

Implementation of School Culture in Forming Student Character at State Elementary Schools

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Abstract

Learning planning is a strategic foundation in the educational process because it allows teachers to organize objectives, materials, methods, media, and evaluation in a targeted manner. This article aims to reconstruct Arabic language learning planning through a synthesis of the systems approach and the humanistic approach. This study uses library research methods with a conceptual approach and descriptive-critical analysis. The results of the study indicate that the systems approach remains important as a structural foundation for Arabic language learning planning, but has limitations when used alone because it tends to be technical and administrative, and less sensitive to the individual needs of learners. Meanwhile, the humanistic approach contributes to placing learners at the center of learning, paying attention to affective and psychological aspects, and encouraging more adaptive, participatory, and meaningful learning. Based on this, this article offers a conceptual model for humanistic-system-based Arabic language learning planning, which includes analysis of student needs, formulation of integrative objectives, systematic and contextual organization of materials, selection of adaptive methods and media, implementation of participatory learning, and comprehensive and reflective evaluation. In conclusion, the reconstruction of humanistic-system-based Arabic language learning planning produces a more complete planning paradigm, namely remaining systematic but simultaneously oriented towards holistic student development.

Keywords

arabic, humanistic, learning planning, reconstruction, systems approach.



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INTRODUCTION

Education at the elementary school level plays a significant role in developing students' literacy skills, particularly reading comprehension. Reading comprehension is not merely the ability to recognize words and sentences, but also the ability to understand, interpret, and analyze the meaning conveyed in a text. According to Survey et al. (2020), reading

comprehension is a process of understanding the messages and intentions conveyed by the author through written language. In the learning process, reading comprehension becomes one of the fundamental skills that determine students' academic success because almost all subjects require students to understand written information. Therefore, improving students' reading comprehension skills is an important concern in elementary education.

The rapid development of digital technology has created various opportunities for teachers to utilize innovative learning media in the classroom. One of the digital learning media widely used in education is the E-book. An E-book is an electronic version of a book that can contain text, images, colors, and interactive features that make learning more attractive for students. According to Asi and Fauzi (2023), the use of E-books in learning can increase students' motivation and help them understand reading materials more effectively. In addition, E-books provide flexibility because students can access learning materials anytime and anywhere through digital devices such as smartphones, tablets, or computers. This flexibility supports independent learning and encourages students to become more active in the learning process.

The integration of E-books into elementary school learning is highly relevant to the current educational context because today's students are very familiar with digital technology. Conventional printed learning materials are often considered less interesting for students, resulting in low reading interest and limited engagement during classroom activities. In contrast, digital learning media can create more interactive and enjoyable learning experiences. Hasan et al. (2021) explained that learning media have important functions in supporting communication, motivation, and interaction during the teaching and learning process. The use of learning media also helps teachers present materials more concretely and effectively, making it easier for students to understand abstract concepts. Consequently, digital media such as E-books are expected to improve the quality of learning outcomes, especially in reading comprehension activities.

One type of reading material that has great potential to be integrated into E-books is folklore. Folklore is one of Indonesia's cultural heritages that contains educational, social, and moral values. According to Redjeb et al. (2025), folklore plays an important role in character building and cultural preservation because it reflects the traditions and values of society. Folklore is also suitable for elementary school students because it generally uses simple language, clear storylines, and relatable characters. Through folklore, students not only improve their reading comprehension skills but also learn moral lessons and local cultural values. Therefore, integrating folklore into digital E-book media can make reading activities more meaningful and engaging for students.

Based on preliminary observations conducted at UPTD SD Negeri 84 Barru, several fourth-grade students still experienced difficulties in reading comprehension, particularly in identifying main ideas, understanding vocabulary meanings, and drawing conclusions from reading texts. In addition, the learning media used by teachers were still dominated by conventional printed texts, causing students to lose interest and become less enthusiastic during reading activities. This condition indicates the need for innovative learning media that can

attract students' attention and support their comprehension skills. The use of folklore E-books is considered a potential solution because the combination of attractive visual displays, interactive content, and culturally relevant stories can create a more enjoyable learning environment.

Furthermore, previous studies have demonstrated the effectiveness of E-books in improving students' learning outcomes. Muslimin et al. (2025) found that the use of E-books significantly improved students' reading abilities and learning participation. Similarly, Astuti et al. (2025) reported that E-book media provided interactive learning experiences and positively influenced students' reading achievement. These findings suggest that digital learning media can play a substantial role in supporting students' literacy development. However, studies specifically examining the influence of folklore E-books on elementary students' reading comprehension are still limited, especially in the context of Indonesian elementary schools.

