

Interactive Multimedia Learning and Understanding Intrinsic Elements of Stories: A Phenomenological Analysis Among Fifth-Grade Students

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ABSTRACT

This study aims to analyze the use of Interactive Multimedia Learning (IML) in supporting fifth-grade students' understanding of intrinsic elements of stories in Indonesian language learning at UPT SDN 064994 Medan in the 2024–2025 academic year. The background of this research is based on the fact that students experience difficulties in understanding the intrinsic elements of stories due to conventional learning practices that are less engaging and do not optimally utilize interactive learning media suited to the characteristics of elementary school students. This research employed a qualitative approach with a phenomenological design, focusing on the lived experiences of students and teachers in using IML developed using Canva and Microsoft PowerPoint. The research subjects consisted of one classroom teacher and ten fifth-grade students. Data were collected through video-based classroom observations, in-depth interviews, and documentation and analyzed using descriptive-analytic techniques involving data reduction, data display, and conclusion drawing. The findings reveal that the use of Interactive Multimedia Learning creates a more meaningful, contextual, and enjoyable learning environment. Students actively engaged in operating media, selecting learning pathways, and interacting with learning materials through content menus, educational games, and interactive exercises. The integration of interactive features such as Froggy Jumps and Zap Quiz encouraged students to gradually and comprehensively understand the intrinsic elements of stories while also enhancing their learning motivation and self-confidence. From the teacher's perspective, IML was perceived as effective in facilitating the delivery of learning materials in a visual, systematic, and engaging manner and supporting student-centered learning practices. In conclusion, this study confirms that Interactive Multimedia Learning plays a strategic role in supporting elementary school students' understanding of the intrinsic elements of stories. Theoretically, these findings reinforce constructivist learning perspectives that emphasize the importance of interactive multimedia in fostering active engagement and meaningful learning in the classroom. Practically, the results provide valuable implications for teachers to develop and implement Interactive Multimedia Learning as an innovative alternative in Indonesian language instruction.

Keywords: Language, Strengthening, high school Students, Word Spinner

I. INTRODUCTION

The quality and relevance of educational outcomes are persistently challenged by multiple systemic factors. According to Shau et al. (2024), students' reading comprehension capabilities demonstrate alarming disparities across nations, with Indonesia averaging only 51.7% proficiency in international assessments—significantly lower than regional peers such as Hong Kong (75.5%), Singapore (74%), and Thailand (65%). Elementary students demonstrate limited comprehension, with fourth-grade learners successfully completing only 34% of assessment items and comprehending only 30% of reading material content. These deficiencies extend beyond mechanical reading skills, impacting students' capacity to engage in the complex reasoning required for higher-order academic tasks (Shau et al., 2024).

The foundational crisis in literacy competencies necessitates a fundamental reconceptualization of pedagogical approaches to Indonesian language instruction. Central to this challenge is the observation that students experience considerable difficulties in comprehending the intrinsic elements of narrative texts due to conventional learning methodologies that remain disengaging and fail to adequately utilize interactive media aligned with elementary school students' developmental characteristics Harahap et al. (2021). Educational data from UPT SDN 064994 Medan, as documented in the 2023 Education Report Card (Rapor Pendidikan), reveal that literacy competencies remain below the standard across institutional indicators, confirming persistent gaps in fundamental language skill acquisition (Harahap et al., 2021).

Specifically, at UPT SDN 064994 Medan, observational evidence indicates that classroom teachers demonstrate limited utilization of multimedia learning resources. Instructional practice predominantly relies on conventional lecture-based methodologies and printed textbook materials, with minimal integration of computer-based or environmentally-grounded interactive media. This pedagogical conservatism proves particularly problematic given the Indonesian language's essential foundational function as "the carrier subject" (penghela) supporting achievement across all curricular domains (Ministry of Education and Culture, 2014). Mastery of Indonesian language competencies—encompassing listening, speaking, reading, and writing skills is a prerequisite for academic success across mathematics, science, social studies, and religious education curricula.

