajaran digital yang terintegrasi dengan karakter dalam pendidikan bahasa Inggris di sekolah dasar. Penelitian selanjutnya disarankan untuk berfokus pada implementasi produk guna mengevaluasi dampaknya terhadap hasil belajar siswa.

**Kata kunci:** Buku Cerita Digital; Kemandirian; Pengajaran Bahasa Inggris untuk Anak Usia Dini (TEYL); Siswa; Siswa Kelas Lima.

### 1. INTRODUCTION

Character education has become a strategic priority in Indonesia's modern educational reform, particularly since the implementation of the Merdeka curriculum (Penyusun, 2024). Character education should be integrated with literacy learning to support students in developing not only knowledge but also responsible behavior and values for 21<sup>st</sup>-century education (Padmadewi et al., 2018). In this framework, the Graduate Profile outlines essential

student competencies, including independence, defined as the ability to regulate oneself, take initiative, and act responsibly in learning and social contexts (Kemendikdasmen, 2025). Independence is thus viewed not only as personal autonomy but as a structured competency developed through guided educational experiences (Irnawanto & Yayuk, 2025).

At the elementary school level, character building requires adjustment to the developmental stage of students. Fifth graders, who are generally 10-11 years old, are undergoing a transition toward greater cognitive maturity and social awareness (Setiawan & Qiftiyah, 2025). According to Piaget's theory of cognitive development, they are entering the final phase of concrete operational thinking, in which logical reasoning begins to stabilize. Simultaneously, Erikson's psychosocial theory identifies this stage as "industry versus inferiority," a period in which children develop competence through meaningful tasks and directed autonomy. Therefore, fostering independence at this stage involves providing structured opportunities for decision-making, problem-solving, and self-reflection in a supportive learning environment.

Despite policy emphasis, classroom implementation often prioritizes measurable academic outcomes, with character values presented implicitly rather than systematically integrated into learning activities. As a result, students have limited opportunities to experience independence in meaningful contexts (Indrayani et al., 2018). In addition, teachers still encounter challenges in integrating technology into literacy instruction, despite its recognized importance in contemporary education (Padmadewi et al., 2023). Although teachers perceive themselves as ready to implement 21<sup>st</sup>-century skills, these skills are not yet fully integrated into classroom practices (Made & Lestari, 2020).

In the field of Teaching English to Young Learners (TEYL), learning materials often emphasize vocabulary development, grammar exercises, and short functional conversations. While linguistic competence remains important, communicative language teaching approaches and sociocultural theory (Vygotsky) emphasize that language learning is inherently social and meaning-oriented. Narratives, in particular, offer a powerful medium for integrating language development with moral exploration. Through stories, learners encounter characters who face dilemmas, make choices, and experience consequences- a process that mirrors moral reasoning in real life.

Digital storybooks expand this potential by integrating multimodal elements such as images, audio narration, animation, and interaction tasks. Mayer's Cognitive Multimedia Theory explains that well-designed multimedia materials can enhance understanding by coordinating visual and verbal channels. When combined with narrative pedagogy, digital

storybooks can create an immersive learning environment that simultaneously supports language acquisition and value formation. However, existing English digital materials often present moral messages superficially, without aligning narrative structure, character development, and task design with specific character constructs such as independence.

Systematic integration of independence requires more than simply inserting moral statements into the storyline. It requires deliberate design principles, including: (1) featuring protagonists who demonstrate independence gradually; (2) incorporating language tasks that reinforce agency; and (3) aligning interactive features with independent learning behaviors. From a design perspective, educational products must be grounded in theory and continually refined to ensure alignment between pedagogical goals and media capabilities.

Although previous studies have explored digital storybooks in language education, few studies have specifically focused on integrating the independence dimensions of the Graduate Profile as a structured design framework. This gap indicates the need for research that goes beyond general character references toward an integration model based on theoretical foundations.

Therefore, this study aims to design a prototype digital storybook that deliberately and systematically integrates the value of independence into English language learning for fifth-grade students. The main research question is: How can the value of independence be systematically integrated into the design of a digital storybook for fifth-grade English students?

