



## Teacher Strategies in Improving Students' Reading Literacy Skills through Interactive Digital Media at the Elementary Madrasah

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### ARTICLE INFORMATION

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### ABSTRACT

This study is a qualitative study using a library research approach, which is included in the literary research category. This method is carried out through reading, taking notes, synthesizing, and analyzing various relevant library sources, such as books, scientific journals, articles, and other documents. The focus of this study is to examine teachers' strategies in improving the reading literacy of elementary madrasah students through the use of interactive digital media. The results of the literature review indicate that the use of digital media such as audiovisual e-books, educational videos, and game-based applications can significantly increase students' interest, motivation, and reading skills. The role of teachers as facilitators and designers of adaptive learning is a key factor in the success of this digital media integration. This study also emphasizes the importance of teachers' digital literacy competencies, infrastructure readiness, and content suitability with Islamic values and the local context. These findings reinforce the theories of social constructivism and multimedia learning, which emphasize the importance of social interaction and multisensory stimulation in the learning process. However, challenges such as the digital divide still need to be addressed through ongoing training and collaboration between stakeholders. The implications of this research point to an inclusive and sustainable digital learning transformation, with teachers as the main agents of change in building a contextual and valuable digital literacy culture in madrasahs.

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### 1. INTRODUCTION

The massive digital transformation that has taken place over the past decade has revolutionized the lifestyles of global society, including in the realm of education. Developments in information and communication technology (ICT), particularly internet penetration, digital devices, and artificial intelligence, have disrupted traditional educational structures and driven a shift in pedagogical paradigms from conventional learning systems to more adaptive, flexible, and technology-based ones. ([Lestyningrum et al., 2022](#)) In this context, educational institutions, including Islamic elementary schools as one of the basic level formal institutions in the national

education system, face challenges as well as strategic opportunities to reconstruct the teaching and learning process to be more relevant to the demands of the digital era. ([Nugroho et al., 2020](#))

Technological disruption has placed education at a crucial crossroads: maintaining stagnant old methods or innovating with new, more dynamic approaches. The existence of digital technology is no longer merely a complement, but has become a key instrument in transforming the learning process. ([Wang et al., 2023](#)) The success of educational institutions in the digital era depends heavily on the extent to which they are able to integrate digital devices functionally and pedagogically to support student competency achievement. ([Mauludi, 2020](#)) Therefore, digitalization of learning is not merely a response to the development of the times, but rather an inevitability that must be managed strategically, structured, and oriented towards the formation of a highly competitive educational ecosystem. ([Abdullah et al., 2025](#))

One cognitive aspect that is a major focus in this context is reading literacy, which is the foundation for mastering various academic disciplines and a key indicator of success in basic education. Reading literacy can no longer be viewed narrowly as simply the ability to recognize letters and understand the literal meaning of a text. ([Mubarak, 2022](#)) In today's digital and information age, reading literacy has evolved into a cross-disciplinary competency encompassing the skills of understanding complex text structures, interpreting meaning in depth, evaluating acquired information, and developing critical reflections on the texts read. Reading literacy is now an integral part of information literacy and digital literacy, essential for filtering the massive and heterogeneous flow of information. ([Gunawan, 2024](#))

Teaching reading literacy at the elementary madrasah level faces significant challenges. Inequitable access to engaging learning resources, limited contextual teaching materials, and low student motivation to read are all contributing factors to low basic literacy achievement. ([Maryani, 2025](#)) In this context, implementing innovative learning strategies based on interactive digital media is a relevant and significant option. Interactive digital media not only provides a more engaging and immersive learning experience but also supports a multimodal learning approach that can accommodate diverse student learning styles. Digital reading apps, interactive stories, educational videos, and gamification-based e-learning platforms have been proven to increase student engagement in reading activities and build personal connections between students and the texts they read. ([Utoyo, 2020](#))

