



The Needs Analysis Of Digital Teaching Media Using Articulate Storyline 3 In Listening Learning To Fantasy Story Text To Grade VII Students At SMPN 1 Bahodopi

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Abstract. This study aims to collect data and describe the requirements for learning media using the digital *Articulate Storyline 3* software to support the process of listen teaching to fantasy stories in grade VII at SMPN 1 Bahodopi. The approach used was qualitative research, with data collected through observation, interviews with Indonesian language teachers, and questionnaires distributed to seventh-grade students at the school. This study utilized instruments in the form of observation guidelines, interview sessions, and questionnaires that had been validated. Based on the interview results, there were indications of high readiness and a shared vision between teachers and students regarding the implementation of digital learning. However, there was a significant implementation gap, requiring a comprehensive and systematic approach. This gap is triggered by three main factors, namely: (1) excessive dependence of educators on one medium (PowerPoint), (2) limited competence in developing learning media with only 20% of educators showing creativity, and (3) system problems such as facilities and their use that have not been fully utilized. Therefore, teachers also need Articulate Storyline 3-assisted digital teaching media for teaching seventh-grade fantasy story comprehension. This is supported by the strong desire of students for varied and interactive digital content (85-90%), creating positive momentum for change in the learning process. Overcoming this gap requires a holistic approach that integrates a comprehensive digital teaching media development program for teachers, optimization of technological infrastructure, development of engaging learning content, and a supportive and institution-backed system to ensure sustainability, thereby guaranteeing a shift from awareness of the benefits to ongoing active implementation.

Keywords: Needs Analysis, Digital Learning Media, Articulate Storyline 3, Fantasy Story Text.

1 Introduction

Language skills are a fundamental aspect of learning, including listening, reading, writing, and speaking skills. Among these four skills, listening is often considered a passive skill, when in fact it is a receptive, complex, and highly active skill. This view is further reinforced by [16], who states that the listening process is comprehensive and includes the activities of hearing, understanding, interpreting, evaluating, and responding to the meaning of what is heard. In the context of Indonesian language learning, [19] emphasizes that the objectives of listening learning also include developing concentration, memory, and the ability to respond appropriately to various types of spoken discourse. Inadequate listening skills can hinder the development of other language skills. In addition, listening skills can provide basic knowledge in forming linguistic and cognitive understanding.

In this era of technological and information development, listening skills have evolved alongside the development of learning paradigms in Indonesia, particularly in the provision of interactive and engaging teaching media. The provision of interactive and engaging teaching media must be integrated with the use of digital technology. According to [6] “The use of digital technology enables learning to be flexible, interactive, and engaging. Thus, it is in line with the needs of the current digital generation.” Based on this, one of the most widely used innovations is digital teaching media, which utilizes software in the development of teaching media, namely Articulate Storyline 3. This digital teaching media provides opportunities for educators to deliver and provide material effectively, interactively, and adaptable to the characteristics of students in this era of technological development without having to have proficient coding skills.

Learning fantasy stories that contain strong imaginative elements and unique plot structures requires learners to have deep listening skills to understand and grasp the overall message, characters, setting, and conflicts presented. However, in learning to listen to fantasy stories, there are shortcomings in the provision of teaching materials and media used. There is a great need for assistance from the use of digital teaching media that has been adapted to the characteristics of these students. Monotonous teaching materials, such as textbooks and print-based instructional media, tend to make students passive and less interactive during learning. This situation is exacerbated by observations at SMPN 1 Bahodopi, which indicate that the learning process still relies heavily on textbooks and their adaptation into print media, which are not in line with the characteristics of today's students.

In addition, based on observations and interviews with Indonesian language teachers at SMPN 1 Bahodopi, a number of obstacles were revealed in the process of learning to listen to fantasy stories. According to Hasrah, as an Indonesian language teacher, she expressed her limitations in accessing and developing contextual, varied, and interesting instructional media for this material. Kisnalia, who is also an Indonesian language teacher, added that the available instructional media tended not to fully support the interactive listening experience of students, resulting in a lack of enthusiasm in learning. This situation shows the need for innovation in providing more relevant learning media that can increase student engagement and skills.

Based on this, in order to determine the needs of students and teachers in terms of the use of digital teaching media assisted by Articulate Storyline 3 in teaching 7th grade students to listen fantasy stories at SMPN 1 Bahodopi, a needs analysis was conducted. This needs analysis was carried out as a first step in designing the development of digital teaching media needed by students and teachers.