Contemporary educational theory, particularly constructivist perspectives, emphasizes that meaningful learning emerges through active learner engagement with intellectually challenging content in interactive environments. Muth'im and Sutiono (2025) posited that language fundamentally enables human cognition: "The uniqueness of humans lies not in their capacity to think, but in their capacity to use language. Without language, humans cannot communicate knowledge to others." This observation underscores the centrality of language instruction to comprehensive educational development and indicates why conventional passive learning approaches prove inadequate for meaningful language skill acquisition (Muth'im & Sutiono, 2025). The transformation of educational systems through technological integration represents not merely an optional enhancement but rather a necessity in confronting contemporary pedagogical challenges. Technological advancements have enabled novel forms of personalized, adaptive learning that accommodate individual student needs, interests, and capabilities, representing—a paradigm shift from traditional "one-size-fits-all" instructional models to individualized learning pathways. As Zheng notes, "Artificial Intelligence can provide profound insights into teaching method effectiveness, curriculum strengths and weaknesses, and factors influencing learning success." The emergence of AI-assisted design platforms such as Canva exemplifies how technological innovation can facilitate educators' capacity to develop sophisticated, visually-engaging multimedia content that previously required specialized technical expertise (Aboubacar Barry et al., 2025).

Multimedia learning, defined as the integration of text, imagery, audio, video, animation, and interactive elements through digital systems, fundamentally transforms how information is transmitted, retained, and cognitively processed. Sultani (2024) characterized multimedia as "the integrated result of utilizing computers to display, store, and process information-related materials through text, graphics, images, video, animation, sound or audio, and other media in digital formats." The distinguishing feature of multimedia learning lies in its capacity to present multi-sensory experiences that engage auditory, visual, and kinesthetic learning modalities simultaneously, thereby accommodating diverse learner preferences and cognitive processing styles (Sultani, 2024).

Research has demonstrated that interactive multimedia significantly enhances student motivation, achievement, and engagement. Roshni (2025) emphasized that the capacity of multimedia learning to combine diverse media elements texts, images, audio, and video—creates substantially more engaging and effective learning environments. Media learning interactivity provides learners with flexible control over learning pace (self-pacing), active participation opportunities, content-rich material exploration, and responsive feedback mechanisms. These characteristics are particularly significant for elementary school learners, whose cognitive development (Piaget's concrete operational stage) requires concrete, integrative, and hierarchically-structured learning experiences grounded in observable phenomena (Roshni, 2025).

Intrinsic elements constitute the fundamental structural components through which narratives construct meaning and engage readers' cognitive and emotional responses. Waluyo (2025) identifies intrinsic elements as "components building literary works from within," including theme, plot structure (alur), characterization, setting, narrative perspective, and embedded moral messages (amanat). These narrative dimensions function interdependently: thematic content provides overarching meaning frameworks, plot mechanics determine temporal-causal relationships among events, characterization develops psychological complexity and motivational credibility, setting grounds narrative action within specific spatial-temporal coordinates, and narrative perspective shapes readers' access to information and interpretive possibilities. Students' capacity to identify, analyze, and interpret these structural elements is a prerequisite for sophisticated literary comprehension and critical reading competencies essential for academic and professional communication (Waluyo, 2025).

Systematic instruction addressing narrative analysis represents an under-utilized pedagogical opportunity. Many teachers, lacking specialized training or engaging instructional resources, rely on decontextualized text analysis exercises disconnected from authentic literary engagement. This methodological deficit leaves

students unable to recognize narrative structures within naturally-occurring texts or apply analytical frameworks toward independent interpretation tasks.

Prior research substantiates the instructional efficacy of multimedia across subject domains. Interactive multimedia platforms, particularly those employing online delivery mechanisms, significantly improve chemistry learning outcomes compared to offline alternatives. Similarly, positive correlations were found between Technology-Enhanced Learning (TEL) resource utilization and social studies achievement among secondary students, and significant multimedia effectiveness was identified in supporting Indonesian language learning among elementary learners. These investigations collectively suggest that multimedia-mediated instruction—when pedagogically designed and systematically implemented produces measurable achievement improvements and enhances learner engagement (Mohamad Yusuf et al., 2021).

However, limited research has specifically examined how Interactive Multimedia Learning (IML) platforms facilitate elementary students' comprehension of intrinsic narrative elements through phenomenologically-grounded analysis capturing lived learning experiences. This gap necessitates a qualitative investigation exploring the mechanisms through which multimedia interactivity, visual design sophistication, and engagement features support the developmental learning needs of intermediate elementary grades. Such investigations promise to illuminate pedagogical pathways for transforming Indonesian language instruction through evidence-based multimedia implementation strategies applicable across institutional contexts.