However, the effectiveness of digital media use in learning depends heavily on the strategic role of teachers as key actors in educational practice. Teachers play a crucial role in designing, implementing, and evaluating digital-based learning to ensure it meets the developmental needs of students. ([Marwiyah et al., 2023](#)) In the context of reading literacy learning, teachers must be able to recontextualize didactic approaches through creative and sustainable technology integration. Teachers transform into learning facilitators, mediators between students and digital learning resources, and agents of change who build a culture of digital literacy in the classroom and school environment. ([Putro et al., 2023](#))

The development of interactive digital media-based learning strategies must be structured by considering various aspects, from students' psychological characteristics and cognitive development, adaptive pedagogical principles, to socio-cultural factors that influence the learning process. The strategies developed should not be linear, but rather flexible, collaborative, and reflective to respond to the complex dynamics of learning in the digital age. ([Agusiady et al., 2024](#)) In this case, it is important to examine how teachers design digitally literate learning activities, select and utilize appropriate media, and evaluate the learning process and outcomes holistically. ([Fiandra & Yulastri, 2022](#))

Against this backdrop, this study focuses on exploring teachers' strategies for improving students' reading literacy skills through interactive digital media in Islamic elementary schools. This study aims to examine in-depth how teachers formulate innovative approaches to literacy learning, how digital media is integrated into daily learning activities, and how effective these strategies are in improving students' reading literacy competencies. This study is expected to provide conceptual contributions to the development of technology-based literacy learning theory and offer practical implications for teacher capacity development and education policy at the elementary level. Furthermore, the findings of this study can serve as a reference for educational

institutions in establishing a literate, adaptive, and transformative learning ecosystem amidst increasingly rapid technological developments.

Literacy and reading are essential skills that are crucial to the overall educational process. Literacy skills extend beyond understanding letters and words, but also encompass understanding the meaning of those words. Reading literacy has evolved into a multidimensional competency in today's information age, encompassing cognitive, affective, and metacognitive components. ([Hafiyusholeh, 2015](#)) In other words, people who are literate in reading can not only capture explicit messages but also understand implicit messages, and they can also consider the information they read for relevance and accuracy. ([Tahmidaten & Krismanto, 2020](#))

Reading, according to Anderson and Pearson, is an interaction between the reader and the text. In this process, readers combine prior knowledge with the new information they learn. ([Anggraeni & Mukhlis, 2023](#)) Therefore, reading literacy is closely related to the reader's background knowledge and how they think during the reading process. Reading literacy is not fixed; this ability develops and becomes more complex with experience and exposure to various types of texts. ([Basyiroh, 2017](#)) Therefore, reading literacy learning must be designed in stages and continuously from basic to higher levels, because this requires critical and reflective thinking skills. ([Masfufah, 2021](#))

Reading literacy now encompasses more than just print media, including digital texts in various formats such as blogs, e-book articles, infographics, and multimedia content. Conventional and digital literacy need to be integrated so readers can effectively understand, navigate, and evaluate information from the digital environment. ([Lena et al., 2023](#)) The ability to distinguish accurate from misleading information is a crucial skill. Furthermore, readers must be able to use digital content critically. Developing digital reading literacy not only expands the types and forms of reading but also enhances media literacy skills and higher-order thinking skills. ([Pohan et al., 2020](#))

In educational settings, especially in elementary schools, reading literacy must be instilled in a fun and contextual way. Elementary school-aged children need concrete, visual media to interact with the real world, as they are in the concrete-operational phase of cognitive development. Therefore, reading literacy learning must involve texts related to everyday life, delivered through various means such as shared reading, reading aloud, role-playing, and group discussions. In their role to facilitate literacy learning, teachers must be aware of their students' needs and characteristics and be able to use technology to improve their reading skills. ([Halim, 2024](#))

Reading literacy serves as a tool for individual empowerment, going beyond mere academic skills. People who are proficient in reading are better prepared to face life's challenges, make rational decisions, and are more open to diverse perspectives. Ultimately, a society that reads and critically engages with the world will be more critical, tolerant, and democratic. Therefore, improving reading literacy from an early age is a crucial way to develop superior and competitive human resources. ([Amelia & Sofa, 2025](#))

