

FEASIBILITY OF PICTURE STORYBOOK FOR READING COMPREHENSION IN ELEMENTARY SCHOOL

Sri Amah¹, Hendratno², Nurul Istiq'faroh³

^{1,2,3}Department of Master's of Elementary Education, Faculty of Education, Universitas Negeri Surabaya

¹E-mail: 25010855101@mhs.unesa.ac.id

²E-mail: hendratno@unesa.ac.id

³E-mail: nurulistiqlfaroh@unesa.ac.id

Abstrak

Meskipun media literasi kontekstual semakin diakui pentingnya, terdapat kesenjangan nyata dalam ketersediaan buku cerita bergambar berbasis budaya lokal yang dirancang khusus untuk siswa di kawasan berkembang seperti Ibu Kota Nusantara (IKN). Penelitian ini bertujuan menganalisis kelayakan buku cerita bergambar "Langkah Kecil Eka di Ibu Kota Nusantara" sebagai media pembelajaran untuk meningkatkan keterampilan membaca pemahaman pada siswa kelas IV sekolah dasar. Metode yang digunakan adalah kualitatif deskriptif. Data dikumpulkan melalui observasi partisipatif pasif, wawancara mendalam dengan sembilan partisipan (dua guru kelas IV, satu kepala sekolah, dan enam siswa kelas IV yang dipilih secara purposif), serta dokumentasi di SD Negeri 006 Sepaku, Kecamatan Sepaku, Kabupaten Penajam Paser Utara. Analisis dilakukan secara sistematis terhadap empat komponen isi/materi, bahasa, ilustrasi, dan kesesuaian kurikulum menggunakan model analisis interaktif Miles, Huberman, dan Saldaña (2014), dengan validitas data dijamin melalui triangulasi sumber dan triangulasi teknik. Hasil analisis menunjukkan bahwa buku cerita bergambar "Langkah Kecil Eka di Ibu Kota Nusantara" memiliki kesesuaian yang tinggi dengan Capaian Pembelajaran Bahasa Indonesia Fase B pada Kurikulum Merdeka, memuat nilai-nilai kearifan lokal IKN yang kontekstual, serta menyajikan ilustrasi yang mendukung pemahaman inferensial siswa. Penelitian ini berkontribusi menyediakan kerangka analisis kelayakan berbasis bukti untuk media literasi yang tersituasi secara lokal, sekaligus menawarkan model yang dapat direplikasi dalam pengembangan bahan bacaan responsif budaya di konteks pendidikan yang baru berkembang di Indonesia.

Kata Kunci: analisis buku cerita bergambar, membaca pemahaman, kelas IV sekolah dasar, Ibu Kota Nusantara, literasi kontekstual

Abstract

Despite growing recognition of the importance of contextual literacy media, there remains a significant gap in the availability of culturally grounded picture storybooks tailored to students in newly developed regions such as the Nusantara Capital City (IKN) area. This study aims to analyze the feasibility of the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" as a learning medium to improve reading comprehension skills among fourth-grade elementary school students. A qualitative descriptive method was employed. Data were collected through passive participatory observation, in-depth interviews with nine participants (two fourth-grade teachers, one school principal, and six fourth-grade students), and documentation at SD Negeri 006 Sepaku, Sepaku District, North Penajam Paser Regency. Analysis was conducted systematically on four components content/material, language, illustration, and curriculum alignment using the interactive analysis model of Miles, Huberman, and Saldaña (2014), with data validity ensured through source and technical triangulation. The findings indicate that the book demonstrates high alignment with the Indonesian Language Learning Achievement for Phase B in the Merdeka Curriculum, incorporates contextual local wisdom values of IKN, and presents illustrations that support students' inferential comprehension. This study contributes an evidence-based feasibility analysis of a locally situated literacy medium, offering a replicable framework for developing culturally responsive reading materials in under-resourced and newly established educational contexts across Indonesia.