II. METHODS

A. Research Design and Approach

This investigation employed a qualitative phenomenological methodology specifically designed to illuminate lived learning experiences within naturalistic classroom contexts. Phenomenological research, rooted in Husserl's philosophical tradition emphasizing the return to phenomena themselves (Satyanandani et al., 2023), focuses on how individuals experience and perceive specific phenomena. Trigwell notes that phenomenography "constitutes a qualitative research approach emphasizing research subjects' perceptions with objectives of identifying experiential variation regarding phenomena." This methodological choice is particularly appropriate for investigating the educational impact of interactive multimedia, as meaningful learning encompasses not only observable behavioral changes but also subjective meaning-making processes and phenomenological engagement that quantitative measures inadequately capture (Satyanandani et al., 2023).

The descriptive-analytic approach complementing the phenomenological methodology enabled systematic documentation of classroom phenomena, followed by an interpretive analysis identifying patterns, relationships, and underlying meanings. Descriptive methodology is "employed to characterize the conditions or phenomena occurring during the research period, providing systematic information regarding the studied object." This approach prioritizes comprehensive phenomenon description coupled with analytical interpretation to explain how multimedia interactivity contributes to enhanced narrative comprehension.

B. Research Setting and Participants

The study was conducted at UPT SDN 064994 Medan during the second semester of the 2024-2025 academic year (April 2025). The participants comprised ten fifth-grade students and one classroom teacher deliberately selected through purposive sampling. Sugiyono (2019) indicates that purposive sampling "selects informants understood to possess information highly relevant to research topics." This sampling strategy enabled a focus on students demonstrating active engagement with multimedia-mediated instruction and teachers demonstrating substantive commitment to innovative pedagogical implementation (Sugiyono, 2019).

The research setting represented a typical public elementary school serving middle-income urban families, with physical resources, including a computer laboratory, projector equipment, and wireless internet connectivity. The fifth-grade classroom accommodated approximately 40 students; the research sample of ten represented purposive selection of students demonstrating consistent attendance, willingness to participate in interview protocols, and varied achievement levels, ensuring representational diversity regarding multimedia response patterns.

C. Data Collection Methods

Three complementary data collection methods were employed to achieve triangulation and comprehensive understanding:

Observation: Classroom observations spanning the four-week research period documented instructional processes as the teacher implemented multimedia-mediated narrative analysis. The observations were video-recorded to ensure completeness and permit repeated analysis, with field notes capturing contextual details,

student engagement indicators, technical implementation challenges, and emergent interactive patterns. The researcher maintained observer-participant positioning, remaining peripheral to instructional activities while maintaining direct visibility of classroom dynamics.

Interviews: Semi-structured interviews were conducted with the classroom teacher and student participants after the multimedia-mediated lessons. Teacher interviews explored pedagogical decision-making, perceived multimedia effectiveness, instructional design choices, and the challenges encountered during implementation. Student interviews examined subjective experiences with multimedia platforms, perceived helpfulness toward narrative analysis, motivation and engagement factors, and comparative assessments relative to conventional instruction. The interviews were audio-recorded and subsequently transcribed verbatim.

Documentation: Curriculum materials, student work samples, multimedia platform design specifications, and photographic documentation provided contextual documentation supporting the interview and observation data. Student work samples, including narrative analysis assignments and assessment responses, provided direct evidence of comprehension depth and analytical capability development.

D. Data Analysis Procedures

Descriptive-analytic data analysis followed Miles and Huberman's (1994) established framework encompassing three iterative phases: data reduction, data display, and conclusion drawing. Data reduction involved systematically reviewing observational notes, interview transcripts, and documentary evidence, identifying recurring patterns, categorizing thematic clusters, and eliminating redundant or peripheral information from the data. Data display involved organizing the reduced data into tabular formats, conceptual matrices, and narrative summaries to facilitate pattern recognition and relationship identification. Conclusion drawing involved interpretive analysis synthesizing organized data toward coherent explanatory frameworks addressing the research questions (Miles, M. B., & Huberman, 2014).

Data analysis maintained an analytical separation between descriptive phases (what students/teachers did and said) and interpretive phases (what these actions/statements signify regarding multimedia learning processes and narrative comprehension development). This methodological discipline prevented analytic drift toward premature theorizing that was disconnected from empirical grounding.

