

Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5

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ABSTRACT

English language learning in elementary schools requires innovative learning media that support both language acquisition and 21st-century competencies, particularly creativity. This study aimed to develop a digital bilingual storybook with the insertion of creativity values for Grade 5 English language learning. The study employed a Design and Development (D&D) research design adapted from Huhta et al. (2013), consisting of design, development, and evaluation stages. Data were collected through document analysis, teacher interviews, and expert judgment involving Teaching English to Young Learners (TEYL) and English as a Foreign Language (EFL) experts. The findings revealed that creativity values were systematically integrated through instructional mapping, storyline development, learning activities, and digital features. The final product, entitled *Jam Istimewa di Rumah Nenek Isa* (The Special Clock at Grandma Isa's House), combined bilingual storytelling, interactive learning tasks, and creativity-based problem-solving activities. The evaluation results showed that the developed product obtained a mean score of 4.96, categorized as "Very Good." The study concludes that digital bilingual storytelling has strong potential to support meaningful English learning, creativity development, and student engagement among elementary school learners. Thus, the findings of this study imply that digital bilingual storytelling can become an innovative instructional alternative for English language learning in elementary schools.

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INTRODUCTION

English language learning in elementary schools has become increasingly important in the 21st century due to the rapid development of globalization, digital communication, and international collaboration. English is no longer viewed merely as a foreign language subject, but also as a global communication tool that enables students to access wider educational opportunities, scientific knowledge, and intercultural interactions (Fiedler, 2022). In the Indonesian educational context, strengthening English proficiency from an early age is considered essential for preparing future generations to participate actively in global society and to face increasingly competitive academic and professional environments (Kemendikbudristek, 2024). However, English language learning for young learners cannot be separated from children's developmental characteristics. Children learn differently from adults because they possess unique cognitive, emotional, and social traits that influence how they process and acquire language

(Kusumadewi & Mufidah, 2017). Therefore, English learning for elementary students requires learning media and instructional approaches that are enjoyable, contextual, engaging, and developmentally appropriate.

This perspective is strongly supported by Jean Piaget's cognitive development theory. Based on Piaget's theory, children aged 10–11 years old, such as fifth-grade elementary students are in the concrete operational stage, where they begin to think logically about concrete situations and develop the ability to classify, organize, and connect ideas systematically (Marinda, 2020). At this stage, children learn best through direct experiences, meaningful interactions, visual representations, and contextual learning activities. Consequently, learning media that combine stories, visuals, interactivity, and real-life contexts are considered highly suitable for supporting their cognitive development (Wiliani et al., 2023). Story-based and digitally supported learning environments can facilitate deeper understanding while simultaneously stimulating creativity and language acquisition. In response to educational transformation and the demands of 21st-century competencies, the Indonesian government introduced the Merdeka Curriculum as a more flexible and student-centered curriculum framework. The curriculum emphasizes meaningful learning, character development, creativity, critical thinking, collaboration, communication skills, and lifelong learning (Kemendikbudristek, 2022). Unlike the previous curriculum, which often focused heavily on content completion and standardized achievement targets, the Merdeka Curriculum encourages teachers to design learning experiences that are adaptive to students' needs, interests, and developmental stages (Ningsih et al., 2024).

One of the central frameworks within the Merdeka Curriculum is the Graduate Profile, which emphasizes eight essential dimensions, including creativity, critical thinking, independence, collaboration, global diversity, lifelong learning, well-being, and noble character (Kemendikbudristek, 2022). Among these dimensions, creativity becomes particularly relevant in English language learning because it encourages students to express ideas, imagine possibilities, communicate meaningfully, and produce original works through language use. Ideally, English learning in elementary schools should not only focus on vocabulary memorization and grammar instruction but should also facilitate students' creativity, active participation, communication skills, and meaningful language use through contextual learning experiences (Cameron, 2001).

Nevertheless, actual classroom conditions indicate that English learning in many elementary schools remains dominated by textbook-oriented activities, limited vocabulary drills, translation exercises, and teacher-centered instruction. Preliminary interviews conducted with fifth-grade teachers in four elementary schools revealed that students still experience difficulties in vocabulary mastery, pronunciation, and writing skills. Furthermore, teachers reported limited availability of engaging digital learning media that can simultaneously support English language development and creativity enhancement. This condition demonstrates a significant gap between the ideal expectations of the Merdeka Curriculum and the actual implementation of English learning practices in elementary schools. While the curriculum emphasizes creativity, student-centered learning, and digital integration, classroom instruction often lacks innovative media that align with these principles. Teachers also face challenges in accommodating diverse English proficiency levels and maintaining students' engagement during learning activities. Similar findings were reported by Suryawan et al. (2020), who found that teachers frequently encounter difficulties implementing innovative learning approaches due to limited training, inadequate facilities, and insufficient instructional resources.

To address these challenges, innovative learning media that combine language learning, creativity development, and digital technology are urgently needed. One promising approach is the integration of story-based learning through digital bilingual storybooks. Children's literature can also support vocabulary acquisition, listening comprehension, reading development, and character education simultaneously (Mastika et al., 2023; Maula & Antara, 2024). In the digital era, story-based learning can be enhanced further through digital storytelling media. Digital media are particularly relevant for today's learners, who are highly familiar with technology and digital

devices (Ratminingsih, 2017). Interactive digital learning environments can create more meaningful and enjoyable learning experiences while supporting students' creativity and independent learning. Moreover, bilingual storybooks offer additional benefits for foreign language learning because they provide contextual exposure to both the first language and the target language simultaneously. Bilingual education has been shown to enhance cognitive flexibility, metalinguistic awareness, and language proficiency (García & Lin, 2017). Reading bilingual storybooks can help students understand English vocabulary and expressions more effectively because they can connect meanings directly with their native language context (Widyaningrum, 2012). Through repeated exposure to meaningful bilingual content, students can develop greater confidence and motivation in using English both inside and outside the classroom (Turahman & Mutiarani, 2024).