Keywords: picture storybook analysis, reading comprehension, fourth-grade elementary school, Nusantara Capital City, contextual literacy

1. INTRODUCTION

Reading comprehension is the primary foundation for student learning success across all subjects. Reading does not merely involve recognizing letters; it is a complex cognitive process that involves understanding, interpreting, and evaluating the meaning of a text (Duke and Pearson 2022). Reading comprehension enables learners to connect new information with prior knowledge, thereby producing comprehensive and meaningful understanding.

Reading comprehension skills among Indonesian elementary school students continue to require serious attention. Based on the 2023 PISA results, Indonesian students' reading literacy levels remain below the average of OECD member countries. Indonesian students are generally capable of answering questions at the literal comprehension level, but are not yet proficient in understanding implied meanings or drawing conclusions from reading material (OECD 2023). These findings are reinforced by field research indicating that the majority of fourth-grade students face difficulties in identifying main ideas, understanding cause-and-effect relationships, and identifying inferential meanings from the texts they read.

This problem was also observed at SD Negeri 006 Sepaku, Sepaku District, North Penajam Paser Regency. Initial observations conducted on October 1, 2025 revealed that approximately 75% of fourth-grade students were unable to comprehend reading material inferentially, while only 25% demonstrated such capability. This situation is compounded by the limited availability of contextual illustrated reading materials in the school library, which is still dominated by conventional textbooks.

On the other hand, observations of students' reading interest indicate that students show high enthusiasm for illustrated reading materials, particularly those containing stories close to their everyday environment. This condition presents

an opportunity and a motivation to introduce contextual literacy media. The school's surrounding area, which is in close proximity to the Nusantara Capital City (IKN), holds great potential as a source of local stories relevant to students' learning experiences.

Picture storybooks have been proven effective as learning media for improving reading comprehension skills. The use of picture storybooks significantly increases elementary school students' reading comprehension scores following learning interventions compared to before using such media (Pratama 2025). This media helps children connect text and illustrations, thereby facilitating understanding of meaning both visually and linguistically. The combination of visual and language elements enables learners not only to comprehend words individually, but also to grasp implied meanings and narrative structure as a whole (Durrotunnisa and Nur 2020).

The Nusantara Capital City as a learning context offers significant novelty value. Reading materials based on local culture have been shown to enhance reading engagement among elementary students (Jannah 2025), and illustrations and narratives that are close to children's lived experiences enrich the process of meaning construction (Rahmatullah, Hidayat, and Wahyu 2022). The development of a picture storybook titled "Langkah Kecil Eka di Ibu Kota Nusantara" represents an effort to present a literacy medium that integrates geographic, social, and Nusantara cultural values into a single product specifically designed for fourth-grade elementary school students.

Despite the growing body of research on picture storybooks and reading comprehension, there is a notable gap in studies that examine the feasibility of locally situated, culturally specific literacy media in newly developed regions like the Nusantara Capital City (IKN) area. Most existing studies focus on general or urban contexts, leaving the literacy needs of students in

IKN-adjacent communities largely unaddressed. This study, therefore, asks: To what extent is the picture storybook “Langkah Kecil Eka di Ibu Kota Nusantara” feasible as a reading comprehension learning medium for fourth-grade elementary school students, as assessed across content/material, language, illustration, and curriculum alignment dimensions? This analysis is expected to provide an evidence-based description of the book’s potential as a contextual literacy medium capable of improving reading comprehension skills among fourth-grade elementary school students in the Gugus IV Sepaku area, and to offer a replicable model for developing culturally responsive reading materials in similar educational contexts.

2. LITERATURE REVIEW

Picture Storybooks as Learning Media

Learning media can be defined as tools used by educators to convey messages, information, or learning materials to students with the aim of enhancing thinking, attention, and learning interest. Learning media plays an important role in helping students understand abstract concepts by making them more concrete through visual, audio, and audiovisual presentation (Arsyad 2022). Picture storybooks function as visual learning media that combine narrative text with attractive illustrations, making the learning process easier and more enjoyable.