## **2. LITERATURE REVIEW**

### **Independence in Character Education**

Character education refers to systematic efforts to develop students' moral understanding, emotional engagement, and responsible behavior in an educational setting. Lickona explains that character formation involves three interrelated components: moral understanding, moral feelings, and moral actions. This framework suggests that values must not only be understood cognitively, but also internalized and demonstrated through behavior. In this perspective, independence can be understood as a character disposition that enables students to regulate themselves, make responsible decisions, and act consistently.

In the context of Indonesian education, independence is one of the key dimensions in the Graduate Profile. This dimension refers to students' ability to manage their learning, take initiative, and develop themselves responsibly in a social environment. At the elementary school level, this dimension is operationalized into three main sub-dimensions: responsibility, leadership, and self-development (Kemendikdasmen, 2025). Responsibility relates to students'

accountability in completing tasks and achieving learning objectives. Leadership refers to students' initiative in participating and playing a role in learning activities, while self-development refers to students' ability to recognize and develop their interests and potential.

This sub-dimension shows that independence is a developmental process that grows through guided experiences. Therefore, independence in education must be manifested in observable learning behaviors, such as taking responsibility for tasks, showing initiative in learning activities, and reflecting on personal progress. However, previous research shows that character values in basic education are often presented implicitly rather than systematically integrated into teaching materials (Indrayani et al., 2018). As a result, students may understand these values conceptually but have limited opportunities to practice them in meaningful contexts.

Therefore, the character education literature increasingly emphasizes the importance of design-based integration, in which character values are embedded directly in learning materials and activities. In this approach, teaching materials must provide meaningful situations that allow students to observe and practice behaviors related to independence.

### **Teaching English to Young Learners (TEYL)**

Teaching English to Young learners (TEYL) is based on the assumption that children learn languages from adults. Students aged 10-11, as described by Jean Piaget, are in the concrete operational stage, which supports logical thinking about real-world situations while still requiring contextual and meaningful input. Therefore, English language teaching in elementary schools should emphasize stories, real-life contexts, and interactive activities (Ahmed et al., 2023; Gayathri, 2024).

This contextual principle is reinforced by empirical findings showing that locally-based picture storybooks positively contribute to students' understanding and engagement in English language learning in the classroom (Ratminingsih & Budasi, 2018). Their study shows that when narrative content reflects students' sociocultural backgrounds, students respond more actively and demonstrate better understanding of the story content. These findings support the argument that TEYL teaching materials should not only provide linguistic input but also integrate familiar contexts to strengthen cognitive and emotional connections.

Narratives are particularly well-suited to TEYL because they naturally combine context, language input, and emotional engagement. Stories feature characters who face challenges and make decisions, allowing learners to learn vocabulary and structures in meaningful situations. At the same time, story-based activities can include prediction, decision making, and self-evaluation, which encourage learner autonomy. Therefore, integrating independence in TEYL

involves designing language tasks that not only develop communication skills but also encourage initiative, responsibility, and reflective learning habits.

### **Digital Storybook as Learning Media**

Digital storybooks transform printed narratives into multimedia formats that combine written text and visual illustrations in an interactive digital environment. Based on Richard E. Mayer's Cognitive Theory of Multimedia Learning, learning becomes more effective when verbal information (text) and visual representations (images) are meaningfully integrated. When illustrations directly support the storyline and key vocabulary, learners can build clearer mental representations and improve their understanding.

Empirical comparison between printed and digital media in English language learning shows that students taught using digital media demonstrate better learning outcomes and more positive responses than those using print materials (Ratminingsih & Budasi, 2020). These findings suggest that digital formats can improve student attention and comprehension in the classroom environment. These results reinforce the pedagogical argument that digital storybooks, if carefully designed in accordance with learning objectives, have the potential to support effective language learning and active participation.

Empirical studies in primary education show that visually supported digital texts can strengthen vocabulary development, reading comprehension, and student engagement. Images help explain meaning, provide contextual clues, and maintain attention, especially for younger students in upper elementary school. Empirical studies from assisted storytelling implementation using English cartoon story media show improvements in students' English ability and learning interest (Ramendra et al., 2025). However, even without audio features, multimedia design must remain principled. Irrelevant visuals or overly complex layouts can distract students and reduce cognitive efficiency. Therefore, alignment between images, text, and learning objectives is essential.