Several previous studies have explored digital storybooks and bilingual learning in elementary education. Hati et al. (2025) developed digital storybook teaching materials for character education among elementary students; however, the study only used Indonesian language content and did not integrate English learning. Aditya Dharma (2019) developed bilingual children's storybooks focusing on character values, but the product did not specifically integrate creativity development within the Graduate Profile framework. Similarly, Umar et al. (2023) explored bilingual digital storytelling to support student character development, yet the research remained limited to the needs analysis stage and did not produce a finalized implementable product. Therefore, a research gap can still be identified in the development of digital bilingual storybooks that specifically integrate creativity values within English language learning for fifth-grade elementary students under the Merdeka Curriculum framework. Existing studies have not comprehensively combined bilingual English learning, creativity development, digital storytelling, and Graduate Profile implementation into a single integrated educational product. Furthermore, few studies have specifically addressed the diverse English proficiency levels and contextual learning needs of Indonesian elementary school students through interactive bilingual digital media.

Based on these gaps, this study offers novelty through the development of a digital bilingual storybook specifically designed to integrate creativity values into English language learning for fifth-grade elementary students. The innovation of this study lies in several aspects. First, the developed media combines bilingual storytelling, digital technology, and creativity-based character education within a single integrated learning product. Second, the storybook is designed according to children's cognitive developmental characteristics and the principles of joyful, meaningful, and mindful learning promoted in the Merdeka Curriculum. Third, the product supports both English language acquisition and creativity enhancement through contextual stories, interactive illustrations, and student-centered activities. Finally, the study contributes to the implementation of the Graduate Profile framework by providing practical and innovative digital learning media that can support 21st-century learning competencies in elementary education. Thus, the development of a digital bilingual storybook is expected not only to improve students' English language skills but also to foster creativity, imagination, confidence, and active engagement in learning. By integrating story-based learning, bilingual education, character development, and digital technology, this study aims to contribute meaningfully to the improvement of English language learning practices in Indonesian elementary schools and to support the broader goals of the Merdeka Curriculum in preparing creative and globally competent future generations. The following research questions have been developed, such as how is the character value of creativity included into a digital bilingual storybook for fifth-grade English language learners?, How is the digital bilingual storybook prototype that incorporates creativity value for fifth-grade English language learning?, and how good is the digital bilingual story that incorporates the creativity value for fifth-grade English language learners?

REVIEW OF LITERATURE

Several studies have explored the development of digital storybooks for elementary students. Hati et al. (2025) developed digital storybook-based teaching materials aimed at improving fourth-grade students' motivation and learning outcomes in Pancasila education subjects. Their findings revealed that attractive visual design, contextual content, and simple language significantly enhanced students' understanding and classroom participation. The study also emphasized that digital learning media can increase student engagement because multimedia elements make learning more interactive and enjoyable. However, the developed storybooks only used Indonesian language content and did not incorporate bilingual or foreign language learning aspects. Similarly, Salsabila and Sunaryati (2024) developed picture storybooks to strengthen students' independent character within Pancasila learning contexts. Their findings demonstrated that visual storytelling can improve students' participation, self-confidence, and learning enthusiasm. Nevertheless, the study focused primarily on printed image-based storybooks and did not integrate digital technology or bilingual learning features. As a result, opportunities to support English language acquisition and digital literacy development remained limited.

The integration of local wisdom into storybook development has also attracted scholarly attention. Hulaipah et al. (2024) developed local wisdom-based storybooks at SDN 3 Beleka to foster students' creativity and patriotism. The research demonstrated that integrating regional culture and local traditions into stories can strengthen students' appreciation of cultural heritage while simultaneously encouraging creative expression. Interestingly, the study applied bilingual elements using Sasak and Indonesian languages, which helped students improve communication skills in multiple languages. However, the research mainly emphasized cultural preservation rather than English language learning or broader digital learning innovation.

In addition to character education, several studies have highlighted the role of digital storybooks in enhancing higher-order thinking skills. According to Artini et al. (2011), children can relate to and learn from the characters and circumstances found in storybooks. Susilowati et al. (2022) developed problem-based digital storybooks aimed at improving elementary students' critical thinking abilities. The findings indicated that students who learned through problem-based stories demonstrated better analytical thinking and problem-solving skills compared to those taught using traditional instructional methods. The study emphasized that contextual stories can stimulate students to actively analyze situations, evaluate information, and construct solutions independently. Nevertheless, the digital integration used in the study was still relatively limited and lacked advanced interactive features.

