Developing an E-Big Book Assisted Global Method to Improve Information Narrative Text Comprehension among Elementary School Students

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Abstract

Low reading comprehension among first-grade students presents a significant educational challenge. This study addresses this issue through a Research and Development (R&D) approach to design, validate, and evaluate the effectiveness of an e-big book based on the local wisdom of the Prophet's Maulid Tradition, assisted by the Global Method. The development process followed an eight-stage adaptation of the Borg and Gall model, involving first-grade students and teachers from SDN 1 and SDN 3 Kedungsuren, Kendal, as well as media and material experts for validation. Data were collected through observations, interviews, questionnaires, and pre-post tests, and were analyzed using descriptive statistics, Paired Sample T-Tests, and N-Gain calculations. The results demonstrated high feasibility, with validation scores of 92% from the media expert and 93% from the material expert. Furthermore, the product proved highly effective in improving students' narrative text comprehension, as indicated by a significant increase in learning outcomes and a Normalized Gain score of 0.7508, which falls into the "high effectiveness" category. This study concludes that the developed e-big book is a valid, practical, and effective instructional medium that successfully integrates local culture and pedagogical theory to enhance early literacy skills.

INTRODUCTION

In the primary education landscape, foundational education is pivotal for academic success, particularly in language proficiency, as evidenced by various studies emphasizing the necessity of reading comprehension skills for overall educational advancement (Muttaqin et al., 2024; Niland, 2023; Oktaviana et al., 2021). In this context, researchers have highlighted that effective reading comprehension paves the way for student success across multiple disciplines (Oktaviana et al., 2021). This assertion aligns with findings suggesting that low reading comprehension is not an innate characteristic but a skill that necessitates deliberate instructional efforts (Niland, 2023).

At SDN 3 Kedungsuren, an alarming trend of inadequate reading proficiency among first-grade students was noted, where many children experienced challenges with basic reading mechanics, thereby hindering their comprehension abilities (Akhmad et al., 2021). This dilemma is exacerbated by students' lack of enthusiasm for reading tasks, which they often view as monotonous and uninspiring (Hasan, 2021; Li et al., 2021). The use of conventional learning media further contributes to this issue, failing to engage students or foster genuine interest in reading (Ambarita al., 2022; Ambarita, 2021). Consequently, the average comprehension achievement of students fell below the expected Learning Objective Completeness Criteria (KKTP), demonstrating a pressing need for innovative educational approaches (Bondt et al., 2020).

The convergence of low reading comprehension and uninspired teaching tools directly contributes to poor student learning outcomes. As learning media are a critical factor in achieving educational objectives (Faradila, 2024), there is a compelling need to design and implement innovative resources tailored to students' specific needs and contexts (Oktaviana et al., 2024). Therefore, this study is essential as it aims to address the identified deficiencies by developing a targeted instructional medium designed to enhance reading comprehension skills and foster a more engaging learning environment.

In the search for effective pedagogical tools, the 'Big Book' has been identified as a valuable resource for improving reading comprehension (Almadhi & Alanazi, 2024; Savva et al., 2021; Wandira, 2023). A Big Book, characterized by its large format, oversized text, and prominent illustrations, is specifically designed to help young learners build meaning from text and concepts (Korat et al., 2021; López-Escribano et al., 2021). Its visually engaging nature can significantly motivate students and increase their interest in reading (Ciampa al., 2023; Kaban, 2021; Ciampa, 2012). Previous research has demonstrated the effectiveness of this medium. For instance, Afifah et al. (2024) successfully used a Big Book to enhance poetry-reading skills among second-grade students in Indonesia.

Despite the proven benefits of Big Books, several gaps remain in the literature and practice. First, modern technology must be integrated with this traditional format, as technology integration in learning resources is increasingly encouraged (Purwati, 2024). Second, observations at the research site revealed a complete absence of learning media that leverage the rich local wisdom of the community, such as the 'weh-wehan' tradition celebrated during the Prophet Muhammad's birthday (Maulid Nabi) (Illiyyun et al., 2022; Saputra, 2020). Previous studies, such as that by Afifah et al. (2024), while valuable, did not incorporate an electronic format, focus on narrative text comprehension, or utilize specific reading instruction methodologies that are suitable for beginning readers.