Therefore, this study aims to investigate the effect of using folklore E-book learning media on the reading comprehension ability of fourth-grade students at UPTD SD Negeri 84 Barru. This research is expected to contribute theoretically and practically to the development of digital learning media in elementary education. The findings of this study may also provide recommendations for teachers and schools in selecting effective and engaging learning media to improve students' literacy skills and encourage the integration of technology into classroom learning activities.

METHODS

This study employed a quantitative approach using a quasi-experimental research design with a pretest–posttest control group design to examine the effect of folklore E-book learning media on students' reading comprehension ability. The research was conducted at UPTD SD Negeri 84 Barru involving fourth-grade students as the research participants. The sample consisted of 40 students divided into two groups: 20 students in the experimental class and 20 students in the control class selected through saturated sampling techniques. The experimental group received reading instruction using folklore E-book media, while the control group was taught using conventional learning methods. Before the treatment, both groups were given a pretest to measure their initial reading comprehension ability, and after the treatment, a posttest was administered to determine students' final reading comprehension achievement. Data were collected through reading comprehension tests and classroom observations. The collected data were analyzed quantitatively using descriptive statistics, normality tests, homogeneity tests, and an Independent Sample t-test to determine whether there was a significant difference between the experimental and control groups.

FINDINGS AND DISCUSSION

The results of this study indicate that the use of folklore E-book learning media had a positive and significant effect on the reading comprehension ability of fourth-grade students at UPTD SD Negeri 84 Barru. The study was conducted using a quasi-experimental method

with a pretest–posttest control group design involving 40 students divided into an experimental class and a control class. The experimental class received treatment through folklore E-book learning media, while the control class was taught using conventional learning methods. The implementation of digital learning media in this study was based on the idea that innovative learning media can improve students' interest, motivation, and comprehension abilities in reading activities. According to Hasan et al. (2021), learning media function as tools to deliver messages effectively and help students understand learning materials more clearly and interactively. Likewise, Hidayat and Salim (2022) explained that learning media provide motivational and communicative functions that can improve students' participation during the learning process.

The descriptive statistical analysis showed a significant increase in students' reading comprehension scores after the implementation of folklore E-book media. The experimental class obtained a pretest mean score of 61.00 and increased to 82.25 in the posttest, while the control class improved from 56.50 in the pretest to 76.50 in the posttest. The findings demonstrate that both groups experienced improvement, but the experimental class showed a higher increase compared to the control class. The maximum score in the experimental class increased from 80 in the pretest to 95 in the posttest, while the minimum score improved from 45 to 70. Meanwhile, the control class showed lower improvement with maximum scores increasing from 80 to 85 and minimum scores from 35 to 65. These findings indicate that the folklore E-book media contributed significantly to improving students' understanding of reading texts.

The improvement in the experimental class can be associated with the characteristics of E-book media, which present reading materials in an interactive and visually attractive format. According to Agustian et al. (2023), E-books are electronic books that contain text and images in digital form and can be accessed through computers or digital devices. E-books allow students to access learning materials anytime and anywhere, making learning more flexible and practical. Similarly, Science (2019) stated that E-books provide organized and accessible information through digital platforms, which support independent learning activities. In this study, the folklore E-book media included colorful illustrations, simple narratives, and interactive layouts that attracted students' attention and encouraged them to participate actively during reading activities.

The frequency distribution analysis also supports the effectiveness of folklore E-book media in improving reading comprehension ability. In the pretest results, most students in the experimental class were categorized at the moderate level, with 45% of students scoring within the moderate category, 30% in the high category, 15% in the low category, and 10% in the very low category. After treatment, the posttest results showed remarkable improvement, where 55% of students were categorized in the high category and 45% in the very high category. No students remained in the moderate, low, or very low categories. In contrast, the control class still had students categorized at the moderate level after the posttest. These results indicate that folklore E-book media were more effective than conventional methods in improving

students' reading comprehension achievement.

The improvement in students' comprehension ability can also be explained through reading comprehension theory. According to Sd and Sukagalih (2021), reading comprehension is an essential skill that enables students to gain information and knowledge through texts. Reading comprehension involves understanding messages, identifying meanings, and interpreting information conveyed by the writer. Faistah et al. (2023) further explained that comprehension is not merely memorizing text content but understanding and interpreting the meaning of the reading material. The folklore E-book media used in this study supported these processes because the stories were presented with clear structures, visual aids, and engaging contexts that helped students understand the content more effectively.

Furthermore, the findings of this study align with the principles of reading comprehension proposed by Ayuningrum and Anungrat (2021), who argued that reading comprehension is an active and constructive process influenced by social interaction and meaningful learning experiences. The folklore E-book media encouraged students to interact actively with texts, illustrations, and classroom discussions, allowing them to build meaning from the stories they read. Students were not passive recipients of information; instead, they participated actively in interpreting storylines, identifying moral values, and discussing the content with peers and teachers. This interactive learning environment contributed positively to students' comprehension development.