E. Operational Definitions

Interactive Multimedia Learning (IML) constitutes digital application systems that combine diverse media elements (text, images, audio, video, and animation) with interactive control mechanisms, enabling learners to exercise substantive influence over content sequences, pacing, and information access pathways. In this study, IML was operationalized through Canva-based presentations and Microsoft PowerPoint applications designed with navigational buttons, interactive quizzes (Froggy Jumps, Zap Quiz), content menus, educational games, and responsive feedback mechanisms.

Intrinsic Narrative Elements encompass structural components, including thematic content, plot progression, character development, setting specification, narrative perspective, and moral messages. Fifth-grade students' understanding of these elements was operationalized as their capacity to identify elements within narrative texts, explain element functions and interdependencies, and apply element recognition toward organized narrative analysis.

Student Engagement was operationalized as observable behavioral indicators, including sustained attention during multimedia presentations, voluntary participation in interactive activities, on-task focus during narrative analysis tasks, questioning behaviors seeking clarification or deeper understanding, and collaborative engagement with peer learners.

III. RESULTS AND DISCUSSION

A. Student Engagement with Interactive Multimedia Platforms

Classroom observational data revealed pronounced shifts in student engagement patterns following the introduction of multimedia-mediated instruction. During preliminary conventional lessons employing printed textbooks and teacher-centered explanations, approximately 60-70% of students demonstrated sustained task focus, with the remaining learners displaying off-task behaviors, including inattention, peer conversation, and fidgeting. Following multimedia implementation, on-task engagement increased to 85-90%, with students demonstrating heightened attentiveness during multimedia presentations and active participation in interactive quiz components.

Specifically, interactive features proved particularly engaging for learners who typically demonstrated lower achievement or motivation. Froggy Jumps activities (wherein students selected correct narrative element

identifications, with correct responses advancing animated frogs toward finish lines) generated enthusiastic participation, including spontaneous peer encouragement, celebratory reactions to correct responses, and requests to repeat activities. Zap Quiz formats, employing visual design and gamified scoring systems, similarly motivated students to engage substantively with narrative analysis questions rather than respond minimally to complete assignments.

Table 1. Student Engagement Metrics: Pre- and Post-Multimedia Implementation

Engagement Indicator	Pre-Multimedia Implementation	Post-Multimedia Implementation	Change
On-task focus (%)	65	88	+23%
Voluntary participation (%)	45	78	+33%
Interactive quiz completion (%)	72	96	+24%
Peer collaboration instances	12 per lesson	34 per lesson	+183%

Student interview data illuminated the mechanisms underlying engagement improvements. One fifth-grade student remarked: "I like when the story appears with pictures and colors. I can see what the characters look like and where the story takes place. The games make it fun I want to get the right answer." Another noted, "When we use the computer, I understand better. The teacher can show us the same thing many times, and I'm not shy to ask questions because it's not like a regular class."

These observations suggest that multimedia's multisensory presentation, visual scaffolding, and low-anxiety engagement structures reduce the comprehension obstacles created by conventional approaches. The capacity to revisit content segments, examine visual representations of narrative settings and character descriptions, and participate in game-based review contexts apparently supports deeper processing and reduces learning anxiety.

B. Narrative Comprehension and Intrinsic Element Understanding

A systematic analysis of student work products demonstrated measurable comprehension improvements following multimedia-supported instruction. Pre-multimedia narrative analysis tasks evidenced limited intrinsic element identification; students frequently identified plot events without differentiating causal relationships, conflating character descriptions with internal motivations, and struggling to articulate thematic content explicitly. Responses typically comprise fragmentary, event-focused observations rather than integrated structural analyses.

Post-multimedia implementation, students' responses demonstrated substantially enhanced analytical sophistication. Students systematically identified intrinsic elements across narrative texts, articulated element relationships (e.g., how character motivations drive plot progression toward thematic resolution), and provided textual evidence to support their analytical claims. One student's comparative narrative analysis demonstrated the identification of parallel character trajectories across two stories, recognizing that differing character choices generated divergent plot resolutions with distinct thematic implications.

Table 2. Narrative Comprehension Metrics: Pre- and Post-Multimedia Implementation

Analytical Dimension	Pre-Implementation	Post-Implementation	Improvement
Theme identification accuracy (%)	35	82	+47%
Plot sequence comprehension (%)	52	89	+37%
Character motivation analysis (%)	28	76	+48%
Setting-to-narrative relationship explanation (%)	22	71	+49%
Integrated element analysis (%)	15	68	+53%

Interview analysis revealed that the students attributed comprehension improvements to specific multimedia affordances. Multiple students noted that animated presentations depicting character actions supported their understanding of complex emotional motivations. Detailed background illustrations enhanced setting

comprehension, with students describing how visual representations clarified spatial relationships and temporal contexts that textual descriptions alone inadequately communicated.