The novelty of this study lies in its integrative approach to addressing these gaps in the literature. This research pioneers the development of an electronic Big Book (e-Big Book) thematically based on the local wisdom of the Prophet's Maulid Tradition. Furthermore, it introduces the Global Method as an instructional scaffold within the media, a technique not utilized in previous studies on Big Book development. This combination of a culturally relevant, technology-enhanced medium with a structured pedagogical method constitutes the primary innovation of this study.

This study is grounded in a theoretical framework that combines the Global Method with the principles of media-based learning. The Global Method is a holistic approach to teaching beginning reading and writing. It operates by presenting language in meaningful wholes, starting with complete sentences, which are then deconstructed into words, syllables, and finally, individual letters. This process allows students to first grasp the overall meaning of a text, thereby enhancing their comprehension as they analyze its constituent parts (Wati, 2023).

This method is complemented by the use of the e-Big Book, which serves as the primary instructional medium for the teachers. The e-Big Book retains the core advantages of a traditional Big Book—large, engaging visuals and text—while offering the accessibility and interactivity of a digital format (Purwati, 2024). Embedding the content within the context of local wisdom, specifically the Prophet's Maulid Tradition, makes the learning material more relatable and meaningful for students, which is a key principle for effective media development (Oktaviana et al., 2024).

Accordingly, the primary purpose of this research is threefold: (1) to design and develop an e-Big Book based on the Prophet's Maulid Tradition assisted by the Global Method, (2) to assess the feasibility of this learning medium through expert validation, and (3) to test its effectiveness in improving the narrative text comprehension of first-grade elementary school students. The principal contribution of this study is the creation of an evidence-based, innovative, and culturally relevant learning resource that can effectively address the persistent

problem of low reading comprehension, thereby offering a practical solution for educators and providing a more engaging learning experience for students.

METHODS

This study employed a Research and Development (R&D) design aimed at producing a specific product and systematically evaluating its effectiveness. The product developed was an e-big book based on the local wisdom of the Prophet's Maulid Tradition, designed to improve the narrative text comprehension of first-grade children. The research procedure was adapted from the Borg and Gall model and streamlined into eight distinct stages owing to time and cost constraints. The R&D procedure followed eight sequential stages, as illustrated in Figure 1.
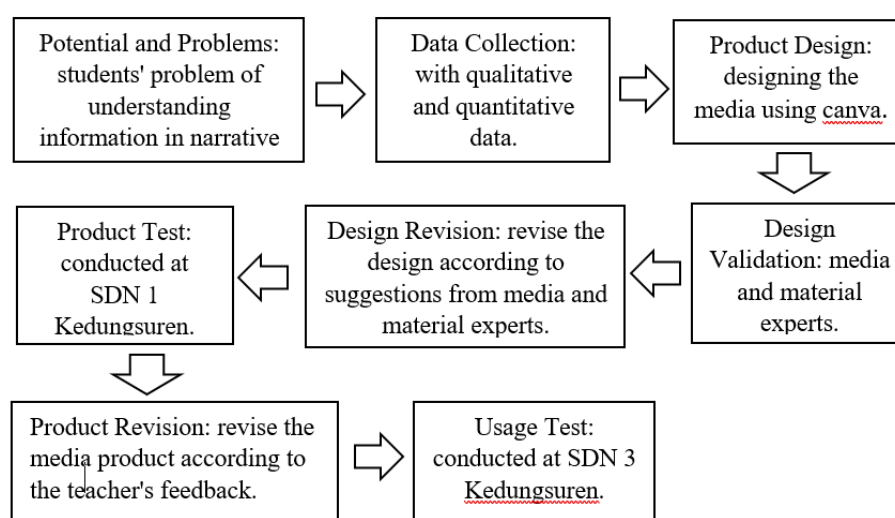
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┌─────────────────────┐     ┌─────────────────┐     ┌──────────────────┐
│ Potential and       │     │ Data Collection:│     │ Product Design:  │
│ Problems:           │ ⇒   │ with qualitative│ ⇒   │ designing the    │
│ students' problem of│     │ and quantitative│     │ media using canva.│
│ understanding       │     │ data.           │     │                  │
│ information in      │     │                 │     │                  │
│ narrative           │     │                 │     │                  │
└─────────────────────┘     └─────────────────┘     └──────────────────┘
                                                              ⇓
┌─────────────────────┐     ┌──────────────────────┐  ┌──────────────────┐
│ Product Test:       │     │ Design Revision:     │  │ Design           │
│ conducted at        │ ⇐   │ revise the design    │ ⇐│ Validation: media│
│ SDN 1               │     │ according to         │  │ and material     │
│ Kedungsuren.        │     │ suggestions from     │  │ experts.         │
│                     │     │ media and material   │  │                  │
│                     │     │ experts.             │  │                  │
└─────────────────────┘     └──────────────────────┘  └──────────────────┘
        ⇓
┌─────────────────────┐     ┌──────────────────┐
│ Product Revision:   │     │ Usage Test:      │
│ revise the media    │ ⇒   │ conducted at SDN 3│
│ product according to│     │ Kedungsuren.     │
│ the teacher's       │     │                  │
│ feedback.           │     │                  │
└─────────────────────┘     └──────────────────┘
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Figure 1. E-Big Book Media Research and Development Method Steps