Picture storybooks enable students to construct meaning through visual support, making the conveyed message easier to comprehend (Nurgiyantoro, 2021). This media is highly suitable for elementary school learning as it provides visual stimuli appropriate to students' cognitive developmental stages. Simple sentence structures, coherent narrative flow, and visual representations in picture storybooks can enrich vocabulary, improve inferential abilities, and help students identify cause-and-effect relationships within texts (Rahmawati 2023)

The development of local-wisdom-based fictional text teaching materials in reading literacy learning has been shown to increase learner engagement and support comprehension through personal experience connections (Handayani, Hendratno, and Indarti 2022). Furthermore, the development of interactive storybooks for ecoliteracy learning has proven to stimulate reading interest among early elementary school students (Hendratno, Yermiandhoko, and Yasin 2022). These findings affirm that picture storybooks that are relevant, engaging, and developmentally appropriate are essential for supporting successful learning activities.

Reading Comprehension Skills

Reading comprehension is the ability to understand a text holistically, including identifying main ideas, supporting information, and implied meanings (Fitriani 2021). Reading comprehension supports learners in connecting current facts with prior knowledge to produce comprehensive meaning. The use of appropriate reading strategies has been shown to significantly improve students' reading comprehension.

Reading comprehension skills encompass three levels: literal comprehension (understanding explicitly stated information), inferential comprehension (understanding implied meanings and drawing conclusions), and evaluative comprehension (assessing and responding to text content). The application of the KWL (Know Want to Know Learned) strategy has been shown to improve elementary school students' reading comprehension skills in a structured and systematic manner (Wulandari and Hendratno 2021). Meanwhile, a preliminary needs analysis for differentiated instruction using picture storybooks indicates significant potential in improving fourth-grade students' reading comprehension abilities and learning motivation (Fierdiansyah et al. 2024)

Reading comprehension abilities in the Society 5.0 era require more contextual and technology-based literacy fulfillment. A preliminary needs analysis of elementary school students' reading comprehension skills in that era underscores the importance of providing learning media that is responsive to the current needs and learning interests of students (Budiantoro, Sukartiningih, and Istiq'faroh 2024).

Contextual Literacy Based on Local Wisdom

The use of local context in reading materials has been proven to enhance relevance and meaning for students. Contextual reading materials that integrate the local environment, local culture, and daily activities have been shown to increase meaning connection and reading interest among students, thereby facilitating deeper text comprehension. The local wisdom principles of the Sepaku community in Kalimantan, which emphasize harmony with nature, togetherness, and diversity, represent important social capital worthy of integration into contextual teaching materials such as picture storybooks (Safri, Ardiansyah, and Wibowo 2024)

The Nusantara Capital City (IKN) as a new administrative region in North Penajam Paser Regency, East Kalimantan, offers a unique and relevant learning context for students living in that area. The integration of IKN themes in literacy media not only strengthens cultural understanding and learning engagement, but also cultivates environmental and nationalistic values among learners (Yonanda 2023).

The development of interactive media based on the Canva application for early reading skills also demonstrates that the use of technology and visual creativity in reading learning media is highly relevant for responding to the needs of contemporary students (Maghfiroh and Hendratno 2024). Meanwhile, a preliminary needs analysis for the development of Articulate Storyline learning media in elementary school

reading instruction confirms the importance of adapting media to students' learning characteristics (Manuain, Istiq'faroh, and Sukartiningih 2024)