2 Literature Review

2.1 Concept of Teaching Media

Teaching media play a crucial role in the educational process, serving as a bridge of communication between teachers and students. The word “media” comes from the Latin word “*medius*,” which means “middle” or “intermediary.” In the field of education, media are defined as tools or channels used to convey learning messages, thereby facilitating effective communication between providers of learning materials and recipients of information. [12] state that media encompasses two key elements, namely hardware and software, with the main difference between teaching aids and teaching tools being the content of the message they convey. A similar definition is also expressed by [4], who state that teaching media are tools that convey information from teachers to students by creating interactive and adaptive learning experiences. Furthermore, [15] also state that teaching media are tools or intermediaries that function to convey teaching materials from teachers to students. Based on these opinions, it is known that teaching media must include technological, psychological, communicative, and practical dimensions to support the overall success of the educational process.

In this era, teaching media has developed into various types, depending on the technology, form, and method of delivery. In general, learning media can be categorized into visual, audio, audiovisual, and digital/multimedia media. Among these types, digital teaching media is currently being studied extensively, given its function as a means of conveying information in technology-based learning processes, designed to be interactive, flexible, and able to meet the needs of students in the digital era [4].

[1] explain that digital teaching media integrate visual, audio, and interactivity elements based on digital platforms, thereby bridging various learning styles of learners and supporting student-centered learning. As a means of bridging learning, this media functions as an interactive, flexible, and dynamic tool for delivering learning information and is designed to meet the needs of various learning styles of students. [4] and [15] identify several key characteristics of digital teaching media, including: 1) Interactive; 2) Flexible; 3) Adaptive; 4) Multimodal; and 5) Collaborative.

Furthermore, [4] and [10] classify digital teaching media into the following categories: 1) E-books (digital books); 2) Educational Videos; 3) Educational Applications (Mobile Learning Apps); 4) Interactive Multimedia; and 5) E-Learning Platforms and LMS. Based on this classification of digital teaching media, this study focuses on analyzing the needs for interactive multimedia as a type of digital teaching media.

The interactive multimedia in this study was developed with the help of Articulate Storyline 3. [8] states that Articulate Storyline 3 is software used to develop computer-based interactive learning media. This media is capable of integrating various multimedia elements, including text, images, animations, sounds, and videos, making it very suitable for creating e-learning with a simulation approach. In the book *Interactive Learning Media* [3], it is mentioned that one of the important functions of Articulate Storyline 3 is as a platform for learning evaluation. This tool allows teachers to create interactive assessment instruments (multiple choice quizzes, true-false, fill-in-the-blank, drag and drop) with automatic feedback. Thus, its evaluative function supports formative assessment activities that take place online.

Based on this, the selection of interactive multimedia is based on several considerations: 1) The use of Articulate Storyline 3 in the development of teaching media for listening comprehension is in line with the characteristics of interactive multimedia, which requires audio stimuli as the main component, supported by attractive visual elements to maintain the concentration of students; 2) The interactive characteristics of this multimedia facilitate learners in choosing learning paths tailored to their listening speed and ability, which is a crucial aspect in the individual learning process; and 3) In the context of learning to listen to fantasy stories, interactive multimedia can present audio narratives combined with visualizations of characters, settings, and storylines that can enrich students' imagination and understanding of the intrinsic elements in fantasy stories.

2.2 The Concept of Listening Learning

In junior high school (SMP), listening skills are the foundation for the development of other language skills, namely reading, writing, and speaking. According to [16], listening is an active and complex process that involves hearing, understanding, and interpreting spoken messages. He also emphasizes that listening is not just hearing sounds, but a mental process that requires full concentration to capture the meaning hidden in what is heard. In the context of education, listening is defined as an activity that involves attention, understanding, and appreciation of the content of the material being heard.

Furthermore, listening as a cognitive activity and a directed goal, according to [13], helps to obtain facts, clarify, and negotiate meaning in everyday interactions. [13] also explains that the purpose of active listening is used for emotional support, relationship building, and conflict resolution in interpersonal communication. Based on this, in learning to listen to fantasy stories, the objectives of listening include obtaining facts, clarifying, and negotiating meaning in daily interactions, as well as active listening for emotional support, relationship building, and conflict resolution in interpersonal communication. From this, students are expected to be able to understand the plot, characters, and moral messages in fantasy stories, while also enjoying the style of language and narrative delivery.

Furthermore, [16] categorizes types of listening based on various criteria, including level, listening method, and purpose. Several types of listening that are relevant

to this study include: 1) intensive listening; 2) appreciative listening; 3) critical listening.

[16] also explains several factors that influence success in listening. These factors consist of (1) physical factors, (2) psychological factors, (3) experience factors, (4) motivational factors, and (5) environmental factors. In the context of developing digital learning media, environmental factors (such as the audio and visual quality of the media) and motivational factors (through attractive media design) are very important to consider in order to create an optimal listening experience for students.