The research was conducted during the 2023/2024–2025 academic year and involved several groups of participants in the study. The main subjects for the large-scale usage trial were 35 first-grade students at SDN 3 Kedungsuren, Kendal Regency. A preliminary small-scale trial involved six first-grade students from SDN 1 Kedungsuren, who were selected using purposive sampling to represent high, middle, and low academic abilities. Other participants included the first-grade teacher at SDN 3 Kedungsuren and two expert lecturers (one for media and one for material) who validated the product. Ethical considerations were maintained through close cooperation with the teachers and parents of the students involved.

Multiple instruments were used to collect data throughout the research stage. In the preliminary phase, data were gathered through observation, interviews, and documentation to identify core problems. To assess product feasibility, two expert validation questionnaires adapted from the National Education Standards Agency (BSNP) were administered. The media expert questionnaire contained 16 indicators, while the material expert questionnaire had 13 indicators covering

aspects of content, presentation, and language. A teacher response questionnaire was administered after the small-scale trial to gather practical feedback on the product's usability. To measure the product's effectiveness, pre- and post-tests based on Higher Order Thinking Skills (HOTS) were administered to students during both the small-scale and large-scale trials.

Feasibility Analysis: Data from expert validation and teacher response questionnaires were descriptively analyzed. Scores were converted into percentages to categorize the media's feasibility as "not feasible," "quite feasible," "feasible," or "very feasible." Effectiveness Analysis: A three-step quantitative analysis was performed using SPSS version 25 to determine the product's effectiveness. First, a normality test using the Shapiro-Wilk formula was conducted to ensure that the pre- and post-test data were normally distributed. As the data were confirmed to be normal ($p > 0.05$), a parametric test was appropriate. Second, a Paired Sample T-Test was used to compare the mean scores of the pre- and post-tests to determine whether there was a statistically significant improvement after the intervention. A significance value of $p < 0.05$ indicated that the media was effective in inducing apoptosis. Finally, the Normalized Gain (N-Gain) test was calculated to measure the magnitude of the improvement, categorizing the effectiveness as low (< 0.3), medium ($0.3–0.7$), or high (> 0.7)

RESULTS

1. Design of the E-Big Book

The design of the e-Big Book media products was based on observations, interviews, and teacher needs questionnaires. Based on the results of the teacher needs analysis, this product is in the form of an electronic media ledger. This electronic media in the form of PDF files is expected to be used as learning material at home with parents. However, because researchers conducted research in low grades, the e-big book media product was printed in concrete form during learning at school.

Learning media based on local wisdom are designed to provide readings that are physically close to low-grade students, whose exploration and imagination are relatively limited (Ikroma et al., 2024). Engaging Learning media reduces boredom and anxiety, resulting in enjoyable learning experiences and motivating students to continue exploring (Faradila, 2024). The components of the e-big book media for understanding the narrative text of the Prophet's Maulid Tradition consist of a cover, preface, table of contents, instructions for use, characters, narrative text of the Prophet's Maulid Tradition, learning materials, practice, glossary, bibliography, and author profile.

Based on the prototype, the researcher realized the design into an E-Big Book media of the Prophet's Maulid Tradition to understand the text information.