Conceptual Framework

Drawing on the theoretical foundations reviewed above, this study is guided by an integrated conceptual framework that positions picture storybooks as contextual literacy tools operating at the intersection of three theoretical constructs: (1) Schema Theory (Anderson and Pearson 2018), which explains how culturally familiar narratives activate prior knowledge and facilitate inferential comprehension; (2) Culturally Responsive Teaching (Gay 2018), which underscores the importance of aligning instructional media with students' cultural backgrounds and lived experiences; and (3) Multimodal Literacy Theory (Kress 2010), which recognizes that meaning-making in illustrated texts occurs through the interaction of verbal and visual modes simultaneously. Within this framework, a picture storybook grounded in local IKN culture is theorized to support reading comprehension development through three interconnected pathways: activating cultural schemata, enhancing emotional engagement and motivation, and scaffolding inferential thinking through the interplay of text and illustration. International studies corroborate this framework, demonstrating that culturally situated picture books significantly improve inferential comprehension among primary school students (Bishop 2012; Sims Bishop 2015; Yokota 2019). The feasibility analysis in this study therefore examines whether the book under review effectively realizes these three pathways across its content, language, illustration, and curriculum alignment dimensions.

3. METHOD

This study employs a qualitative descriptive approach. This approach was chosen because it aims to describe and analyze phenomena in depth

based on data obtained from the field without manipulating or intervening in research variables (Moleong 2017). In this study, descriptive analysis was conducted on the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" from various aspects of feasibility as a reading comprehension learning medium.

The study was conducted at SD Negeri 006 Sepaku, Sepaku District, North Penajam Paser Regency, East Kalimantan, during October 2025. The location was selected on the basis that the school is situated in close proximity to the Nusantara Capital City, making it relevant to the context of the analyzed book. Informants in this study included two fourth-grade teachers, the school principal, and six fourth-grade students selected purposively.

Data collection was conducted through three methods. First, passive participatory observation to observe the reading comprehension learning process in the fourth grade and to identify students' needs for contextual learning media. Second, in-depth interviews with teachers and the school principal to explore learning needs, the condition of students' reading comprehension skills, and responses to the analyzed picture storybook. Third, documentation in the form of document review of the picture storybook content, the Indonesian Language Learning Achievement for Phase B, and relevant school curriculum documents.

Data analysis was conducted using the interactive analysis model of Miles, Huberman, and Saldaña (2014), which encompasses four stages: data collection, data condensation, data display, and drawing conclusions/verification. Analysis of the picture storybook was conducted based on four main aspects adapted from the BSNP (National Education Standards Agency) textbook feasibility criteria: (1) content/material aspects, covering thematic alignment, depth of value content, and alignment with Learning Achievement; (2) language aspects, covering readability, alignment with KBBI standards, and

vocabulary; (3) illustration aspects, covering visual quality, alignment with text, and visual appeal; and (4) aspects of alignment with the characteristics of fourth-grade students. Each indicator was assessed using a three-tier qualitative category scale Good, Very Good, and Highly Appropriate derived from descriptive rubric criteria aligned with Likert-based content validity frameworks (Azwar 2015). The category thresholds were operationalized as follows: "Good" indicates that the criterion is met with minor limitations; "Very Good" indicates the criterion is consistently met with no notable limitations; and "Highly Appropriate" indicates the criterion is met at an exemplary level with strong contextual alignment. In-depth interviews were conducted using a semi-structured protocol developed by the research team, covering five thematic areas: (1) contextual relevance of the book to students' environment; (2) potential impact on reading interest; (3) ease of classroom integration; (4) alignment with students' linguistic ability; and (5) potential for improving inferential comprehension. Participants were selected purposively based on their direct involvement with fourth-grade reading instruction: two classroom teachers (with 5 and 9 years of teaching experience, respectively), the school principal who oversees curriculum implementation, and six fourth-grade students representing a range of reading ability levels as identified through prior classroom assessment records. This purposive sampling strategy was chosen to maximize informational richness rather than statistical representativeness (Creswell 2014). Data validity was ensured through source triangulation (cross-checking data from teachers, principal, and students) and technical triangulation (cross-checking across observation, interview, and documentation data collection methods).

4. RESULTS AND DISCUSSION

The analysis of the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" produced

findings across four main aspects, which are presented in the following tables.