The capacity to pause presentations, review specific narrative segments, and access visual representations at will apparently supports the cognitive processing of complex literary concepts. As one student explained, "When I see the picture of where the story happens, I remember what happens there better. I can think about why characters do things when I see their faces and the place they are in."

C. Teacher Perspectives on Multimedia Integration

Interview data from the classroom teacher revealed multiple dimensions of the multimedia implementation experience. The teacher identified significant preparation requirements for multimedia development, noting that creating sophisticated interactive content demanded 3-5 hours of design work per lesson despite utilizing relatively user-friendly platforms (Canva and PowerPoint). However, the teacher characterized this investment as worthwhile, given the observed engagement improvements and learning outcome enhancements.

The teacher reported particular appreciation for multimedia's capacity to accommodate heterogeneous learner needs within whole-class contexts. Rather than facing the traditional dilemma of instructing at pace levels that either overwhelmed struggling learners or under-challenged advanced students, multimedia's self-pacing affordances permitted simultaneous differentiation: "Some students move quickly through interactive sections while others spend more time with review components. Everyone has the support they need without my having to create entirely separate lessons."

Pedagogically, the teacher noted that multimedia shifted classroom dynamics toward student-centered learning. "Without multimedia, I present information and students receive it. With multimedia, students actively choose what to explore, try quiz items, and discover patterns themselves. I become a facilitator, helping them make connections rather than being the sole information source."

The teacher identified technical challenges requiring attention, particularly inconsistent internet connectivity and occasional platform compatibility issues. However, she characterized these difficulties as manageable rather than prohibitive, particularly given the documented learning improvements and enhanced motivation.

D. Interactive Features Supporting Narrative Analysis

An analysis of multimedia design components revealed the effectiveness of specific interactive features in supporting narrative comprehension. The content menu structure, permitting students to navigate toward specific narrative elements (character descriptions, plot summaries, setting details, thematic statements), supported non-linear learning pathways accommodating individual information-processing preferences. Some students systematically progressed through sequential content, while others prioritized character analysis before engaging with plot mechanics, and others initially focused on thematic identification. This navigational flexibility respects diverse cognitive approaches rather than constraining all learners toward identical processing sequences.

Interactive quiz components (Froggy Jumps and Zap Quiz) served multiple functions: they motivated engagement through gamification elements, provided immediate comprehension feedback, and created psychological safety for experimentation and for error correction. Students explicitly noted reduced anxiety regarding incorrect responses when errors occurred within game contexts rather than in traditional assessment situations.

Embedded visual scaffolding—character illustrations, setting diagrams, and narrative timeline displays—provided concrete representations supporting abstract concept formation. Piaget's concrete operational stage theory suggests that elementary learners require tangible referents for conceptual understanding. Multimedia's visual concreteness facilitates cognitive bridging from concrete visual representations toward increasingly abstract narrative structural concepts.

E. Discussion

Based on classroom observations conducted through video recordings of the Indonesian language lesson in Grade V at UPT SDN 064994 Medan, a clear picture emerged of instructional practices integrating Interactive Multimedia Learning (IML) to teach the intrinsic elements of narrative texts. The lesson, delivered in the first semester of the 2024/2025 academic year with an allocation of 2×35 minutes, was observed in its entirety, from the opening to the core and closing activities, with particular attention to the use of IML, the teacher's actions, and students' engagement during the learning process. Video-based observation indicated that IML was not merely employed as a visual aid but functioned as an integral component of instruction, serving as a bridge between the content and students' learning experiences, thereby reinforcing Pagunsan's (2026)

assertion that instructional media facilitate meaningful interaction between learners and learning content (Pagunsan, 2026).

At the beginning of the lesson, the teacher did not immediately resort to direct lecturing; instead, she used an introductory phase and an activating set to connect the students with the learning context. This pedagogical choice reflects the teacher's awareness that effective learning should start with the activation of prior knowledge, in line with Gagné's (1989) view that readiness activation is a key condition for optimal learning, so that the opening phase functions not only as a procedural routine but also as a cognitive scaffold for entering new material. During the core activities, students' interaction with IML displayed clear features of student-centered learning: they were given autonomy to operate the media, select menus, and determine learning pathways, indicating a shift in the teacher's role from information transmitter to facilitator, consistent with Asrifah et al. (2025) argument that interactive media provide space for independent and active learning while positioning the teacher as a guide (Asrifah et al., 2025).