Therefore, schools, families, and communities must all be responsible for improving reading literacy in the digital age. To create a literacy ecosystem that supports the development of students' reading skills, both digitally and traditionally, these components must work together. In such situations, interactive digital media can serve as an effective way to encourage children to participate in reading-related activities. Ultimately, this will strengthen the overall culture of literacy. ([Abidin et al., 2021](#))

One of the most significant information technology transformations occurring in education is interactive digital media. This media is a crucial part of the contextual, creative, and active learning process. They are more than just learning aids. They are called "interactive" because they enable students not only to receive information but also to directly participate in learning activities by acting, exploring, and responding to digital stimuli. Types of interactive digital media are very diverse, including educational games or gamification, learning videos with intervention points, digital quizzes with automatic scoring systems, web-based and Android-based learning applications, and augmented reality (AR) and virtual reality (VR) technologies that provide extraordinary learning experiences. ([Thana & Hanipah, 2023](#))

The use of interactive digital media is crucial for elementary school learning because children are still in the concrete operational stage, according to Piaget's theory. Children at this age understand ideas more easily when presented contextually, visually, and kinesthetically. Interactive digital media can help children comprehend information by combining images, sound, movement, and text into a cohesive display. An interactive e-book with moving illustrations and audio narration can increase children's interest in reading and enhance their understanding of the storyline. Consequently, this media facilitates multisensory learning, improving memory and mastery of the material. ([Wibowo, 2023](#))

Interactive digital media has a positive effect on reading literacy. Because the human brain processes information through two primary channels, verbal and visual, learning is more effective when information is presented simultaneously in text and visuals, according to multimedia learning theory. Interactive media aids students in reading literacy because it allows them not only to read text but also to listen to stories, answer reflective questions, and make personal connections with what they read. This fosters students' interest in reading, improves their comprehension, and broadens their horizons. Furthermore, literacy learning through interactive media is more flexible and adaptable because students can learn in a way that suits their own style and pace. ([Damayanti & Ridwan, 2024](#))

Interactive digital media also offers immediate and contextual feedback. For example, in text-based educational games, students receive correct or incorrect answers immediately after answering questions, along with guiding explanations. This is a feature that supports formative learning, allowing students to actively reflect on and evaluate their thinking. Students feel valued and encouraged to continue learning after receiving instant feedback. This media provides teachers with data that can be used to assess student learning progress and implement appropriate interventions. ([Fauziyyah, 2019](#))

However, the use of interactive digital media in learning is highly dependent on adequate infrastructure and teachers' technological skills. Teachers must not only be able to use these media but also understand the pedagogical principles involved. Media choices must be appropriate to learning objectives, student developmental levels, and fit within the curriculum. The use of digital media can lead to distraction and dependency on digital devices if not properly planned. Consequently, teacher training in digital literacy and technology-based learning design is crucial. ([Kuncahyono et al., 2020](#))

Furthermore, school policies that fully support the digital learning ecosystem are also necessary. To achieve this, infrastructure such as adequate internet access, appropriate hardware and software, and support from experienced teachers is essential. Parental involvement in helping their children use digital media, especially for elementary school students who still require supervision and guidance, is crucial. Synergy between educators, students, schools, and parents will create an ideal learning environment where interactive media can be fully utilized to help students acquire 21st-century literacy and skills. ([Waliulu et al., 2023](#))

Therefore, interactive digital media serve as more than just learning aids; they also serve as drivers for the transformation of contemporary education. Their existence, we must see opportunities to develop more flexible, inclusive, and student-centered learning approaches. These media help improve reading literacy by providing students with opportunities to learn in more enjoyable, diverse, and meaningful ways. They also shape students into independent learners ready to face future challenges. ([Suhendi, 2023](#))

Teachers create learning strategies to achieve learning objectives effectively, efficiently, and meaningfully. These strategies encompass various important aspects, such as planning teaching materials, selecting learning methods and approaches, using appropriate media, assessment strategies, and managing classroom dynamics. ([Iskandar & Farida, 2020](#))