In addition to supporting literacy skills, digital storybooks that combine text and images also provide opportunities for character education. Through narrative situations and targeted comprehension tasks, learners can analyze characters' decisions, such as independence. This limitation highlights the need for a structured design framework in which narrative development and task design consistently support targeted character values.

### **Theoretical Framework**

Based on a literature review, this study develops a theoretical framework that integrates three main perspectives: character education, TEYL, and multimedia learning. From the perspective of character education, independence is conceptualized through three

subdimensions: responsibility, leadership, and self-development. From the TEYL perspective, learning must be contextual, story-based, and support learner autonomy. From multimedia learning theory, effective learning occurs when verbal and visual elements are meaningfully integrated.

These perspectives are synthesized into a design framework that guides the development of digital storybooks. Independence is instilled through narrative structure (character actions), language tasks (student engagement), and visual representations (contextual illustrations). Therefore, this design is theory-driven and ensures alignment between pedagogical goals and media design.

### **3. METHOD**

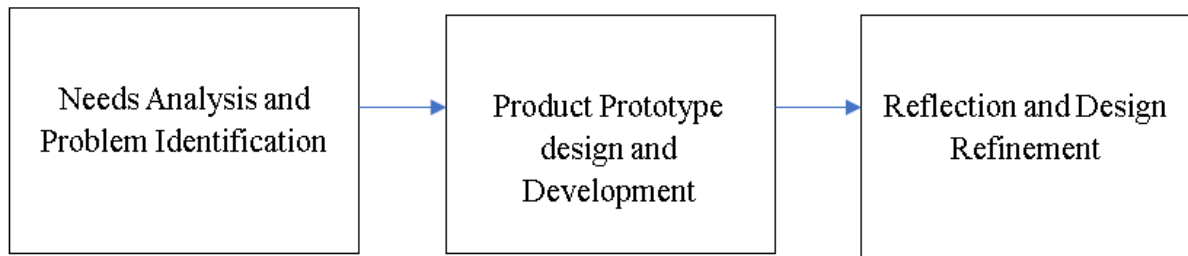
This study adopted a qualitative document analysis as the data analysis method and Design-Based Research (DBR) as the product development model. The design framework derived from the literature served as the main research instrument, guiding content selection, narrative construction, and integration of independence values. Qualitative document analysis was used to examine fifth-grade English textbooks, curriculum documents related to graduate profiles and independence indicators, and relevant literature on digital storybooks, character education, and multimedia learning. This method was intended to identify learners' needs, curriculum demands, and theoretical principles that served as the basis for designing the

As the product development model, this study adopted Design-Based Research (DBR) and focused on the design phase of an educational product development process. DBR is theory-driven and iterative, aiming to build solutions that address pedagogical needs (Barab & Squire, 2004). It was selected because it provides a systematic framework for developing educational products grounded in real learning needs and allows researchers to connect theory with practical design decisions. While DBR typically involves testing and refinement in classroom settings, this study limits itself to conceptualizing and designing the digital storybook prototype, without expert validation or classroom implementation.

According to Brown (1992), cited in (Shattuck, J., & Anderson, 2013) DBR is deeply rooted in real-world educational settings, which distinguishes it from other forms of educational research. In this study, the scope is limited to conceptual design and does not include field testing or educator validation. This decision was made because the primary objective of this research is to explore and develop a theoretical framework for integrating the value of independence into digital storybooks for fifth-grade English language learners, rather than to assess its immediate empirical effectiveness. The rationale for this decision is rooted in

the exploratory nature of the research, which aims to establish a conceptual foundation for subsequent application and refinement (Olawale et al., 2023).

The research adapted three key phases of the DBR cycle, namely: (1) needs analysis and problem identification; (2) product prototype design and development; and (3) reflection and design refinement (Ari Putra, 2025).



**Figure 1.** Research Diagram.

Need analysis and problem identification were conducted through qualitative document analysis of 5th-grade English textbooks, curriculum documents related to graduate profiles and independence indicators, and literature on digital storybooks and chapter-based education. This stage aimed to identify how independence was represented in existing materials and determine gaps in its systematic integration.