From Tarigan's point of view, it can be concluded that learning to listen to fantasy stories needs to be designed so that students are actively involved in listening, understanding, interpreting, and appreciating the content of the story, taking into account the factors that support the success of the listening process.

2.3 The Concept of Fantasy Stories

[15] define fantasy stories as narratives that are entirely based on imagination, fantasy, and imagination. The main characteristic of this genre is that the story ideas are not bound by reality or the real world, often involving supernatural elements, magic, magical creatures, or other mysterious things. The setting in fantasy stories also has the ability to transcend the limitations of space and time. [7] define fantasy stories as writings that utilize standard storylines, but are essentially imaginative and purely fictional. This means that fantasy stories provide an opportunity for readers or listeners to experience the process of imagination through the structure of the storyline.

[5] Fantasy story texts are divided into three main parts: (1) Orientation, (2) Complication, and (3) Resolution. More comprehensively, [5] also mention the linguistic rules of fantasy stories, including the use of: (1) personal pronouns; (2) nouns and adjectives; (3) action and mental verbs; (4) imaginative time and place descriptions; (5) direct and indirect sentences; (6) temporal conjunctions; and (7) figurative language (metaphors).

3 Method

This study adopts the research and development (R&D) method with the aim of designing a specific product and assessing its effectiveness in the field of education. Research and development has the advantage of making a significant contribution in terms of products, processes, or procedures in terms of innovation and practical application, but it requires careful preparation and good resource management to ensure that the process is effective and the results are useful [2]. The product developed in this study is a digital teaching medium assisted by *Articulate Storyline 3*, which is intended to improve the listening comprehension skills of seventh grade junior high school students in fantasy stories.

Referring to the R&D approach, this study only utilized the initial stage of the ADDIE model, namely needs analysis. The research subjects consisted of seventh-grade students and Indonesian language teachers at SMPN 1 Bahodopi. There were 66

students and 4 teachers involved in providing their views on their needs for digital teaching media in learning to listen to fantasy stories.

This study applies a qualitative research approach. As explained by [14], the qualitative research approach is based on post-positivism philosophy, which is applied to study subjects in their natural environment (as opposed to the experimental approach), with the researcher as the main tool, data collection through triangulation (integrated methods), inductive and qualitative data analysis, and research results that emphasize interpretation of meaning rather than broad generalization.

Data collection in this study was conducted through observation, interviews, and questionnaires. The observation aimed to obtain an overview of the curriculum implementation at SMPN 1 Bahodopi, while the interviews were conducted with Indonesian language teachers, and the questionnaires in the form of Google Forms were distributed to students. The purpose of these steps was to find out the views of teachers and students regarding the need for digital learning media in Indonesian language lessons. Based on [11], the questionnaire instrument was analyzed using the respondent achievement rate (TPR) formula: $\frac{\text{Average Score}}{\text{Maximum Score}} \times 100\%$.

The analysis of digital teaching media needs, based on the results of observations, interviews, and questionnaires, was processed, then the data was analyzed, and general conclusions were drawn with the aim of obtaining a valid picture of media needs, especially in identifying interactive features and effective content in improving the listening skills of seventh-grade students at SMPN 1 Bahodopi in reading fantasy stories.

4 Discussion

Based on the results of observations, SMPN 1 Bahodopi uses an independent curriculum. This independent curriculum implements deep learning, which emphasizes in-depth understanding of concepts and mastery of competencies and directs students to be actively involved in the learning process until they truly understand the topics studied through in-depth exploration, not just memorizing or doing mechanical exercises. The use of the independent curriculum at SMPN 1 Bahodopi is also aimed at developing literacy, numeracy, and 5.0 era skills, which are highly relevant to current learning needs. This is also explained in the vision of SMPN 1 Bahodopi, which is to be Achieving, Skilled, Environmentally Cultured, and Based on Faith and Piety.

The position of Indonesian language learning, especially the learning of fantasy texts, receives significant attention in the learning process. This is based on the consideration that Indonesian language learning plays a role in honing students' language skills, which are the basis for understanding other subjects. Fantasy stories, as part of the Indonesian language subject material, are considered to have a high level of learning difficulty because they require students to hone their imagination, creativity, and critical language skills. However, observations at the school show that this learning faces challenges, including a lack of focus that can be used for each class, the absence of school Wi-Fi data, and not all classes having access to electricity. These shortcomings

limit teachers' ability to provide varied learning media, with learning materials still relying on textbooks and printed worksheets that are not very interactive. This affects the level of motivation of students, who are less active in participating in learning and understanding the content of the story in an enjoyable way.