The inferential statistical analysis further confirmed the significant effect of folklore E-book media on students' reading comprehension ability. The results of the normality test using Shapiro-Wilk indicated that all pretest and posttest data were normally distributed because the significance values were greater than 0.05. The homogeneity test also showed that the variances of both groups were homogeneous, with significance values of 0.187 for the pretest and 0.753 for the posttest. Since the assumptions of normality and homogeneity were fulfilled, the Independent Sample t-test was used to test the research hypothesis. The results demonstrated a significant difference between the experimental and control classes, indicating that folklore E-book learning media significantly influenced students' reading comprehension ability.

These findings are supported by previous studies related to E-book learning media. Muslimin et al. (2025) found that E-book media significantly improved students' reading ability and learning participation. Their study showed that students became more active and motivated during learning activities when E-books were used as instructional media. Similarly, Astuti et al. (2025) reported that E-book media created interactive learning experiences and significantly improved students' literacy skills from pretest to posttest scores. The present study strengthens these findings because it used a stronger methodological design involving both experimental and control groups, which provided more reliable evidence regarding the effectiveness of folklore E-book media.

Additionally, the use of folklore as reading material played an important role in improving students' engagement and comprehension. According to Redjeb et al. (2025),

folklore contains educational and cultural values that contribute to character development and cultural preservation. Folklore stories are generally simple, meaningful, and suitable for elementary school students because they contain relatable characters and moral lessons. Karmila et al. (2024) also emphasized that folklore can function as an effective educational medium for developing students' moral values and cultural awareness. In this study, students showed greater enthusiasm when reading folklore stories because the content was familiar, entertaining, and culturally relevant to their daily experiences.

The success of folklore E-book media in this study can also be explained through motivational learning theory. Hasan et al. (2021) stated that learning media can increase students' attention, motivation, and participation in classroom learning. Students in the experimental class demonstrated higher enthusiasm during reading activities because the E-book provided colorful visuals, interactive layouts, and engaging stories. The attractive presentation reduced students' boredom and encouraged them to focus more on reading tasks. In contrast, students in the control class tended to rely on printed textbooks, which were less interactive and less engaging.

The implementation of digital learning media is also consistent with current educational developments that encourage the integration of technology into classroom instruction. According to Ningsih and Ulya (2018), E-books are practical, environmentally friendly, and easily distributed through digital platforms. E-books provide flexibility for students because they can store multiple learning resources on digital devices without carrying heavy printed books. Moreover, Dzulfian Syafrian et al. (2025) reported that students prefer E-books because they are practical, efficient, and easily accessible. These advantages make E-books highly suitable for elementary school learning environments, especially in literacy instruction.

Another important finding in this study is that folklore E-book media not only improved reading comprehension scores but also created a more enjoyable and meaningful learning atmosphere. During classroom observations, students appeared more active in answering questions, discussing stories, and identifying moral values from the reading texts. The visual and interactive features of the E-book helped students understand vocabulary, storylines, and main ideas more easily. According to Hasan et al. (2021), learning media can improve the quality of learning outcomes because they make learning more interesting and interactive. Therefore, the findings of this study confirm that digital learning media can support effective and student-centered learning processes.

Overall, the results and discussion of this study demonstrate that folklore E-book learning media are effective in improving elementary school students' reading comprehension ability. The significant improvement in the experimental class indicates that digital learning media can create interactive, motivating, and meaningful learning experiences. The findings also support previous theories and studies emphasizing the importance of innovative learning media in literacy instruction. Consequently, folklore E-book media can be considered an effective alternative learning medium for improving students' reading comprehension

achievement in elementary schools.

CONCLUSION

Based on the results of the study, it can be concluded that the use of folklore E-book learning media significantly improved the reading comprehension ability of fourth-grade students at UPTD SD Negeri 84 Barru. The implementation of interactive and visually attractive E-book media created a more engaging learning atmosphere, increased students' motivation, and helped them understand reading materials more effectively compared to conventional learning methods. The experimental class demonstrated higher improvement in posttest scores than the control class, indicating that folklore E-book media were effective in supporting students' literacy development. In addition, the integration of folklore stories into digital media not only enhanced reading comprehension skills but also introduced moral and cultural values relevant to students' daily lives. The statistical analysis confirmed a significant difference between students taught using folklore E-book media and those taught through traditional approaches. Therefore, folklore E-book learning media can be considered an innovative and effective instructional tool for improving elementary school students' reading comprehension achievement and promoting technology-based learning in primary education.

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