The Product Prototype Design and Development phase involves building a digital storybook framework based on theoretical principles. Values of independence are implemented as operational learning indicators, followed by the development of narratives, conversations, and English vocabulary at the A1-A2 level in line with the principles of Teaching English to Young Learners (TEYL), as well as reflective tasks that encourage student independence. The prototype is structured as a digital storyboard that includes an outline of the storyline, characters, conversations, vocabulary focus, and learning activities.

Reflection and Design Refinement were carried out through repeated theoretical reviews to ensure alignment between independence indicators, narrative events, language objectives, and learning tasks. The researcher acted as the main tool throughout the study, conducting document analysis, synthesizing theoretical frameworks, and developing prototypes.

The result of this research is a conceptual digital storybook prototype that integrates values of independence into 5th-grade English language learning, which can be further validated and implemented in future studies.

#### **4. RESULT AND DISCUSSION**

This study aims to design a conceptual prototype of a digital storybook that systematically integrates the value of independence into English language learning for fifth-grade students. The development process follows the initial stages of Design-Based Research (DBR), including needs identification, prototype design, and reflective refinement. The results of the study show that theoretical concepts from character education, Teaching English to Young Learners (TEYL), and multimedia learning theory can be implemented into narrative-based learning media that support language development and character building.

##### **Needs Identification**

The needs identification phase was conducted through qualitative document analysis of 5th-grade English textbooks, curriculum documents related to Graduate Profiles, and literature on digital storybooks and character education. The analysis showed that independence is emphasized in national education policy as an important dimension in student development, including responsibility, leadership, and self-development (Kemendikdasmen, 2025).

However, the integration of these indicators into English learning materials is still limited. Most learning materials focus on vocabulary, grammar, and short conversations, while character values only appear implicitly and are rarely integrated into narrative contexts or learning activities. As a result, students may understand these values conceptually but have limited opportunities to experience them in meaningful learning situations (Kendari, 2025).

The analysis also shows that English language learning in elementary schools still relies heavily on printed textbooks with limited multimodal engagement. Given the characteristics of young students, digital storybooks can provide more engaging and contextual learning through a combination of narrative text and illustrations (Himawati et al., 2025).

In addition, health frequently appears in Grade 5 English textbooks in the Merdeka curriculum. As a result, this theme was chosen as the digital storybook's narrative context because it provides a significant setting for highlighting the importance of independence while aligning with the current curriculum.

##### **Product Prototype Design and Development**

Based on the identified needs, a prototype digital storybook titled "Lisa Can Do It!" was developed as a direct implementation of the theoretical design framework. The design integrates three main components derived from the literature: independence in character education, TEYL principles, and multimedia learning theory. Each component is systematically translated into specific design elements within the storybook.

From a character education perspective, the narrative is structured to represent the three sub-dimensions of independence, responsibility, leadership, and self-development through the main character's actions and decision-making processes. Rather than presenting independence as a static concept, the story illustrates its gradual development through meaningful situations the character experiences.

From a TEYL perspective, the language is designed to be simple, repetitive, and contextual, corresponding to A1-A2 level learners. The story uses short sentences, familiar vocabulary, and recurring conversational patterns related to health, daily routines, and family interactions. This design supports comprehension while enabling students to acquire language through meaningful context.


From a multimedia learning perspective, the integration of visual and verbal elements is carefully aligned. Each part of the narrative is supported by relevant illustrations depicting familiar situations, such as resting in bed, drinking water, taking medicine, using a thermometer, and interacting with a mother. These visuals function as cognitive support to enhance understanding rather than as decorative elements.

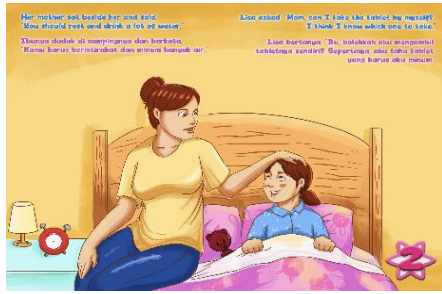
**Table 1.** Framework Component.