The effectiveness of digital storybooks in language learning has also been extensively investigated. Fibriasari et al. (2022) conducted research involving children aged 5–7 years in Indonesia and Malaysia using interactive digital storybooks designed based on Mayer's Multimedia Learning Theory (Mayer, 2001). The findings of Fibriasari et al. (2022) showed that digital storybooks significantly enhanced children's vocabulary acquisition, English comprehension, and learning motivation. Children demonstrated greater enthusiasm and active participation during language learning activities because multimedia features created enjoyable and meaningful learning experiences. Further evidence regarding digital storytelling effectiveness in English learning was provided by Dewi (2012), who examined the effects of Task-Based Language Teaching (TBLT)-based digital storybooks on eighth-grade students' speaking skills. Their quantitative study revealed that students taught using digital storybooks achieved significantly higher speaking performance than those taught through conventional methods. The study highlighted that digital storytelling encourages students to communicate more confidently, practice authentic language use, and engage actively in collaborative learning tasks.

The integration of bilingual digital storytelling into character education has recently become an important educational innovation. Umar et al. (2023) proposed the development of bilingual digital storytelling to strengthen the Pancasila Student Profile among elementary school students. Their study emphasized the importance of integrating technology, language learning, and

character education simultaneously. The researchers argued that bilingual digital storytelling can help students develop both communication skills and positive character traits through meaningful narrative experiences. However, the study remained limited to the needs analysis stage and did not yet produce a fully developed educational product that could be directly implemented in classroom learning. Further contributions were made by Mynaryathy and Wijayanti (2023), who developed Android-based digital picture storybooks integrating dimensions of faith, noble character, and independence from the Pancasila Student Profile framework. Their findings showed that offline digital storybooks can increase accessibility for schools with limited internet access. The study also demonstrated that digital media can effectively support independent learning and student engagement. Similarly, Purwanto et al. (2024) found that digital learning media significantly improved students' learning outcomes, motivation, and classroom interaction while simultaneously supporting character education goals.

Cutikawati (2025) investigated the implementation of the Pancasila Student Profile Strengthening Program (P5) using project-based learning approaches. The findings demonstrated that project-based activities successfully enhanced elementary students' creativity through hands-on learning experiences such as creating handicrafts from recycled materials and designing traditional food products. The study defined creativity as students' ability to generate original ideas, solve problems innovatively, and produce meaningful works from available resources. Similarly, Safitri et al. (2024) found that implementing the creativity dimension within the Merdeka Curriculum positively influenced students' creative thinking abilities, independence, and self-confidence. Teachers implemented project-based learning stages including contextualization, action, reflection, and follow-up activities. Students showed increased willingness to express ideas, experiment with new approaches, and revise their work independently. These findings indicate that creativity development requires learning environments that encourage exploration, reflection, and authentic problem-solving experiences. Supporting these findings, Meo et al. (2023) revealed that attractive and interactive learning media significantly increased students' enthusiasm and independent learning motivation. The study found that students became more engaged when learning activities involved multimedia elements and student-centered participation. Interactive media also encouraged students to maximize their creative potential and actively contribute during classroom learning processes.

METHOD

This study employed a Design and Development (D&D) research design. According to Creswell and Creswell (2023), research design refers to a systematic plan that guides the procedures for collecting, analyzing, and interpreting data in a study. The study adapted the Design and Development framework proposed by Huhta et al. (2013), which emphasizes a systematic cycle consisting of design, development, and evaluation stages. First, the design stage focused on conceptualizing the content and structure of the digital bilingual storybook. Several activities were conducted during this stage, such as identification of learning objectives, identification of verbal and non-verbal language, determination of task types, determination of creativity values, determination of media and task format, and preliminary needs analysis. Second, the development stage focused on producing the digital bilingual storybook prototype based on the blueprint designed in the previous stage. Several activities were conducted, such as developing story scripts, adapting language to students' level, integrating creativity values, applying repetition techniques, developing supplementary learning tasks, and producing the digital storybook prototype. Third, the evaluation stage focused on assessing the quality and appropriateness of the developed product. The digital bilingual storybook was evaluated by two expert judges, one TEYL expert and one EFL expert. The experts assessed several aspects including content relevance, language appropriateness, creativity value integration, visual design, readability, usability, and suitability for Grade 5 students. The feedback and suggestions provided by the experts were used to revise and refine the product before finalization.

This research was conducted in elementary schools located in Singaraja, Bali, Indonesia. The preliminary needs analysis involved English teachers from four different elementary schools to obtain comprehensive information regarding current English teaching practices, students' English proficiency levels, available instructional media, and the integration of creativity values in English language learning. The involvement of teachers from multiple schools was intended to provide broader perspectives and richer contextual information regarding elementary English learning conditions. The data obtained from the research setting served as the basis for designing and developing the digital bilingual storybook. Also, two expert judges who evaluated the developed product, consisting of one Teaching English to Young Learners (TEYL) expert and one English as a Foreign Language (EFL) expert. The population of this study consisted of professionals and practitioners in the field of English language education, particularly those with expertise in Teaching English to Young Learners (TEYL), English as a Foreign Language (EFL), and elementary English instruction. The sample of this research was selected using purposive sampling.

This study employed both primary and secondary data collection methods. Document study was used to collect secondary data related to curriculum documents and instructional materials. According to Bowen (2009), document study is a systematic procedure for reviewing and evaluating written documents. The analyzed documents included *capaian pembelajaran (CP)*, *alur tujuan pembelajaran (ATP)*, English textbooks, student worksheets, and curriculum-related references. The document analysis focused on identifying English competencies, appropriate vocabulary and language structures, creativity indicators, learning activities, and task types suitable for Grade 5 students. Meanwhile, semi-structured interviews with open-ended questions were conducted with elementary school English teachers. The interviews aimed to explore students' English proficiency levels, teaching and learning activities, use of stories in English learning, integration of creativity values, challenges in classroom implementation, need for digital bilingual storybooks, and teachers' expectations toward the developed product. The interviews were conducted in the participants' first language to ensure clarity and comfort during the discussion. Also, expert judgment was used to evaluate the quality of the developed digital bilingual storybook. The evaluation involved two expert judges specializing in TEYL and EFL. The experts evaluated content quality, curriculum alignment, language suitability, creativity integration, visual design, readability, accessibility, and instructional usefulness. The evaluation results were used as the basis for revising and improving the product.