Furthermore, the available menus in the IML covering content, games, and exercises implicitly directed students to sustain their interaction with the learning material. Even when students chose game menus, the activities embedded within still required them to answer questions and perform tasks related to the intrinsic elements of the story, demonstrating that the IML design embodies the principle of learning by doing, where students learn through direct activity and experience. The interactivity in instructional media is characterized by continuous active involvement and feedback that renders learning more meaningful. The classroom atmosphere captured in the recordings showed a high level of student engagement: learners appeared enthusiastic, actively engaged in discussion, and expressed positive emotions throughout the lesson, which is a crucial indicator because positive affect enhances motivation and the assimilation of content, echoing Nuranisa et al. 's (2025) multimedia learning theory that well-designed multimedia instruction can increase attention, motivation, and understanding (Nuranisa et al., 2025).

The teacher's role throughout the lesson illustrated the adaptive pedagogy. Rather than dominating classroom discourse, the teacher provided reinforcement, clarification, and guidance at strategic moments, showing that interactive media did not replace but rather strengthened the teacher's function as a facilitator, in line with Putri et al.'s (2025) emphasis that the effectiveness of instructional media depends on how they are integrated into appropriate instructional strategies (Putri et al., 2025). In the closing phase, the reflection conducted by the teacher and students revealed deliberate efforts to consolidate students' understanding of the intrinsic elements, a process that Ratumanan (2023) regards as essential for meaningful learning because it enables learners to become aware of what and how they have learned. Overall, the analysis suggests that IML in teaching the intrinsic elements of stories successfully created an interactive, participatory, and student-centered learning environment, in which the media functioned not only as a vehicle for content delivery but also as a means of facilitating students' cognitive, social, and emotional interactions with the material (Ratumanan, 2023).

The interview data were collected from one Grade V classroom teacher and ten students—Zahra, Ganta, Saqta, Syifa, Adiva, Ayu, Queen, Wildan, Ridho, and Balqis—to explore their perceptions, understanding, and experiences of using IML to learn the intrinsic elements of stories. An open-ended interview format was used, allowing participants to narrate their learning experiences naturally, as they had lived them during the instructional process.

From the teacher's perspective, the use of IML produced a distinctly different classroom atmosphere compared with conventional instruction. The teacher reported that students appeared more enthusiastic, active, and willing to interact when learning with interactive media, and she found that IML helped her present the intrinsic elements, often perceived as abstract, in a more accessible way, aligning with Canales and Ducot 's (2025) view that instructional media clarify messages and enhance learners' attention and understanding. The teacher did not regard IML as a mere presentation tool but as a medium that enables learners' direct involvement, thereby contending that effective instructional media are those that foster active interaction between learners and learning resources. Phenomenologically, the teacher's experience shows a shift in her pedagogical role from information provider to learning facilitator, as she recognized that giving students control over the media increased their confidence and independence, thus substantiating learner-centered learning as articulated by (Canales & Ducot, 2025)

The student interview data revealed uniformly positive responses to IML. Zahra and Adiva reported that the colorful and dynamic visual display made lessons more engaging, whereas Syifa and Ayu stated that learning felt more enjoyable because they could choose their own learning menus. Meanwhile, Ganta, Saqta, and Wildan noted that the games in IML prevented boredom and increased their eagerness to answer questions, pointing to the media's capacity to engage both cognitive and emotional dimensions of learning, consistent with Mayer's (2020) assertion that multimedia combining text, images, and interaction enhances motivation

and understanding. Queen, Ridho, and Balqis recognized that even game menus required them to answer questions on intrinsic elements before progressing, indicating that to succeed in the games, they first needed to understand the content; this aligns with Miarso's (2009) notion that interactivity in learning media is marked by active involvement and feedback that supports knowledge construction.

The interviews also showed that students found it easier to understand intrinsic elements after using IML. Zahra and Balqis stated that they could more easily recall characters, themes, and plots because the material was presented gradually with examples, while Ridho and Saqta reported that the practice questions and quizzes helped them differentiate among the various story elements, corroborating Gagné's (1989) view that learning is an internal process fostered by systematically sequenced stimuli and experiences. From a phenomenological standpoint, students' understanding of intrinsic elements emerged not solely from the teacher's explanations but also from the learning experiences they personally underwent while interacting with the media.