Researchers designed the E-Big Book media using the Canva application. The following is an image of the media design process for the E-Big Book of the Prophet's Maulid Tradition to understand text information on the Canva application.

Figure 2. Cover Design of E-Big Book of Prophetic Maulid Traditions

The picture is a cover design created using the Canva application. The cover is the initial appearance of e-big book media. After the cover, there is a pre-content design in the form of a pre-word design and a table of contents. The contents of the e-big book media are divided into several sections. Part one is the instructions for using the e-Big Book, with the instructions making it easier to use this media. Section two is the narrative text of the Prophet's Maulid Tradition, in which the global method is used, and this section is a combination of text reading and images with bright colors to attract attention and enthusiasm in learning. Section three is the material, which is in accordance with the learning objectives. Section four is Let 's practice, which is a student worksheet to practice related to the material that has been taught. The final page of the e-big book media has a glossary, bibliography, and media writer.

2. Feasibility Assessment of the E-Big Book

The assessment of the large e-book learning media of the Prophet's Maulid Tradition in Indonesian language learning was conducted in two stages. First, the design of local-based learning media products was validated by media experts to test the feasibility of the graphics.

Material experts assessed the feasibility of the content and presentation. The assessment instrument created by the National Education Standards Agency (BSNP) was the basis for validation carried out by the two experts. The media expert validation instrument has 16 indicators of questions related to aspects of media suitability for learning objectives, language, and utilization, as follows:

The feasibility of the content of the e-big book of the Prophet's Maulid Tradition was validated by material experts based on three aspects: content, presentation, and language. These three factors were grouped into 13 indicators:

appropriateness for CP, accuracy, currentness, fostering curiosity, presentation strategies, assisting presentation, learning presentation, coherence and conciseness of thought flow, direct, communicative, dialogical, and interactive, and alignment with development.

According to the score standards, each indication had a score between 1 and 4, where 1 denotes inadequate, 2 denotes adequate, 3 denotes acceptable, and 4 denotes extremely good. The following are the findings of the media and material experts' feasibility tests.

Table 1. Recapitulation of Media and Material Expert Assessment Results

Validasi Media				Validasi Materi			
No	Aspect	Total Indicator	Average Score	No	Aspect	Total Indicator	Average Score
1.	Purpose	8	3,62	1.	Content	4	3,8
2.	Language	2	4	2.	Presentation	4	3,9
3.	Usability	6	3,66	3.	Language	5	3,5
Persentase		92%		Persentase		93%	

Based on the table, the results validation of the feasibility of presentation by media experts received a total score of 59 out of a maximum score of 64, with a percentage of 92% in the criteria very feasible. The results validation of the material feasibility component by material experts received a total score of 108 out of a maximum score of 116, with a percentage of 93% in the very feasible criteria.

The media expert's assessment of the development of e-big book media to understand the narrative text of the Prophet's Maulid Tradition continued to the next stage with revisions. Researchers have made several revisions. The revisions and improvements are as follows:

Table 2. Expert Revisions and E-Big Book Media Improvements

Before Improvement	After Improvement

This improvement is that the title is made three lines, then adjusts to the independent curriculum, namely adding writing for class and phase A, and changing the font in the author's section.

The characters section which was previously in section three of the material on page 15 was changed to section 2 of the Prophet's Maulid Tradition narrative text in the form of character introductions on page 2.

The improvement on this page is to add a picture of sumpil so that children do not wonder what sumpil looks like.

The improvements aimed to make the developed media more suitable for use. The revised media can be used for small-scale tests. However, researchers also need teacher responses related to e-big book media after using the media on a small scale.

3. Effectiveness of the E-Big Book

A small-scale trial was conducted in class I of SDN 1 Kedungsuren Kendal. The product trial was conducted on six students using purposive sampling, namely determining the sample with certain considerations, with two students ranked above, two ranked in the middle, and two ranked below. A product trial was conducted to determine the effectiveness of the e-big book media of the Prophet's Maulid Tradition before being used in a large-scale trial. The data collected during the product trial were related to the improvement of narrative text comprehension.

The media used was the e-big book of the Prophet's Maulid Tradition. Because it is electronic, the teacher sends this media to students' parents for students' learning materials at home. Because the research is in the lower grades, learning still uses the big book media of the Prophet's Maulid Tradition concretely.