Several instruments were used in this study, such as researchers as the main instrument, interview guide, prototype checklist, and expert validation sheet. This study employed both qualitative and quantitative data analysis methods. Qualitative data obtained from interviews and document studies were analyzed using three stages, such as Data Reduction, Data Display, and Conclusion Drawing. Meanwhile, Quantitative data obtained from expert evaluation sheets were analyzed descriptively using mean scores and standard deviation calculations adapted from Nurkancana and Sunartana (1992). The quantitative analysis aimed to determine the feasibility and overall quality of the digital bilingual storybook. The content validity of the research instruments was assessed through expert judgment using Gregory's Formula. The instruments were reviewed by two expert judges who evaluated the relevance of each item. Triangulation techniques were applied to ensure the credibility and reliability of the research findings, such as Triangulation of Data Sources and Triangulation of Methods. Data were collected from multiple sources including English teachers, curriculum documents, and expert judges to obtain broader perspectives and strengthen research validity. In addition, different methods including document study, interviews, and expert judgment were combined to cross-check and validate the collected data. Through triangulation, the study minimized subjectivity and strengthened the trustworthiness of the research findings regarding the development of the digital bilingual storybook for Grade 5 English learning with creativity value integration.

FINDINGS AND DISCUSSION

Findings

The Insertion of Creativity Value in the Digital Bilingual Storybook

The results of this study focus on how creativity values were inserted into the developed digital bilingual storybook for Grade 5 English language learning. The findings revealed that creativity values were systematically integrated through four main aspects of the product, namely product mapping based on Huhta's instructional media framework, story structure, learning tasks, and digital features.

Product Mapping Based on Huhta's Instructional Media Framework

The first finding concerns the product mapping of the digital bilingual storybook based on the instructional media framework proposed by Huhta et al. (2013). In this study, six instructional media components were selected because they were considered the most relevant for integrating creativity values into English language learning for fifth-grade students. The selected components consisted of general competencies, verbal and non-verbal communication, domain or interaction context, typical tasks, values or characters, and strategy and task operation. The mapping process connected the story content, creativity indicators from the Graduate Profile, learning principles, and digital technology features into one integrated instructional product.

Table 1. Product Mapping of the Digital Bilingual Storybook

Huhta's Media Components	Story Content	Creativity Value Inserted	Learning Process	Digital Features
General Competencies	Students read a bilingual story about children repairing Grandma Isa's broken clock	Generating ideas and flexible thinking	Students reflect on story situations and connect them to real experiences	Bilingual digital text with illustrations
Verbal and Non-verbal Communication	Simple descriptive sentences and emotional illustrations	Producing original ideas and interpreting emotions	Students combine textual and visual information	Side-by-side bilingual text and pictures
Domain (Interaction Context)	Open-ended reflection questions	Generating ideas from multiple perspectives	Students actively respond to story situations	Interactive questions embedded in the storybook
Typical Tasks	Pre-reading and while-reading activities	Flexible thinking and creative responses	Students predict, reflect, and discuss story events	Interactive tasks integrated into digital pages
Values/Characters	Characters try, fail, and improve solutions	Producing creative work and reflection	Students observe gradual problem-solving processes	Structured storyline with problem-solving stages
Strategy and Task Operation	Open-ended activities without single correct answers	Flexible thinking and idea exploration	Students express opinions independently	Independent digital interaction

The findings demonstrated that creativity values were intentionally integrated throughout every instructional component of the storybook. The story was not only designed to support English comprehension but also to encourage students to generate ideas, explore multiple solutions, reflect on their thinking processes, and produce creative responses. The product mapping also indicated that the creativity indicators adapted from the Graduate Profile framework were consistently reflected across all learning activities. These indicators included generating original ideas, flexible thinking, producing creative work, and evaluating and improving the

creative process. Additionally, bilingual texts and visual illustrations supported students' comprehension while maintaining active engagement during reading activities.

Insertion of Creativity through the Story Structure

The second finding showed that creativity values were embedded directly through the structure of the story itself. The story was developed as a sequence of connected events illustrating how the characters identified problems, explored possible solutions, revised their ideas, and reflected on their experiences. The story began by introducing five children, namely Cacha, Daniel, Aza, Indra, and Meidiana, who frequently visited Grandma Isa's house. Their curiosity toward the surrounding environment represented the beginning of creative exploration. The main problem emerged when Meidiana accidentally broke Grandma Isa's old clock. Rather than ignoring the problem, the children attempted to repair the clock using available materials. Their first attempt failed, which encouraged them to rethink their strategy and search for alternative solutions. Eventually, they rebuilt the clock using new materials and succeeded in creating a meaningful replacement. This sequence illustrated several creativity indicators such as generating ideas, flexible thinking, producing original works, and evaluating the creative process.