Framework Component	Design Implementation
Independence (responsibility, leadership, self-development)	Represented through character actions and story progression
TEYL principles	Simple, repetitive, and contextual language for A1-A2 students
Multimedia learning	Contextual illustrations supporting story meaning

This story consists of 12 pages and follows the progression from guided to more independent action. To align the narrative with the latest Graduate Profile, the integration of characters is not organized by general labels but by the three official sub-dimensions of independence from the graduate profile: responsibility, leadership, and self-development.

**Table 2.** Digital Storybook Page Example and Independence Subdimension Mapping.

Lisa Can Do it!	Subdimension of Independence
 <p>           Dia merasa Lisa woke up feeling very tired.            She whispered, "Mom, I have a headache, and my throat hurts."            Suatu pagi, Lisa terbangun dengan lutut yang sangat sakit.            Ia berbisik, "Tapi kepada siapa, dan bagaimana jika itu..."         </p>	<p><b>Page 1</b></p> <p>One morning, Lisa woke up feeling very tired. She whispered, "Mom, I have a headache, and my throat hurts."</p>
	Self-development



Page 2

Responsibility

Her mother sat beside her and said, “You should rest and drink a lot of water.” Lisa asked, “Mom, can I take the tablet by myself? I think I know which one to take.”



Page 3

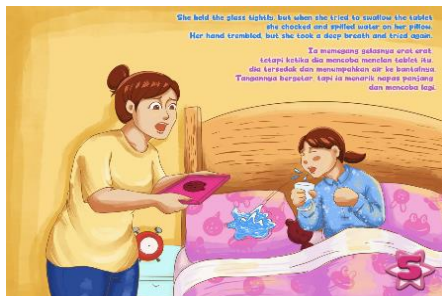
Self-development

Her mother smiled gently, “Are you sure? How do you know which tablet is the right one?” Lisa replied, “I saw you give one to Lily last week when she had a stomachache.”

Page 4

Self-development

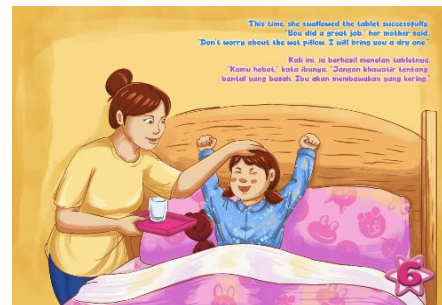
Her mother said, “That’s good that you remember, but that tablet is only for stomachaches. I will get the right tablet for your headache.”



Page 5

Responsibility

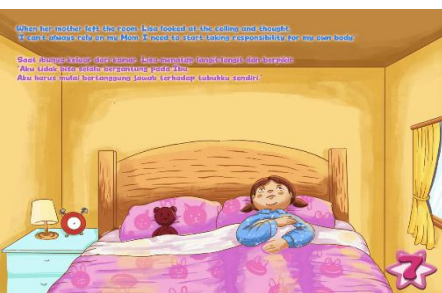
Lisa received the medicine and a glass of water. She held the glass tightly, but when she tried to swallow, she choked a little and spilled water on her pillow. Her hand trembled, but she took a deep breath and tried again.



Page 6

Responsibility

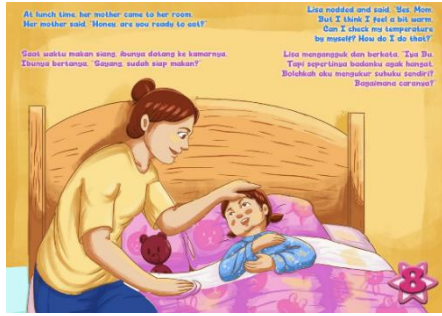
This time, she swallowed the tablet successfully. “You did a great job,” her mother said. “Don’t worry about the wet pillow. I will bring you a dry one.”