The small-scale trial used a problem-based learning model. The learning steps of the PBL model with the global method on the material of Understanding Information are as follows: Before students are oriented to the problem, the teacher conducts a pretest first with the assessment indicators in this learning: (1) students

mention the characters in the text; (2) students analyze sentences into words and words into syllables; (3) students conclude the mandate in the text; and (4) students create hollow sentences in the text.

The learning steps of the PBL model with the global method on the material Understanding the first information, orienting students to the problem, students are introduced to the problem to be solved. Second, coordinating students to learn the use of global methods is at this stage, namely parsing sentences into words, words into syllables, and syllables into letters. Third, guiding individual and group investigations, analyzing problems, and finding solutions in the practice section of the media. Fourth, in developing and presenting results, students answer questions on the media in the practice section and then present the results in groups. Fifth, in analyzing and evaluating the problem-solving process, the teacher appreciates and reinforces the material, and then students independently work on the provided posttest questions.

The KKTP set by the teacher at school was 70. The criteria were as follows: score range 90-100 very good, 80-89 good, 70-79 sufficient, and 0-69 less. The improvement in understanding the information in the text was obtained from the pre- and post-test results.
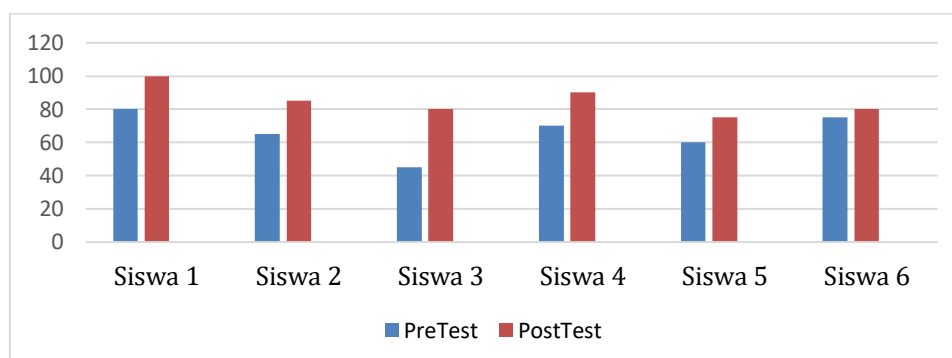

Figure 3. Results of Small Scale Product Trial

Based on the figure, the average score before (pre-test) using the Prophet's Maulid Tradition e-big book media was 66, while the average after (post-test) using the Prophet's Maulid Tradition e-big book media teaching material was 85. This shows that the use of the Prophet's Maulid Tradition e-big book media in learning to understand information has increased.

After conducting a small-scale trial, the researcher distributed a response questionnaire to the first-grade teacher to determine the effectiveness of using the Prophet's Maulid Tradition e-big book media product. The teacher response questionnaire was used to obtain information and suggestions regarding the e-Big Book media of the Prophet's Maulid Tradition. The purpose of the teacher response questionnaire is to be used as input and improvement in product development.

Table 3. Results of Teacher Response Questionnaire

Aspect	Total Indicator	Score
Display	7	4
Material	2	4
Language	2	4
Usage	3	4
Percentage		100%

Based on the table, the e-big book media of the Prophet's Maulid Tradition received a positive response from the first-grade teacher of SDN 1 Kedungsuren Kendal. The teacher's response questionnaire to the e-big book Media of the Prophet's Maulid Tradition received a maximum total score of 12, with a percentage of 100% in the very feasible category. However, revisions have been made to the media used. The improvements from the revisions are as follows.

Table 4. Practitioner Revisions and Improvements to E-Big Book Media

Before Improvement	After Improvement

The improvement is that the dots are changed to as many strips as the answer key on the question.

After succeeding in the small-scale trial, the e-big book media of the Prophet's Maulid Tradition was carried out on a large-scale. A large-scale trial was conducted in class I of SDN 3 Kedungsuren. A large-scale trial was conducted on 30 students. The data obtained from the product trial were on increasing students' understanding of information. The media used is the e-big book of the Prophet Muhammad's Maulid Tradition. Because it is electronic, the teacher sends this media to students' parents for students' learning materials at home. Because the research was in the lower grades, face-to-face learning still used the big book media of the Maulid Tradition of the Prophet concretely.