Table 2. Summary of Creativity Values Embedded in the Story

Story Events	Creativity Indicators	Explanation
The children visit Grandma Isa's house	Curiosity and exploration	Characters observe and explore their environment
The children discover the old clock	Generating ideas	Students begin thinking about the object and its meaning
The clock accidentally breaks	Producing original ideas	Characters begin searching for possible solutions
The children repair the clock using cardboard and crayons	Producing original ideas	Characters utilize available materials creatively
The clock falls again during repair	Flexible thinking	Characters reconsider ineffective solutions
The children rebuild the clock using new materials	Producing original works	Characters create a new functional solution
Grandma Isa explains the meaning of the repaired clock	Evaluating and improving the process	Students understand creativity as effort and improvement

The findings revealed that creativity was not presented merely as a moral value explained explicitly by the narrator. Instead, creativity was demonstrated naturally through the characters' actions, decisions, experiments, failures, and revisions throughout the story. Furthermore, the story structure emphasized that creativity involves a process rather than instant success. Students were introduced to the idea that mistakes and revisions are important parts of creative thinking and problem-solving.

Insertion of Creativity through Learning Tasks

The third finding concerned the insertion of creativity values through the learning tasks integrated into the digital bilingual storybook. Two main learning stages were included in the product, such as pre-reading activities and while-reading activities. In the pre-reading stage, students completed a word-search puzzle containing important vocabulary items from the story such as "clock," "old," "small," "wood," and "number." Each vocabulary item was accompanied by clues that encouraged students to predict the story content before reading. This activity supported the creativity indicator of generating original ideas because students were encouraged to make predictions and form initial interpretations independently.

During the while-reading stage, students answered reflective open-ended questions embedded throughout the story. Examples of these questions included "If you were Meidiana,

what would you do?” and “If you were Grandma Isa, what would you feel?” The results indicated that these open-ended tasks encouraged students to express personal opinions, think from different perspectives, explore multiple possibilities, and connect the story situations with their own experiences. Unlike traditional comprehension questions, the tasks did not require one fixed answer. Instead, they encouraged flexible thinking and creative expression. The findings also showed that integrating the learning activities directly into the digital storybook increased students’ interaction with the story and supported meaningful learning experiences.

Insertion of Creativity through Digital Features

The fourth finding revealed that creativity values were also supported through the digital features integrated into the storybook. The developed product used bilingual text presentation, digital illustrations, interactive questions, integrated tasks, and user-friendly digital navigation. The bilingual format allowed students to compare Indonesian and English texts simultaneously, which supported vocabulary comprehension and contextual understanding. Meanwhile, illustrations helped students interpret emotions, actions, and story events more effectively. Interactive digital tasks enabled students to participate actively while reading. Students could respond directly to questions, reflect on story situations, and express ideas independently through digital interaction. The findings indicated that these digital features contributed positively to students’ engagement, reading motivation, comprehension support, active participation, and creative thinking processes. Thus, the integration of digital features strengthened the effectiveness of the storybook as an interactive English learning medium that supports creativity development among Grade 5 students.

Prototype of the Digital Bilingual Storybook

This section presents the findings related to the development of the prototype of the digital bilingual storybook entitled *Jam Istimewa di Rumah Nenek Isa* (The Special Clock at Grandma Isa’s House). The results focus on three main aspects, namely the development process of the prototype, the integration of instructional media components throughout the prototype revisions, and the description of the final prototype.

The Development Process of the Prototype

The findings revealed that the prototype underwent a gradual and systematic development process. The creativity mapping and instructional content designed in the previous stage became the foundation for constructing the digital bilingual storybook. During development, the prototype passed through several revisions based on expert feedback and instructional considerations. Although multiple minor revisions occurred, the development process was grouped into five major revision stages according to the focus of the improvements made in each draft.

Table 3. Revision Process of the Prototype

Revision Stage	Aspect Revised	Before Revision	After Revision
Revision 1	Language and Structure	Sentences were long, repetitive, and the story flow was unclear	Sentences were simplified, repetition was reduced, and the story flow became clearer
Revision 2	Story Presentation	The story was monolingual, with limited dialogue and weak conflict development	Bilingual presentation and expanded dialogue strengthened the story conflict
Revision 3	Content and Learning Integration	Problem-solving stages and vocabulary support were limited	More detailed problem-solving stages, adjectives, and learning activities were integrated
Revision 4	Product Development	The story was presented as continuous text	The story was transformed into a structured digital storybook with illustrations and activities

Revision Stage	Aspect Revised	Before Revision	After Revision
Revision 5	Language Refinement and Narrative Clarity	Some expressions, grammar, and dialogue remained unclear	Grammar, punctuation, dialogue clarity, and narrative coherence were refined

As shown in Table 3, the first revision primarily focused on improving language simplicity and narrative organization. The original draft contained lengthy and repetitive sentences, which were later simplified to improve readability for Grade 5 students. The characters were also generalized into “five friends” to make the story more relatable for learners. The second revision emphasized story presentation. At this stage, the story was transformed into a bilingual format by presenting Indonesian and English texts side by side. In addition, the conflict became more explicit through the addition of the clock-falling scene and expanded character dialogue. The third revision focused on strengthening instructional content and creativity integration. The findings showed that vocabulary learning became more contextual through the insertion of adjectives such as big, small, dark, bright, thick, and thin. Learning activities, including pre-reading and while-reading tasks, were also incorporated into the story.