Page 7

Responsibility

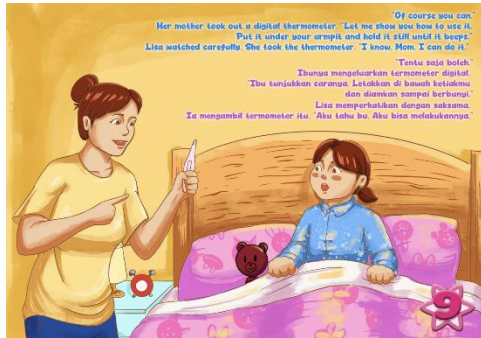
When her mother left the room, Lisa looked at the ceiling and thought, “I can’t always rely on my Mom. I need to start taking responsibility for my own body.”



Page 8

Leadership

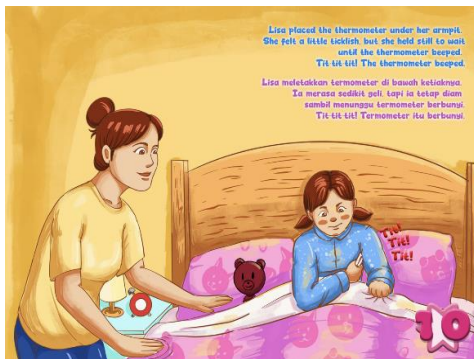
At lunch time, her mother came to her room.  
Her mother said, "Honey, are you ready to eat?"  
Lisa nodded and said, "Yes, Mom. But I think I feel a bit warm. Can I check my temperature by myself? How do I do that?"



Page 9

Self-development

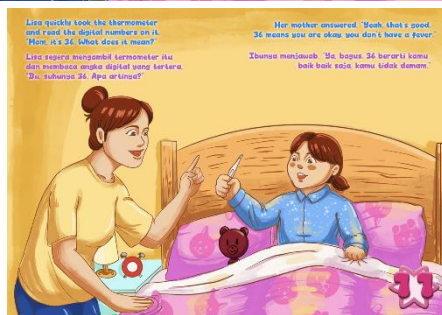
"Of course you can."  
Her mother took out a digital thermometer. "Let me show you how to use it. Put it under your armpit and hold it still until it beeps."  
Lisa watched carefully. She took the thermometer. "I know, Mom. I can do it."



Page 10

Leadership

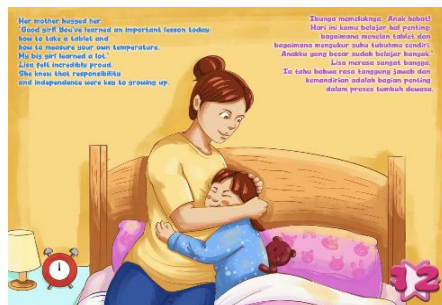
Lisa placed the thermometer under her armpit. She felt a little ticklish, but she held still to wait until the thermometer beeped.  
Tit-tit-tit! The thermometer beeped.



Page 11

Responsibility

Lisa quickly took the thermometer and read the digital numbers on it. "Mom, it's 36. What does it mean?"  
Her mother answered, "Yeah, that's good, 36 means you are okay, you don't have a fever."



Page 12

Self-development

Her mother hugged her. "Good girl! You've learned an important lesson today: how to take a tablet and how to measure your own temperature. My big girl learned a lot." Lisa felt incredibly proud. She knew that responsibility and independence were key to growing up.

Therefore, the digital storybook is not merely a narrative product but a structured representation of theoretical principles translated into design features.

### **Reflection and Design Refinement**

The reflection and refinement stage of the design was carried out through repeated theoretical reviews of the prototype to ensure alignment between the indicators of independence, narrative events, language level, and visual design. As this study focused only on the conceptual design stage of Design-Based Research, reflection was carried out through analytical evaluation rather than classroom implementation.

First, the narrative structure was reviewed to ensure that the storyline consistently reflected the three subdimensions of independence in the Graduate Profile: responsibility, leadership, and self-development. The story was structured to show the gradual development of independence, beginning with Lisa's realization of her condition, continuing with her efforts to take her medication responsibly, and ending with her initiative to check her own body temperature.

Second, the language used was evaluated to ensure its suitability for A1-A2 level learners. The story uses short sentences, simple conversations, and familiar vocabulary related to health and daily routines to support the understanding of fifth-grade students.

Third, the visual illustrations were reviewed to ensure they clearly represented the actions described in the narrative. The images show familiar situations such as resting, drinking water, taking medicine, and using a thermometer, helping learners understand the context of the story.