Before students are oriented to the problem, the teacher conducts a pretest first with the assessment indicators in this learning are: (1) students mention the characters in the text, (2) students analyze sentences into words and words into syllables, (3) students conclude the mandate in the text, and (4) students create hollow sentences in the text.

Table 5. Large Scale Test PreTest Results

Range	Category	Total Student	Total Score	Description
90 – 100	A	-	-	Lowest Score: 15
80 – 89	B	-	-	Highest Score: 75
70 – 79	C	5	360	Total Score: 1.500
0 – 69	D	25	1.140	Average: 50

The low pretest results suggest that students have difficulty understanding the material in the abstract. A more concrete and contextual learning strategy is needed to help students relate the material to real-life experiences. This pretest assessment was conducted before using the e-Big Book media and PBL model. However, after using the e-big book media and PBL model, assisted by the global method, the following results were obtained.

Table 6. Large Scale Test PostTest Results

Range	Category	Total Student	Total Score	Description
90 – 100	A	12	1.135	Lowest Score: 75
80 – 89	B	15	1.1245	Highest Score: 100
70 – 79	C	3	215	Total Score: 2.595
0 – 69	D	-	-	Average: 86,5

The results of the large-scale posttest show that students' understanding of the material improved after using the developed learning media. This improvement can be observed in the pre- and post-test results. The number of students who met the KKTP also increased; in the pretest results, only five students met the KKTP, but in the posttest, all students met the KKTP.

The test findings demonstrate that the learning media developed are effective in improving students' understanding of narrative text information. The increase in the average post-test score and the number of students who reached KKTP showed that students had experienced a significant improvement in understanding the material.

Normality Test

The normality test was used to determine the student scores during the pre- and post-tests of class I SDN 3 Kedungsuren. The normality test was used to determine whether the data from the pre- and post-test results were normally distributed. The normality test is useful for helping researchers determine the data analysis technique to be used (Sugiyono, 2021).

The results of the normality test of the Pretest and Posttest values with the help of the Shapiro-Wilk test using SPSS version 25 show that the results of the small-scale normality test pretest value 0.794> 0.05 and posttest value after using the media 0.607> 0.05 indicate that the data are normally distributed.

The results of the large-scale Pretest and Posttest scores with the help of the Shapiro-Wilk test using SPSS version 25 show that the normality test results of the pretest value of 0.191> 0.05 and the normality test of the posttest value after using the media 0.108> 0.05, which indicates that the data are normally distributed. Based on these data, it can be concluded that the pre- and post-test scores using learning media were normally distributed. Therefore, further calculations must be performed using parametric statistical techniques.

Paired Sample T-Test Test

After the normality test was carried out, a t-test was conducted to test whether there was an increase in reading assessment results before and after using local wisdom-based e-Big Book teaching media. The test was conducted using the SPSS 25 software application.

After conducting the Paired Sample T-test, researchers can see the t value and t table where if the t value ≤ t table, then H0 is accepted. Conversely, if the value of t count ≥ t table, then H0 is rejected. Furthermore, if the paired sample t-test is based on the significance results, if the sig value is <0.05, then H0 is rejected. Conversely, if sig value > 0.05, then H0 is accepted.

Based on the small-scale and large-scale test tables, the sig values of the Paired Samples T-Test were 0.005 and 0.000, respectively. From the table, it can be seen that the 2-tailed probability (significance) value on a large scale is 0.000 <0.05, so H0 is rejected and Ha is accepted or means that the e-big book media of the Prophet's Maulid Tradition is effectively used in learning material for understanding text information.

N-Gain Test

Gain was used to determine the increase in students' abilities before and after treatment. Gain shows an increase in students' understanding of information after using e-Big Book teaching media. The scores obtained from the pretest and posttest results are data that will be analyzed descriptively by calculating the percentage of student learning completeness. N-gain is obtained by comparing the difference between the maximum score and the pretest score with the difference between the posttest and pretest scores.