The fourth revision marked the transformation of the prototype into a complete instructional medium. The story was divided into several digital pages supported by visual illustrations and integrated learning activities. This stage significantly improved the product’s functionality as an interactive learning medium. Finally, the fifth revision concentrated on language refinement and narrative clarity. Grammar consistency, punctuation, dialogue attribution, and sentence naturalness were revised to produce a more coherent and meaningful final product. Thus, the results demonstrated that the development process was conducted progressively and systematically to ensure that the prototype aligned with instructional objectives, learner characteristics, and creativity value integration.

Prototype Based on the Components of Learning Media

The second finding concerns the integration of instructional media components throughout each prototype draft. The analysis was conducted to identify how the instructional elements gradually evolved during the development process.

Table 4. Development of Instructional Media Components Across Drafts

Draft	Competency	Verbal & non-verbal	Domain	Task	Creativity	Strategy
Draft 1	✓	✓	✓	✗	✗	✗
Draft 2	✓	✓	✓	✗	✗	✓
Draft 3	✓	✓	✓	✗	✓	✓
Draft 4	✓	✓	✓	✓	✓	✓
Final	✓	✓	✓	✓	✓	✓

Table 4 indicates that the instructional media components were integrated gradually throughout the development stages. In Draft 1, the prototype already fulfilled several fundamental instructional components, including competency, verbal and non-verbal communication, and contextual domain. However, learning tasks, creativity integration, and learning strategies had not yet been fully incorporated. In Draft 2, instructional strategy became more visible through the implementation of bilingual text presentation. The bilingual format allowed students to compare Indonesian and English expressions contextually, supporting vocabulary comprehension and language exposure.

The findings from Draft 3 showed the emergence of creativity integration. Creativity was reflected through the characters’ attempts to solve the problem creatively using available materials. In addition, dialogue development and contextual language use strengthened the instructional strategy component. Draft 4 demonstrated the complete integration of all

instructional media components. Structured learning activities such as pre-reading and while-reading tasks became clearly embedded in the storybook. Creativity values were also reinforced through the storyline and student interaction with the learning tasks.

The final draft underwent additional refinement based on expert feedback. Although all components had already been integrated in Draft 4, improvements in dialogue clarity, grammatical consistency, readability, and narrative flow enhanced the overall instructional quality of the product. The findings suggested that the prototype development process did not merely focus on story presentation, but also emphasized pedagogical completeness. The gradual integration of instructional media components reflected a systematic product development process aligned with learner needs and instructional objectives.

Description of the Final Prototype

The third finding describes the characteristics of the final digital bilingual storybook prototype. The final prototype was entitled *Jam Istimewa di Rumah Nenek Isa* (The Special Clock at Grandma Isa's House). The story centers on a group of children who accidentally damage Grandma Isa's clock and attempt to repair it creatively using available materials. The narrative presents a simple problem-solving situation closely related to children's daily experiences. Through this storyline, students are encouraged to understand the importance of creativity, cooperation, effort, and reflection during problem-solving processes. The findings revealed several major characteristics of the final prototype.

Table 5. Characteristics of the Final Prototype

Aspect	Description
Story Theme	Children creatively solve the problem of repairing a broken clock
Language Format	Indonesian and English bilingual presentation
Language Level	Simple and contextual language adapted for Grade 5 students
Vocabulary Focus	Descriptive adjectives such as <i>big</i> , <i>small</i> , <i>dark</i> , <i>bright</i> , <i>thick</i> , and <i>thin</i>
Product Format	Page-based digital storybook
Visual Elements	Illustrations supporting comprehension and engagement
Learning Activities	Integrated pre-reading and while-reading activities
Creativity Integration	Problem-solving, idea generation, flexible thinking, and reflection

The bilingual format became one of the major strengths of the prototype because it allowed students to understand English vocabulary and expressions contextually through comparison with Indonesian text. The use of simple language and contextual dialogue also made the story more accessible to Grade 5 learners. Visual illustrations were integrated into every page to support comprehension and maintain students' engagement during reading activities. Meanwhile, the learning tasks guided students to actively participate in the reading process rather than passively receiving information. The findings further revealed that the final prototype differed significantly from the earlier drafts. Earlier versions were still presented as continuous text with limited instructional support. In contrast, the final prototype functioned as a complete digital instructional medium integrating bilingual text, illustrations, structured learning activities, and creativity-based problem-solving situations. In addition, the final version demonstrated improvements in story organization, language clarity, dialogue naturalness, visual presentation, instructional integration, and narrative coherence. These improvements indicated that the final prototype successfully fulfilled the instructional goals identified during the needs analysis and development stages. Therefore, the final product was considered appropriate for further evaluation through expert judgment in the next stage of the research.

The Quality of the Digital Bilingual Storybook with the Insertion of Creativity Value for English Language Learning in Grade 5

This section presents the findings related to the quality evaluation of the developed digital bilingual storybook. The evaluation was conducted to determine the overall quality and appropriateness of the product as an English learning medium for fifth-grade elementary school students. The quality assessment involved two expert judges with expertise in Teaching English to Young Learners (TEYL) and English as a Foreign Language (EFL). The evaluation used an expert judgment sheet consisting of 39 indicators covering content quality, curriculum relevance, characteristics of young learners, creativity value insertion, learning activities, story structure, language use, visual design, readability, and accessibility. The findings were analyzed using both quantitative and qualitative data. Quantitative data were obtained from the rating-scale assessment scores, while qualitative data were collected from open-ended feedback provided by the expert judges.

Quantitative Findings

The quantitative findings describe the assessment results given by both expert judges regarding the quality of the digital bilingual storybook.