Table 1. Results of Content/Material Aspect Analysis of the Picture Storybook

No.	Analysis Indicator	Description of Findings	Category
1	Thematic alignment with IKN local context	The theme of Eka's educational visit to IKN is highly relevant to the social and geographic environment of Gugus IV Sepaku students	Highly Appropriate
2	Alignment with Indonesian Language Learning Achievement Phase B	Book content covers Learning Achievement in identifying text information, summarizing reading content, and expanding contextual vocabulary	Appropriate
3	Depth of local wisdom values	Values of mutual cooperation, environmental conservation, love of homeland, and diversity are naturally integrated into the narrative	Highly Appropriate
4	Accuracy of factual information about IKN	Facts about the IKN area, Kalimantan flora and fauna, and local culture are presented accurately and proportionally	Appropriate
5	Balance of literacy content and character values	Reading comprehension skills (literal, inferential, evaluative) are balanced with Pancasila Student Profile character values	Appropriate
6	Alignment of narrative with cognitive development of fourth-grade students	Linear narrative, simple and appropriate for developmental stage of ages 8–10 per Piaget's concrete operational stage	Highly Appropriate

Based on Table 1, the analysis of the content/material aspect of the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" indicates that all analyzed indicators received ratings of "Appropriate" to "Highly Appropriate." The theme of Eka's educational visit to the IKN area is considered highly relevant to the social and geographic environment of Gugus IV Sepaku students, as the stories are close to students' daily lives and experiences. The local wisdom values such as mutual cooperation, environmental conservation, love of homeland, and diversity are naturally integrated into the narrative without appearing forced, allowing moral messages to reach readers organically. Facts about the IKN area, Kalimantan flora and fauna, and local

culture are presented accurately and proportionally, making the book also function as an educational factual information resource. Additionally, the linear, simple, and coherent narrative is highly appropriate for the cognitive developmental stage of students aged 8–10 years at the concrete operational stage according to Piaget's theory. The book's alignment with the Indonesian Language Learning Achievement for Phase B of the Merdeka Curriculum is also met, particularly in identifying text information, summarizing reading content, and expanding contextual vocabulary. Overall, the content/material aspect of this book is feasible and meets the criteria as a quality learning medium for fourth-grade elementary school students.

Table 2. Results of Language Aspect Analysis of the Picture Storybook

No.	Analysis Indicator	Description of Findings	Category
1	Text readability	Simple, short, and clear sentences; averaging 10–15 words per sentence, appropriate for fourth-grade reading capacity	Very Good
2	Alignment with Indonesian language rules (KBBI/EYD)	Use of writing conventions and spelling consistent with KBBI; no significant writing errors found	Good
3	Appropriateness of word choice (diction)	Contextual vocabulary related to IKN introduced gradually with a glossary at the end of the book	Very Good
4	Avoidance of abstract terminology	Technical terms presented in descriptive narrative that is easy to understand, supported by accompanying illustrations	Good
5	Child-friendly language style	Use of first-person perspective ("I") creates emotional closeness between the character and reader	Very Good
6	Alignment with linguistic developmental level	Sentence structure and word selection appropriate for linguistic development of fourth-grade elementary students	Good

Based on Table 2, the analysis of the language aspect of the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" shows that all language indicators received ratings of "Good" to "Very Good." Text readability is rated very good as each sentence is composed simply, briefly, and clearly with an average of 10–15 words per sentence, making it appropriate for the reading capacity of fourth-grade elementary students. The use of Indonesian language conventions in accordance with KBBI and EYD is also well maintained with no significant writing errors found. Contextual vocabulary choices related to IKN are introduced gradually to students with a glossary at the end of

the book, enriching students' linguistic knowledge without burdening their comprehension. Technical terms are presented in descriptive narrative that is easy to understand and supported by accompanying illustrations, avoiding the use of confusing abstract language. The use of a first-person perspective through the word "I" creates emotional closeness between the character and the reader, making students feel more engaged in the story. Overall, sentence structure and word selection in this book are proven to be appropriate for the linguistic development of fourth-grade students, making it a friendly and easily digestible reading medium for children aged 8–10 years.