Through this reflection process, the prototype was refined to ensure alignment between character values, narrative development, language input, and visual support, resulting a theory-based digital storybook design.

## **5. CONCLUSION**

This study successfully designed a digital storybook prototype, "Lisa Can Do It!", which integrates the value of independence into English language learning for fifth-grade students. By incorporating key aspects of independence, responsibility, leadership, and self-development into the story, this prototype aims to provide a meaningful learning experience for students, supporting both character education and language proficiency. The story uses simple, repetitive language accompanied by illustrations showing real-life situations related to health, making it easy to understand and appealing to young students. This approach aligns with the principles of Teaching English to Young Learners (TEYL) and multimedia learning, ensuring that language skills and character values are developed in an integrated and engaging manner.

Although this study focuses on conceptual design and does not include classroom testing, this prototype offers a valuable framework for integrating character education into digital learning materials. Further research could test and refine this model in real educational settings to evaluate its effectiveness in promoting independence and improving English proficiency among elementary school students.

## DAFTAR REFERENSI

- Ahmed, A., Mansoor, A., Saleh, O., Mohammed, M., Ahmed, R., Nasser, A., Awadh, M., Mohammed, H., Sheikh, E. Y., & Abdulfatah, H. M. (2023). English language teaching through a short story: A technique for improving students' vocabulary retrieving. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2022.2161221>
- Ari Putra, R. D. L. (2025). Designing a children's storybook at the A1 level that integrates local cultural values into early childhood education. *10*(2), 216–227.
- Barab, S., & Squire, K. (2004). Design-based research: Putting a stake in the ground. *13*(1), 1–14.
- Gayathri, M. V., & M. (2024). Enhancing English language teaching through interactive learning activities, 135–138.
- Himawati, U., Mahendra, D., & Zulfa, L. N. (2025). Interactive digital storybooks: A personalized approach to English learning in Indonesian primary schools. *7*(3), 281–297.
- Indrayani, L., Artini, L. P., & Seken, K. (2018). Character education practices at a piloted primary school. *173*(Iceti 2017), 4–7.
- Inawanto, F., & Yayuk, E. (2025). Implementation of character education in the Merdeka curriculum. *12*(4), 1161–1173.
- Kendari, M. (2025). An analysis of character education values in English textbook entitled "Interactive English." *10*(3), 638–653.
- Made, N., & Lestari, P. (2020). Observed and perceived readiness of English teachers in conducting teaching learning process based on 21st century skills. *4*(3), 133–139.
- Olawale, S. R., Chinagozi, O. G., & Joe, O. N. (2023). Exploratory research design in management science: A review of literature on conduct and application. *VII*(2454), 1384–1395. <https://doi.org/10.47772/IJRISS>
- Padmadewi, N. N., Artini, L. P., & Nitiasih, P. K. (2018). Techniques for building character and literacy for 21st century education. *173*(Iceti 2017), 250–253.
- Padmadewi, N. N., Artini, L. P., Ratminingsih, M., & Adi, I. K. T. (2023). Elementary school teachers' technology-based literacy readiness in teaching. *7*(2), 299–310.

Penyusun, T. (2024). *Kurikulum Merdeka*.

Ramendra, D. P., Yudiana, K., Adi, P., & Juniarta, K. (2025). Pendampingan implementasi pembelajaran storytelling berbantuan media English cartoon story untuk meningkatkan kemampuan dan minat bahasa Inggris siswa. *9*(1), 89–98.

Ratminingsih, N. M., & Budasi, I. G. (2018). Local culture-based picture storybooks for teaching English for young learners. *00016*, 1–6.

Ratminingsih, N. M., & Budasi, I. G. (2020). Printed media versus digital media: Which one is more effective? *394*(Icirad 2019), 49–55.

Setiawan, A. H., & Qiftiyah, M. (2025). The relationship between self-regulation and prosocial behavior of fourth-grade elementary students in the digital era. *12*(2).

Shattuck, J., & Anderson, T. (2013). Using a design-based research study to identify principles for training instructors to teach online. *14*. <https://doi.org/10.19173/irrodl.v14i5.1626>