Table 6. Uji N-Gain

	N	Minimum	Maximum	Mean	Std. Deviation
Small	6	20	1.00	.5749	.27329
Large	30	.54	1.00	.7508	.12431

There are several criteria for the N-gain value: N-gain Coefficient Interval < 0.3 is a low criterion, Coefficient Interval $0.3 \leq$ N-gain < 0.7 is a medium criterion, and N-gain Coefficient Interval ≥ 0.7 is a high category. With a value of 0, 5749, it falls into the medium category according to the small-scale n-gain test results. This

is part of the criteria based on large-scale n-gain test findings. It is classified as high because its value is 0, 7508, where the n-gain value is higher than 0.7.

DISCUSSION

Interpretation of Research Findings

The high feasibility ratings from both media (92%) and material (93%) experts indicate that the developed e-big book is a high-quality instructional tool. This finding suggests that the product design, which integrates vibrant visuals, clear language, and culturally relevant content, successfully meets the criteria for effective learning media. This result aligns with the principle that well-planned and thoughtfully designed media serve as a critical bridge between instructors and learners, enhancing the educational process (Hasan, 2021; Purwati, 2024). The use of the Canva application facilitated the creation of an aesthetically pleasing and professional product, while the thematic focus on the local *Maulid Nabi Tradition* ensured that the content was both engaging and meaningful for students, a practice supported by research advocating for the integration of local wisdom into learning materials (Ikromah et al., 2024; Oktaviana et al., 2024).

This assessment suggests that the product design, which combines attractive visuals, clear linguistic components, and culturally relevant content, effectively aligns with established standards for effective learning media (Wuryandani et al., 2020). The integration of these design elements corroborates the notion that well-crafted media serve as an essential conduit between instructors and learners, enhancing educational engagement and effectiveness (Afriwardani et al., 2023; Erfiana et al., 2025).

The effectiveness of the e-big book was statistically confirmed through significant improvements in students' narrative text comprehension. The large-scale trial revealed a substantial increase in the average student score from 50 in the pre-test to 86.5 in the post-test. This improvement was quantified by a high Normalized Gain (N-Gain) score of 0.7508, indicating a high level of effectiveness. The Paired Sample T-Test further validated this outcome, with a significance value of 0.000 ($p < 0.05$), demonstrating that the observed improvement was statistically significant and not due to chance. This provides robust empirical evidence that the intervention effectively achieved its primary objective of enhancing students' reading comprehension skills.

The success of the intervention can be attributed to the synergistic combination of the e-Big Book format and the integration of local wisdom. The e-big book leverages the established benefits of traditional big books, such as large text and captivating illustrations that motivate young readers (Wandira, 2023), while adding the accessibility and interactivity of a digital format. By grounding the narrative in the familiar context of the *Maulid Nabi Tradition*, the material became

highly relatable for the students. Embedding learning within a student's cultural milieu is known to foster a deeper connection to the content, thereby increasing engagement and comprehension (Muzdalifah & Subrata, 2022; Saputra, 2020).

These findings align with other studies that state that e-books and e-big books significantly improve reading comprehension compared to traditional print materials, especially when they include interactive or multimedia features that support story content and vocabulary (Korat et al., 2021; Almadhi & Alanazi, 2024; Liu et al., 2019). In addition, embedding local traditions and culturally familiar content in reading materials increases student engagement and makes the learning experience more meaningful, which, in turn, supports deeper comprehension (Rawian et al., 2022).

Furthermore, incorporating the Global Method provided a crucial pedagogical scaffold that guided students through the reading process. This method, which introduces language by deconstructing whole sentences into their component parts (words, syllables, and letters), allows beginning readers to focus on meaning before tackling graphemic analysis (Wati, 2023). This structured, meaning-focused approach, when paired with an engaging and culturally resonant e-big book, created a powerful learning experience. The Global Method facilitated the decoding process, while the media sustained student interest and contextualized the information, leading to the significant gains in comprehension observed in this study. This finding supports previous research that highlights the efficacy of the Global Method in early literacy instruction (Rahayu et al., 2024; Setyowati et al., 2021).

Practical Implications for Learning and Policy in Elementary Schools

The findings of this study offer several practical implications for elementary school educators and policy makers. First, this study provides a replicable model for teachers to develop their own high-impact, low-cost learning media. By using accessible tools such as Canva, educators can move beyond their reliance on generic, decontextualized textbooks and create instructional materials tailored to their students' specific cultural backgrounds and learning needs. This empowers teachers to act as curriculum developers, fostering a more dynamic and responsive classroom environment that aligns with student-centered principles of modern educational frameworks, such as Indonesia's *Kurikulum Merdeka* (Muttaqin et al., 2024).