Table 3. Results of the Analysis of the Illustration Aspects of Picture Story Books

No.	Analysis Indicator	Description of Findings	Category
1	Visual quality and image resolution	High-resolution full-color illustrations; bright, clean, and professional appearance.	Very good
2	Suitability of illustrations to text content	Each page contains illustrations that accurately represent the text content and support understanding of the story's context.	Very good
3	Child-friendly illustration style	Child-friendly drawing style with expressive characters that are easily	Very good

		identifiable by readers aged 8–10 years.	
4	Illustrative support for inferential understanding	The character's expressions and the setting in the picture provide contextual cues that support students' inference abilities.	Good
5	Representation of cultural and environmental diversity of IKN	The illustration shows ethnic diversity, typical Kalimantan flora and fauna, and the proportional development atmosphere of the IKN area.	Very good
6	Balance of proportions of text and illustrations	Short text per page is balanced with full illustrations; the format makes it easy to focus students' attention on both simultaneously.	Good

Based on Table 3, the analysis of the illustration aspects of the picture storybook “Langkah Kecil Eka di Ibu Kota Nusantara” shows that all illustration indicators are categorized as "Good" to "Very Good." The visual quality of the illustrations is considered very good because they use full color with high resolution, so that the images appear bright, clean, and professional. Each page contains an illustration that accurately represents the text content, so that the images and narrative complement each other in building students' understanding of the story's context. The child-friendly illustration style with expressive and easily identifiable characters is very suitable for readers aged 8-10 years, thus attracting students'

interest and attention to continue reading. In addition to functioning as a complement to the text, the character expressions and the setting in the images also provide contextual cues that support students' inference abilities in understanding implied meanings that are not explicitly stated. The ethnic diversity, typical Kalimantan flora and fauna, and the development atmosphere of the IKN area are displayed proportionally in the illustrations, enriching students' cultural and environmental insights. The balance between short text and full illustrations on each page also makes it easier for students to focus their attention on both elements simultaneously, making the comprehension process more effective and enjoyable.

Table 4. Results of Alignment Analysis with Indonesian Language Learning Achievement Phase B

No.	Learning Achievement (LA) Phase B	Alignment with Book Content	Notes
1	Identifying information in picture storybook text	Met	Each story episode contains guiding questions encouraging identification of literal information
2	Summarizing reading content based on text and illustrations	Met	Narrative structure supports students in drawing conclusions from the combination of text and images
3	Expressing opinions on story content	Met	The "Let's Speak Up!" section in each chapter encourages students' evaluative expression
4	Expanding contextual vocabulary through reading	Met	Glossary and IKN vocabulary introduction integrated into the narrative

5	Recognizing character values in texts	Met	Values of mutual cooperation, love of homeland, and environmental awareness are explicitly and implicitly present throughout the story
6	Reading with meaningful comprehension	Met	Narrative flow and local context encourage holistic comprehension, not merely text decoding

Based on Table 4, the analysis of the alignment of the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" with the Indonesian Language Learning Achievement (LA) for Phase B of the Merdeka Curriculum shows that all six LA indicators are well fulfilled. The ability to identify information in picture storybook text is fulfilled because each story episode contains guiding questions encouraging students to actively find literal information from the reading. The ability to summarize reading content based on text and illustrations is also well facilitated by the book's narrative structure, which encourages students to draw conclusions from the integrated combination of text and images. The ability to express opinions about

story content is facilitated through the "Let's Speak Up!" rubric found in each chapter, actively encouraging students' evaluative expression. Contextual vocabulary expansion is fulfilled through the introduction of IKN-related terms integrated into the narrative and complemented by a glossary. Character values such as mutual cooperation, love of homeland, and environmental awareness are present both explicitly and implicitly throughout the story, supporting character development in accordance with the Pancasila Student Profile. Overall, this book not only trains text decoding ability but also promotes holistic meaningful comprehension through a contextual approach based on IKN local culture, so that all Phase B LA indicators are comprehensively fulfilled.