Teacher learning strategies have undergone significant developments in the digital era, which is fully connected and full of technological innovation. Teachers now must not only convey information but also act as directors, guides, and designers of learning experiences. These new roles require teachers to be flexible in implementing learning approaches that suit the characteristics of today's students, especially the digital native generation, who are quick to interact and use technology. ([Erwinsyah, 2017](#))

Interactive digital media in learning strategies is an increasingly popular method. A student learning needs analysis should be conducted before using these media. This allows teachers to choose media that aligns with their students' interests, ability levels, and learning styles. The next step is to develop a strategy for incorporating digital media into the Learning Implementation Plan (RPP). Furthermore, the learning process is designed to encourage active student engagement through direct interaction with various media. For example, students can participate in educational games, answer questions in learning videos, or study material in interactive e-books. After the learning process is complete, an evaluation is conducted to determine the effectiveness of the strategy and to determine what needs to be improved in subsequent lessons. ([Lidia Susanti, 2020](#))

The principles of differentiation and inclusion are crucial for effective learning strategies. Students' social backgrounds, levels of learning readiness, and learning styles vary within a classroom. Therefore, teachers must be able to create diverse and adaptive reading literacy activities. For example, students with visual tendencies can receive material in the form of infographics or animated videos. Conversely, students with kinesthetic tendencies can engage in reading activities through interactive simulations or story-based games. ([Devi et al., 2018](#))

Although digital technology offers many conveniences and innovations in learning, learning strategies must remain grounded in a strong pedagogical foundation. While technology is merely a tool, the core of learning is the strong relationship between teachers, students, and teaching materials. Therefore, teachers must adapt the digital content used, learning objectives, and student demographics to ensure that the strategies employed are modern and impactful on the learning process and outcomes. The success of learning strategies in the digital age depends on a balance between humanistic and technological approaches. ([Hapsari & Wulandari, 2020](#))

## 2. RESEARCH METHODS

The method used in this research is a literature review with a qualitative approach through library research. This method involves systematic activities such as identifying, collecting, reading, recording, analyzing, and synthesizing various relevant literature sources. To strengthen the scientific validity of the study, the research procedure is carried out in several stages, namely: (1) determining the research topic and focus related to technology-based learning media and literacy skills, (2) searching and collecting relevant literature from scientific journals, books, articles, and other academic sources, (3) selecting sources based on inclusion criteria such as relevance to the topic, publication year, credibility of the source, and scientific quality, as well as exclusion criteria for less relevant or non-academic sources, (4) organizing and classifying data based on key themes, and (5) analyzing and synthesizing findings systematically.

In analyzing the data, the researcher employs techniques such as content analysis and thematic analysis to identify patterns, concepts, and relationships among the reviewed literature. The synthesis process is conducted by comparing, evaluating, and integrating various perspectives from the selected sources to produce comprehensive conclusions. The sources reviewed include books, peer-reviewed journals, magazines, and relevant scientific articles that support the focus of the study. By applying these systematic steps, the research is expected to have stronger methodological rigor and scientific validity.

## 3. RESULTS AND DISCUSSION

### a. Research result

Based on a systematic review of various recent literature, it was found that teacher strategies in improving students' reading literacy through the use of interactive digital media significantly contribute to strengthening the reading skills of elementary school students. Interactive digital media, such as e-books with audiovisual elements, educational narrative videos, game-based educational applications, and multimodal digital learning platforms, have been

proven to increase student interest, participation, and motivation in learning. Student engagement in the reading process increases significantly when they are exposed to material presented interactively and engagingly, both visually and auditorily.

The pedagogical strategies implemented by teachers play a crucial role in the successful use of digital media. Teachers function not only as technology facilitators but also as contextual and adaptive learning designers tailored to student characteristics. A thematic approach, project-based learning, and the application of scaffolding techniques and independent exploration through digital reading are integral parts of a successful literacy strategy. Teachers are also required to possess digital literacy competencies to align material with student learning outcomes and needs, while maintaining continuity in the teaching and learning process.