Table 6. Score Distribution of Expert Judges' Assessment

<u>Expert Judges Total Score</u>	
Expert Judge I	195
Expert Judge II	192
Total	387

As presented in Table 6, the first expert judge provided a slightly higher score than the second expert judge. The variation occurred because several indicators assessed by the second expert judge were categorized as “Good,” while most other indicators were categorized as “Very Good”. To determine the quality category of the product, the scores were analyzed using the product quality criteria adapted from Nurkancana and Sunartana (1992).

Table 7. Product Quality Criteria

<u>Score Range</u>	<u>Category</u>
4.21 – 5.00	Very Good
3.41 – 4.20	Good
2.61 – 3.40	Fair
1.81 – 2.60	Poor
1.00 – 1.80	Very Poor

The mean score of the product quality was calculated using the total score obtained from both expert judges divided by the number of assessment indicators and evaluators. The analysis resulted in the following findings.

Table 8. Quantitative Analysis Results of Product Quality

<u>Product</u>	<u>Mean Score</u>	<u>Category</u>
Digital Bilingual Storybook	4.96	Very Good

Based on Table 8, the developed digital bilingual storybook obtained a mean score of 4.96, which falls into the “Very Good” category. This result indicates that the product possesses a very high level of quality and is considered suitable for use as an English learning medium for Grade 5 elementary school students. The findings also showed that the developed product successfully

fulfilled several important instructional aspects, including pedagogical appropriateness, language suitability, visual attractiveness, and creativity integration. In addition, the bilingual format, digital presentation, and creativity-based learning activities contributed positively to the overall product quality. The high quantitative score suggests that the product aligns well with the characteristics of young learners and supports meaningful English learning experiences.

Qualitative Findings

In addition to the quantitative analysis, qualitative findings were obtained from the open-ended responses provided by both expert judges. The qualitative data were used to gain deeper insights into the strengths and areas of improvement of the developed product.

Table 9. Summary of Qualitative Findings

Expert Judges	Main Findings
Expert Judge I	The product is suitable for the characteristics of Grade 5 students and supports English learning objectives
Expert Judge II	The product demonstrates strong educational value, appropriate language use, engaging visuals, and clear integration of creativity values

As shown in Table 8, both expert judges positively evaluated the developed product. The experts agreed that the story content aligned with the Learning Outcomes (CP) and Learning Objective Flow (ATP) for Grade 5 English learning. The findings also revealed that the language used in the storybook was considered appropriate for elementary school students' developmental level. The bilingual presentation supported students' vocabulary understanding and contextual language learning, while the simple sentence structures facilitated readability and comprehension. Furthermore, the visual illustrations and digital presentation were evaluated as engaging and suitable for young learners. The experts stated that the integration of illustrations with bilingual text helped students understand the story more effectively and maintained their learning motivation during reading activities.

Another important finding concerned the insertion of creativity values throughout the story and learning tasks. According to the expert judges, creativity was clearly reflected through the problem-solving storyline, students' opportunity to generate ideas, flexible thinking activities, and reflection-based learning tasks. The open-ended questions integrated into the storybook were also considered effective in encouraging students to express opinions and think creatively from different perspectives. One of the expert judges additionally suggested that the product could be expanded further through educational digital platforms in order to increase accessibility and reach a wider range of learners in the future.

Thus, the qualitative findings strengthened the quantitative results by demonstrating that the developed product fulfilled pedagogical, linguistic, and visual expectations as an English learning medium for elementary school students. The findings also indicated that the digital bilingual storybook supports the characteristics of young learners, particularly through meaningful contexts, visual support, interactive learning activities, and contextual language exposure. These aspects contributed to the effectiveness of the developed product as a creativity-based English learning medium for Grade 5 students.

Discussion

The findings of this study revealed that creativity values were systematically integrated into the developed digital bilingual storybook through four major components, namely product mapping, story structure, learning tasks, and digital features. These findings indicate that the developed product was not merely designed as a medium for delivering English language content, but also as a learning medium that supports character development and creative thinking among fifth-grade elementary school students. The creativity values were embedded not only through

explicit moral messages, but also through problem-solving situations, reflective activities, and interactive learning experiences that encouraged students to generate ideas, explore possibilities, and evaluate their own thinking processes. The integration of creativity values throughout the product aligns with the instructional material development framework proposed by Huhta et al. (2013), which emphasizes that instructional media should integrate competencies, learner characteristics, interaction contexts, learning strategies, and task types systematically. In this study, the six instructional media components adapted from Huhta et al. (2013) demonstrated interconnected relationships that supported both English language learning and creativity development simultaneously. The storyline, open-ended activities, and reflective tasks encouraged students to participate actively in the learning process rather than simply receiving information passively.

The findings also support the theory proposed by Cameron (2001), who argues that young learners acquire language more effectively through meaningful contexts, visual support, and interactive learning experiences. The use of bilingual texts, illustrations, and interactive questions in the digital storybook provided contextual language exposure that helped students understand English more meaningfully. At the same time, these elements supported students' engagement and creativity throughout the learning process. This suggests that digital story-based learning can effectively combine language acquisition and creativity development in elementary school contexts. Furthermore, the findings are consistent with Piaget's cognitive development theory, particularly regarding children in the concrete operational stage (Piaget, 1972). At this stage, children learn more effectively when they are exposed to contextualized and concrete learning experiences. The storyline involving real-life problem-solving situations, such as repairing Grandma Isa's broken clock, provided meaningful contexts that enabled students to connect the story events with their own experiences. Through this process, students were encouraged to develop flexible thinking and creative problem-solving abilities.