Table 5. Teacher Interview Results on the Relevance of the Picture Storybook

No.	Aspect Inquired	Teacher Response	Conclusion
1	Relevance of story context to students' environment	"Students are very enthusiastic because the story about IKN is close to their daily lives"	Highly Relevant
2	Book's potential in improving reading interest	"The attractive illustrations make students compete to read faster"	Very High
3	Ease of use in learning process	"This book is easy to integrate into lesson plans without requiring complicated special preparation"	Easy
4	Alignment with fourth-grade students' reading ability	"The language used is not too difficult; students who were previously reluctant to read are now willing to try"	Appropriate
5	Book's potential in improving inferential comprehension	"This story encourages students to think more deeply, not just answer what is explicitly stated"	High

Based on Table 5, the teacher interview results show a very positive response to the relevance of the picture storybook "Langkah Kecil Eka di Ibu

Kota Nusantara" as a learning medium. Teachers stated that the story context directly related to the IKN area is highly relevant to students' daily

lives, thereby generating high enthusiasm and engagement in reading activities. The attractive illustrations are considered capable of motivating students to compete in reading faster, indicating that this book successfully stimulates reading interest naturally. In terms of ease of use, teachers stated that the book can be easily integrated into lesson plans without requiring complicated special preparation, making it practical for daily learning. The alignment of language with fourth-grade students' abilities was also confirmed through teachers' statements that students who were previously reluctant to read became willing to try, indicating that the book's readability level is well targeted. Most notably, teachers consider this book to have high potential in improving students' inferential comprehension ability, as the story encourages students to think more deeply rather than only answering explicit questions. Overall, the teachers' responses reflect that this picture storybook is feasible and effective for use as a reading comprehension learning medium in fourth-grade elementary school.

DISCUSSION

The analysis results indicate that the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" has high feasibility as a reading comprehension learning medium in fourth-grade elementary school. These findings can be examined from four main aspects of analysis.

First, the content and material aspect. This book consistently integrates IKN local wisdom values including mutual cooperation, environmental conservation, love of homeland, and diversity into the narrative flow in a natural and unforced manner. This integration aligns with the principles of Culturally Responsive Teaching, which emphasizes the need for learning that aligns with students' experiences and culture (Gay 2018). These findings are also reinforced by Safri, Ardiansyah, and Wibowo (2024), who affirm that the local wisdom values of the Sepaku community represent important social capital

worthy of integration into contextual teaching materials. The presence of the IKN context familiar to Gugus IV Sepaku students facilitates activation of prior knowledge essential to the reading comprehension process according to Schema Theory (Anderson and Pearson 2018).

Second, the language aspect. The use of simple sentences averaging 10–15 words per sentence, diction appropriate for the linguistic development of students aged 8–10 years, and a first-person perspective that creates emotional closeness are the primary strengths of this book. Such language choices support easier and more meaningful text comprehension for students. The gradual introduction of contextual vocabulary related to IKN with glossary support also simultaneously enriches students' environmental knowledge and vocabulary. This is consistent with the findings of Fierdiansyah et al. (2024) that the use of picture storybooks in differentiated learning has significant potential in improving reading comprehension ability and learning motivation of fourth-grade students.

Third, the illustration aspect. Full-color illustrations with a child-friendly style combining expressive characters, IKN area settings, and representation of Kalimantan's cultural and natural diversity provide rich visual stimuli for students. The primary strength of the illustrations in this book lies in their ability to provide contextual clues that support students' inferential ability. This finding aligns with Nurgiyantoro (2021) assertion that storybooks combining text and images enable students to construct meaning through visual support, making the conveyed message easier to comprehend. Furthermore, Hendratno, Yermiandhoko, and Yasin (2022) have proven that interactive storybooks with attractive illustrations effectively stimulate reading interest and student engagement in early elementary grades.