Second, the successful integration of local wisdom into the curriculum has significant implications for school policy. School administrators and curriculum planners should actively encourage and support the development of locally contextualized learning resources. This support could manifest as professional development workshops on media creation, allocation of school funds for producing such materials, and formal inclusion of local culture and traditions as a cross-curricular theme. Such policies would not only enrich the learning experience but

also validate and preserve local heritage, strengthening students' cultural identity while meeting academic goals.

Third, this study presents a tangible and effective strategy for addressing the persistent challenge of low reading comprehension in early grades. The combined approach of an engaging e-big book and the systematic Global Method can serve as a powerful intervention tool for students struggling with reading fluency and comprehension in the future. Schools can implement this model as part of their literacy programs, particularly for targeted support in the first and second grades. This provides a practical, evidence-based solution to the foundational literacy issues identified in prior research (Ambarita, 2021), helping ensure that all students build the necessary skills for future academic success.

Finally, the electronic format of the media offers a valuable mechanism for strengthening home-school partnerships. The ability to easily distribute the e-big book to parents via common communication platforms such as WhatsApp enables learning to be extended and reinforced outside the classroom. This practice encourages parental involvement by providing them with a clear, engaging, and teacher-approved resource to use with their children. Fostering such collaboration is crucial, as consistent reinforcement at home is a well-established factor in a child's educational achievement and literacy development (Purwati, 2024).

Limitations of the Research

Despite these positive outcomes, this study has several limitations that must be acknowledged. First, the research was conducted within a specific sociocultural context in Kendal Regency, Central Java. The effectiveness of the media was closely tied to the students' familiarity with the *Maulid Nabi Tradition*. Consequently, the findings regarding the local wisdom component may not be directly generalizable to other regions with different cultural traditions. Future research should aim to replicate this model in diverse settings to determine the broader applicability of using local culture as the foundation for learning media.

The second limitation relates to technological and socioeconomic factors. The home-learning component of the e-Big Book assumes that students have reliable access to digital devices and parental support for using them. This could introduce equity issues in areas with a significant digital divide, where some students may not benefit from the intended reinforcement at home. Furthermore, while the study used printed versions for in-class instruction to mitigate this, the high cost of printing A3-sized, full-color books was identified as a significant financial constraint, potentially limiting its scalability and adoption in schools with fewer resources.

Finally, the scope of this study was limited to the development of a single cognitive skill—narrative text comprehension—over a relatively short period. The study did not assess the long-term impact of the intervention on students' overall

reading motivation, habits, or ability to comprehend other types of texts, such as informational or procedural texts. A longitudinal study is necessary to ascertain whether the observed improvements are sustained over time and whether the acquired skills transfer to other reading contexts.

CONCLUSION

This research and development study was undertaken to create and evaluate an innovative learning medium to address the challenge of low narrative text comprehension among first-grade students in Indonesia. Based on a systematic procedure of design, validation, and trials, this study successfully produced a high-quality e-big book based on the local wisdom of the Prophet's Maulid Tradition, integrated with the Global Method.

The findings confirm two primary conclusions: First, the developed e-Big Book is a highly feasible and valid instructional tool. This is evidenced by the expert validation results, which yielded feasibility ratings of 92% and 93% for media aspects and material content, respectively, categorizing the product as "very feasible" for use in elementary education. Second, the implementation of the e-Big Book was proven to be highly effective in enhancing students' reading comprehension. This conclusion is supported by robust quantitative data, which show a statistically significant improvement in student scores from pre-to post-test, culminating in a high N-Gain score of 0.7508.

These findings collectively demonstrate that the strategic integration of technology (e-big book), local culture (Maulid Nabi Tradition), and pedagogical theory (Global Method) provides a powerful and practical solution for improving foundational literacy skills. This study contributes a replicable model for educators to develop culturally relevant and engaging learning media. Future research should investigate the long-term impact of this medium on students' reading motivation and explore its adaptability across different cultural contexts and for various types of texts.

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