In addition, the findings regarding the prototype development revealed that the digital bilingual storybook underwent significant improvement from the initial draft to the final prototype. The revisions focused on language clarity, story organization, visual presentation, instructional integration, and creativity insertion. These findings indicate that the development process was conducted systematically to ensure that the final product aligned with the learning needs and developmental characteristics of fifth-grade students. In this study, each revision stage contributed to improving the instructional quality of the product. The revisions did not only focus on improving visual appearance, but also strengthened the pedagogical, linguistic, and contextual appropriateness of the storybook. The findings are also consistent with Huhta et al. (2013), who state that instructional material development should consider the relationship between competencies, language use, learning tasks, learner characteristics, and instructional strategies. The gradual integration of these components throughout the prototype revisions demonstrated that the storybook was systematically designed to support both English learning and creativity development.

The bilingual presentation introduced in later drafts became one of the important improvements in the prototype development process. According to García and Lin (2017), bilingual learning supports language comprehension, cognitive flexibility, and metalinguistic awareness because learners can directly connect meanings between languages. In this study, the bilingual text format helped students understand English vocabulary contextually through direct comparison with Indonesian text. This bilingual presentation also reduced students' anxiety during English learning and increased their confidence in understanding the story. On the other hand, the development of visual illustrations and page-based digital organization also strengthened the instructional effectiveness of the product. Cameron (2001) explains that visual support is highly important in young learner classrooms because children rely heavily on concrete representations and contextual cues during language learning. The illustrations used in the developed storybook supported students' comprehension of vocabulary, emotions, actions, and

story events while maintaining their attention and engagement.

Furthermore, the integration of learning activities within the prototype reflected the principles of active learning and deep learning. The pre-reading and while-reading activities encouraged students to predict, reflect, analyze, and connect ideas during the reading process. The findings also align with Hati et al. (2025) that found about digital storybooks enhanced students' motivation and classroom participation because multimedia elements created more enjoyable learning experiences. Similarly, Susilowati et al. (2022) reported that problem-based digital storybooks improved students' critical thinking and problem-solving abilities. The present study extends these findings by demonstrating that digital bilingual storybooks can simultaneously support English learning, creativity development, and active student engagement.

Lastly, the findings of the product evaluation revealed that the developed digital bilingual storybook achieved a mean score categorized as "Very Good." This result indicates that the product fulfilled important aspects of instructional quality, including pedagogical appropriateness, language suitability, visual presentation, curriculum relevance, creativity integration, and accessibility for Grade 5 students. The high evaluation results support Cameron's (2001) theory that young learners learn more effectively when language is presented through meaningful contexts, visual support, and interactive activities. In this study, the bilingual presentation, contextual storyline, illustrations, and integrated learning activities created meaningful learning experiences that aligned with children's learning characteristics. The product quality was therefore influenced not only by visual attractiveness, but also by its alignment with young learners' developmental needs.

The findings also demonstrate that the integration of bilingual texts contributed positively to the overall instructional quality of the product. According to Widyaningrum (2012), bilingual storybooks help students understand foreign language vocabulary more effectively because learners can directly connect meanings between the first language and the target language. Similarly, García and Lin (2017) argue that bilingual learning supports cognitive flexibility and language acquisition simultaneously. The present study confirms these perspectives by showing that bilingual presentation enhanced contextual comprehension and language accessibility for elementary school learners. Thus, the findings suggest that the developed digital bilingual storybook has strong potential as an innovative English learning medium for elementary school students. The integration of bilingual learning, creativity values, digital storytelling, and interactive activities created a holistic instructional product that supports both language development and 21st-century competencies among young learners.

CONCLUSIONS

This study focused on the development of a digital bilingual storybook with the insertion of creativity values for Grade 5 English language learning under the Merdeka Curriculum framework. The findings revealed that creativity values were systematically integrated into the product through instructional mapping, storyline development, learning activities, and digital features. The developed storybook successfully combined bilingual English learning, creativity-based character education, and interactive digital storytelling within a single instructional medium appropriate for elementary school students. Also, the findings of this study imply that digital bilingual storytelling can become an innovative instructional alternative for English language learning in elementary schools. The integration of creativity values within digital learning media supports the broader goals of the Merdeka Curriculum, particularly in promoting student-centered learning, creativity development, and 21st-century competencies. In addition, the study highlights the importance of combining language learning with contextual and reflective learning experiences to create more meaningful learning environments for young learners.

Nevertheless, this study has several limitations. First, the product evaluation was limited to expert judgment and did not involve large-scale classroom implementation with students. Therefore, the effectiveness of the storybook in improving students' English achievement and

creativity development has not yet been empirically measured through experimental learning activities. Second, the developed product focused only on one storybook theme and one creativity dimension from the Graduate Profile framework. Third, the digital features of the product were still relatively simple and limited to interactive reading activities. Based on these limitations, future researchers are recommended to conduct classroom implementation and experimental studies involving larger numbers of students to examine the effectiveness of digital bilingual storybooks in improving English proficiency, creativity, motivation, and learning engagement. Future studies may also develop more advanced digital features such as animations, audio narration, gamification, or online interactive platforms to enrich students' learning experiences. In addition, further research can explore the integration of other Graduate Profile dimensions, different story themes, and broader elementary education contexts to expand the applicability and educational contribution of digital bilingual storytelling in English language learning.

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