The analyzed literature study showed significant improvements in literacy aspects such as reading comprehension, reading speed, inferential ability, and critical thinking skills after integrating digital media into learning. Furthermore, the use of interactive digital media also strengthened students' metacognitive skills, as they learned to monitor, evaluate, and direct their reading process independently. These findings indicate that digital media is not only a means of conveying information but also a cognitive tool that supports reflective and meaning-oriented learning.

These results align with Vygotsky's social constructivist theoretical framework, where learning occurs optimally through social interaction and the use of cultural tools such as digital technology. In this case, digital media acts as a mediating tool, enabling dialogue between students, teachers, and reading materials within a meaningful context. The use of interactive media also strengthens the teacher's role as an agent of reading culture socialization in the digital context, while facilitating the creation of a productive zone of proximal development.

Furthermore, the principles of dual coding theory and multimedia learning theory explain that the use of media that combines text, images, sound, and animation can strengthen students' conceptual understanding. Simultaneous information processing through verbal and visual channels increases cognitive efficiency, enriches students' mental schemas, and supports the formation of long-term memory. In the context of elementary madrasahs, this is particularly relevant given the need for multisensory stimulation and interactivity in early childhood learning.

However, the effectiveness of this strategy is largely determined by several supporting factors. Teacher readiness in terms of digital competency, the availability of adequate technological infrastructure, and the availability of digital resources appropriate to the local context and school culture are challenges that need to be addressed systematically. Not all madrasahs have equal access to technology, so it is crucial to consider an inclusive and equitable approach in implementing this strategy.

The implications of these findings demand serious attention from education policymakers. Sustained efforts are needed to improve teachers' professional capacity through digital literacy training, the provision of high-quality and contextual digital learning media, and curriculum integration that is responsive to technological developments and 21st-century learning needs. Collaboration between schools, local governments, and the private sector is also crucial in creating a learning ecosystem that supports the digital transformation of Islamic basic education.

Conceptually, teachers' strategies for improving reading literacy through interactive digital media reflect a paradigm shift from conventional instructional models to a learning approach based on active student engagement. This transformation requires not only technical changes in media use but also fundamental shifts in how teachers interpret the teaching and learning process as a dynamic, student-centered interaction.

Thus, this strategy is not simply a technological innovation, but rather a strategic step toward establishing a sustainable digital literacy culture. Literacy is no longer understood as merely the technical skills of reading and writing, but as a complex competency encompassing the understanding, interpretation, evaluation, and production of information in an increasingly complex and dynamic digital ecosystem.

## **b. Discussion**

The findings from this literature review indicate that the integration of interactive digital media into teachers' learning strategies has a substantial impact on improving students' reading

literacy in Islamic elementary schools. These results reinforce previous research that emphasized the importance of technological approaches in the context of elementary education, particularly in strengthening reading skills, which serve as the foundation for cross-disciplinary learning.

One important aspect emerging from these findings is the relationship between the characteristics of interactive digital media and the cognitive development needs of elementary school-aged students. At this stage, students are in the concrete operational stage according to Piaget's theory of cognitive development, so visual, dynamic, and interactive media are easier to accept and understand than conventional text. Interactive digital media offers a combination of various stimuli (visual, auditory, kinesthetic) that can activate various pathways of perception and information processing, and encourage students to actively construct meaning from the material they read.

Furthermore, the use of digital media also provides space for students to develop learning autonomy. This is reflected in their ability to independently access reading materials, regulate their reading pace, and explore various information sources available online. This strategy aligns with the principle of learner-centered instruction, which positions students as active participants in the learning process. In this context, teachers act as facilitators, providing a conducive learning environment and supporting the optimal development of students' potential.

Furthermore, this discussion also highlights the importance of teacher preparedness as a key prerequisite for the success of this strategy. Teachers are required to possess a strong pedagogical understanding of digital literacy, as well as technical skills in operating and selecting relevant digital media. Teacher unpreparedness can result in digital media not functioning optimally and even lead to disorientation in student learning. Therefore, ongoing training and professional development for teachers are essential to supporting digital-based learning transformation.