Fourth, alignment with Learning Achievement. Of the six Phase B Indonesian Language LA indicators analyzed, all are well

fulfilled by this picture storybook. The presence of the "Let's Speak Up!" section in each chapter encourages students' evaluative thinking ability, which represents the highest level of comprehension in the reading comprehension hierarchy. This activity also supports the development of oral and written communication abilities, which are part of the Pancasila Student Profile. This aligns with the findings of Budiantoro, Sukartiningsih, and Istiq'faroh (2024), who affirm the importance of providing learning media responsive to students' literacy needs in the Society 5.0 era.

The positive teacher responses in interviews further reinforce the feasibility of this book. Teachers stated that the story context close to students' daily lives visibly increases students' enthusiasm and engagement in reading activities. These findings are consistent with the research of Wulandari and Hendratno (2021) showing that the application of appropriate reading strategies and relevant media significantly improves elementary school students' reading comprehension skills.

Overall, this analysis demonstrates that the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" is a comprehensive contextual literacy medium. Its primary strength lies in the synergy between authentic IKN local context, developmentally appropriate language quality, illustrations supporting inferential comprehension, and high alignment with the Indonesian Language Learning Achievement for Phase B. This convergence across all four analytic dimensions is particularly meaningful when interpreted through the lens of the conceptual framework: the book successfully activates cultural schemata (Schema Theory), responds to students' cultural backgrounds (Culturally Responsive Teaching), and leverages both verbal and visual modes to scaffold inferential meaning-making (Multimodal Literacy Theory). Compared to earlier local studies that examined picture storybooks in more

general urban elementary settings (Durrrotunnisa and Nur 2020; Rahmawati 2023), the present study extends the evidence base to a geographically and culturally specific context — the IKN-adjacent communities of East Kalimantan — where contextually relevant materials have been notably scarce. This resonates with international findings by Yokota (2019) and Sims Bishop (2015), who argue that culturally mirroring texts produce stronger comprehension engagement than culturally neutral ones. However, several limitations of this study must be acknowledged. First, the sample size was small and confined to a single school, which limits the transferability of findings to other fourth-grade contexts. Second, the feasibility assessment was conducted by the research team without independent expert validators, which may introduce potential bias. Third, this study assessed feasibility based on document analysis and teacher perceptions rather than measuring actual student comprehension gains; therefore, causal claims about learning outcomes cannot be made. Future studies should address these limitations by including independent expert validation, expanding the participant base, and employing pre-post experimental designs to measure the book's direct impact on reading comprehension achievement. Accordingly, this book has strong potential to serve as an instrument for improving fourth-grade students' reading comprehension skills, while also functioning as a medium for cultivating character values based on Nusantara local wisdom.

5. CONCLUSION

This study concludes that the picture storybook "Langkah Kecil Eka di Ibu Kota Nusantara" is feasible as a reading comprehension learning medium for fourth-grade elementary school students, as evidenced across all four dimensions of analysis: (1) content that authentically integrates IKN local wisdom values

in developmentally appropriate narratives; (2) language aligned with the linguistic capacities of students aged 8–10 years in accordance with KBBI standards; (3) full-color, child-friendly illustrations that scaffold inferential comprehension through contextual visual cues; and (4) comprehensive fulfillment of all six Indonesian Language Learning Achievement indicators for Phase B of the Merdeka Curriculum. The academic contribution of this study lies in providing an evidence-based feasibility analysis framework applicable to the evaluation of culturally situated literacy media in newly developed and under-resourced educational contexts a type of context that remains underrepresented in the literature. Practically, the findings demonstrate that locally grounded picture storybooks can serve as effective, low-cost interventions for improving reading motivation and inferential comprehension without requiring extensive teacher preparation. Educators in Gugus IV Sepaku and comparable IKN-adjacent schools are encouraged to adopt this book as a primary literacy resource. Future research should move beyond feasibility assessment to measure actual learning outcomes using experimental or classroom action research designs, incorporate expert validator panels, and explore the development of digital or interactive versions of this book to meet contemporary digital literacy demands.

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