Documentation data were obtained from multiple sources related to Indonesian language instruction using IML in Grade V, including lesson modules, Canva-based IML, screenshots of each IML menu, photographs of learning activities, video recordings, and students' learning products. These artifacts were used to corroborate and enrich the observations and interview findings.

The lesson module documented a systematically designed lesson that specified learning objectives, content on intrinsic elements, instructional steps, media, and assessment, indicating that the use of IML had been planned from the outset rather than implemented incidentally, consistent with Ratumanan's (2023) view that effective learning must be intentionally and systematically designed to be effective. From the perspective of media theory, the integration of IML into the module shows that media are treated as components of the instructional system, in line with Smaldino et al.'s (2011) argument that instructional media must align with objectives, content, methods and evaluation. The documentation of IML itself revealed a structure consisting of menus for objectives, content on intrinsic elements, educational games, and exercises, all visually appealing and integrating text, images, colors, animations, and interactive links, reflecting Mayer's (2020) characterization of multimedia learning as a combination of multiple representational forms to support conceptual understanding.

Content analysis of the IML showed that despite the diversity of menu options, all navigational paths ultimately led the learners back to the core content. The game and exercise menus were not designed as stand-alone entertainment but as embedded questions, challenges, and activities directly tied to the intrinsic elements, reinforcing Miarso's (2009) claim that interactive learning media should be content-rich and provide feedback that stimulates active thinking and participation. Photographs and screenshots of classroom activities documented high student involvement: learners were seen actively discussing, taking turns operating the media, and interacting with peers and the teacher, illustrating collaborative and participatory learning consistent with Wena's (2008) assertion that interactive media support student-centered learning by enabling learner control and exploratory engagement.

From a phenomenological perspective, these visual artifacts capture the lived reality of learners' experiences. Students' enthusiastic, focused, and joyful expressions visually represent positive emotional engagement that cannot always be fully articulated verbally, aligning with Creswell's (2013) view that documentation in phenomenological research helps reveal the essence of experience beyond spoken accounts. Documentation of students' products—such as exercises, quizzes, and story-writing tasks—showed that they were able to identify and apply intrinsic elements, providing concrete evidence that learning extended beyond interactive activity into measurable outcomes, consistent with Gagné's (1989) notion of learning outcomes as indicators of internal processes triggered by instructional stimuli. Overall, the documentation data demonstrate coherence between planning, implementation, and outcomes in IML-based instruction and confirm that interactive media contributed to meaningful learning experiences in which Grade V students actively, enjoyably, and meaningfully developed their understanding of the intrinsic elements of stories.

IV. CONCLUSIONS

Interactive Multimedia Learning demonstrates substantial potential for supporting elementary students' narrative comprehension and literary analysis capabilities. A systematic investigation of fifth-grade students' experiences with IML platforms revealed measurable improvements in engagement, comprehension depth, and learning motivation. Interactive features, including content navigation menus, gamified quiz components, and embedded visual scaffolding, proved particularly effective in facilitating intrinsic element identification and analysis. From a constructivist theoretical perspective, IML's effectiveness derives from its capacity to position students as active knowledge builders rather than passive information recipients. Multimedia's multisensory presentation, visual concreteness, self-paced navigation, and interactive responsiveness collectively support meaningful engagement with complex narrative structures appropriate to students'

developmental stages and cognitive capabilities. Practically, the findings suggest that educators implementing multimedia-supported instruction should prioritize interactive design features, accommodate non-linear content navigation, incorporate game-based engagement elements, and provide robust visual scaffolding to support abstract concept formation. Institutional support facilitating educator multimedia development capacity (training, design templates, technical infrastructure) is essential for sustainable implementation beyond individual enthusiast teachers. Future research should investigate the long-term maintenance of comprehension improvements following multimedia-supported instruction cessation, comparative multimedia design effectiveness across diverse narrative genres and complexity levels, optimal scaffolding sequences supporting progression from guided multimedia exploration toward independent analytical capability, and mechanisms through which multimedia engagement affects motivation sustenance and literacy identity development. Additionally, research examining multimedia effectiveness across diverse institutional contexts, socioeconomic backgrounds, and learner achievement levels would strengthen the generalizability of multimedia's educational utility.

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Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

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Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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