The madrasah context also adds cultural and spiritual dimensions that must be taken into account. Digital-based learning must still consider Islamic values, local norms, and the unique needs of madrasah students. In this regard, the digital media used must be contextual and relevant, not only pedagogically but also ideologically and morally. This is crucial so that technology use is not merely a mechanical adaptation but rather creates a holistic, meaningful, and valuable learning experience.

These findings also open up discussion about the digital divide, which remains a serious challenge in many parts of Indonesia, particularly in Islamic schools in underdeveloped regions. Access to digital devices, internet connectivity, and quality digital-based learning resources is still unequal. Therefore, this strategy, while effective, needs to be implemented with a contextual and inclusive approach to avoid creating new gaps in access to quality education.

Theoretically, this discussion confirms the validity of constructivist learning theory and multimedia theory in the context of Islamic elementary education. Interactive digital media serves not only as a learning aid but also as an epistemological tool that enriches students' learning experiences. The construction of meaning through digital interactions, student dialogue, and independent reflection through multimodal content demonstrates that digital literacy is not merely a technical skill but reflects the integration of cognitive, affective, and social skills within the educational process.

Considering these findings and discussions, it is important to emphasize that digital-based learning transformation should not be viewed solely as a technological innovation, but rather as part of a long-term strategy to build an adaptive, inclusive, and values-based education ecosystem. The role of teachers as agents of change in this transformation cannot be replaced by technology, but rather strengthened by the appropriate and pedagogically meaningful use of technology.

## **4. CONCLUSION AND SUGGESTIONS**

### **a. Conclusion**

Teachers' strategies for improving student reading literacy through the use of interactive digital media have proven effective in strengthening the reading skills of elementary school students. Digital media, which combines audiovisual elements and interactivity, can increase

students' interest, motivation, and active engagement in the reading learning process. The success of this strategy depends heavily on teacher preparedness, both in terms of digital literacy competency and pedagogical understanding, as well as adequate technological infrastructure support.

Furthermore, the use of digital media must be adapted to the cultural context and Islamic values in madrasas to ensure optimal and meaningful learning. Interactive digital media also provides space for students to develop independent learning and metacognitive skills through independent exploration and reflection. However, challenges such as the digital divide and resource availability require attention to ensure the inclusive and equitable implementation of this strategy.

Thus, the integration of interactive digital media into reading literacy learning is not only a technological innovation but also a strategic effort to build a sustainable and inclusive digital literacy culture in Islamic primary education. The role of teachers as agents of change and learning facilitators remains key to ensuring the effective and meaningful digital transformation of education.

## b. Suggestion

Teachers in Islamic elementary schools are advised to continue developing digital literacy and pedagogical competencies to optimize the use of interactive digital media in learning. Teachers need to implement contextual, adaptive, and creative learning approaches so that digital media can maximize student interest and engagement. Furthermore, teachers are expected to actively participate in training and professional development related to educational technology to effectively address the challenges of digital learning.

Students are expected to actively and responsibly utilize interactive digital media in their reading literacy learning process. They are encouraged to develop independent learning by exploring various available digital reading resources and using technology as a tool to improve their comprehension and comprehensive reading skills.

Educational institutions are crucially committed to providing technological infrastructure support, including adequate internet access, digital devices, and training to improve teachers' digital competencies. Without adequate facilities, digital strategy implementation will be difficult to achieve. Parents are expected to play an active role in supporting their children when using digital media at home. Parental support in limiting inappropriate access and encouraging the use of educational media will strengthen learning outcomes in schools.

Future researchers are expected to conduct more in-depth and comprehensive empirical studies on the effectiveness of various types of interactive digital media in the context of literacy learning in madrasas and other basic education settings. Furthermore, further research is recommended to explore the supporting and inhibiting factors for digital media implementation in diverse sociocultural contexts, as well as their impact on the development of students' character and Islamic values.

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