Furthermore, at SMPN 1 Bahodopi, the results of the analysis of teachers' needs were found based on interviews conducted with 4 Indonesian language teachers and questionnaires given to 66 students regarding the need to use digital teaching media in learning to listen fantasy story texts in grade VII.

Table 1. Results of Interviews on the Needs Analysis for Digital Teaching Media Using Articulate Storyline 3 in Listen Learning to Fantasy Stories among Indonesian Language Teachers at SMPN 1 Bahodopi.

No.	Interview Analysis Questions	Problem Identification	Conclusion
1.	80% of teachers are familiar with learning media other than print media.	A small number of teachers are not yet familiar with learning media other than print media.	The majority of teachers are familiar with learning media other than print media, but there is a need to improve the media knowledge of some teachers.
2.	100% of teachers use media in the learning process.	Teachers recognize the importance of using teaching media in the learning process.	All teachers understand and use teaching media, which shows their awareness of the importance of using teaching media in the learning process.
3.	60% of teachers utilize PowerPoint as a frequently used learning medium	Most teachers have utilized PowerPoint as a digital teaching medium in the learning process.	In the learning process, teachers use PowerPoint as the most widely used digital media.
4.	20% of teachers use other learning media besides PowerPoint.	Most teachers have not utilized teaching media other than PowerPoint.	The use of teaching media other than PowerPoint is still very limited and needs to be developed.
5.	40% of teachers stated that the learning media used sufficiently supported the learning process.	Most teachers stated that the teaching media used is not sufficiently supportive of the learning process.	The use of learning media is still considered suboptimal in supporting the learning process.

No.	Interview Analysis Questions	Problem Identification	Conclusion
6.	20% of teachers have created their own learning media.	Most teachers have never created their own learning media.	Most teachers have not independently developed learning media, so training is needed.
7.	80% of teachers are familiar with digital teaching media.	Teachers are familiar with digital teaching media	Most teachers are familiar with digital teaching media, which shows the potential for utilizing technology in learning.
8.	100% of teachers stated that digital teaching media is necessary for learning Indonesian, especially fantasy stories.	Teachers recognize the need to use digital teaching media for teaching Indonesian, especially fantasy stories.	All teachers agree that digital teaching media are essential in the process of learning fantasy story texts.
9.	50% of teachers answered "good," 20% answered "happy," and 50% answered that it would be easier if there were digital teaching media that could be used in learning fantasy story texts.	All teachers responded positively, enthusiastically, and indicated that it would be helpful to have digital teaching media that can be used in teaching fantasy texts.	Teachers responded positively and enthusiastically to the development of digital teaching media that supports the learning of fantasy story texts.

Table 2. Results of the Analysis of the Questionnaire on the Needs for Digital Teaching Media Using Articulate Storyline 3 in Listen Learning to Fantasy Stories in Grade VII Students at SMPN 1 Bahodopi.

No.	Statement Analysis	Problem Identification	Conclusion
1	97% of students have smartphones/devices	Almost all students already have access to smartphones, but it is necessary to ensure that the devices support learning.	The majority of students have devices that enable the use of digital teaching media.
2.	80.6% of students always bring their smartphones/devices to school.	Most students bring their devices to school, but there are still some who do not,	The majority of students can utilize smartphones in learning at school.

No.	Statement Analysis	Problem Identification	Conclusion
		which can hinder digital access.	
3.	92.5% of students stated that teachers have used smartphones/devices in learning	Teachers have begun to integrate technology into learning, although its implementation is not yet fully optimal and uniform.	Teachers have utilized smartphones/devices as learning media in an effort to innovate learning.
4.	83.6% of students use teaching media other than books, worksheets, and other forms of text in learning.	Learning media vary, but some still rely on conventional media	Various types of learning media are available, but the use of interactive digital media requires further development.
5.	56.7% of students have learned Indonesian using PowerPoint.	PowerPoint is quite popular, but not all students have experienced it.	PowerPoint is the main digital medium used in Indonesian language learning.
6.	80.6% of students stated that teachers have used digital technology-based learning media in the classroom.	The use of digital media is quite high but not yet fully evenly distributed.	Digital learning media is already widely used in the classroom by teachers.
7.	52.2% of students have used digital teaching media in Indonesian language learning.	The use of digital teaching media specifically for Indonesian language is still limited.	The use of digital teaching media for Indonesian language needs to be developed to be more evenly distributed and effective.
8.	65.7% of students have used interactive learning applications in class.	Interactive learning applications have begun to be used, but have not been fully optimized.	Most students have experienced the benefits of interactive learning applications, and there are opportunities for further development.
9.	77.6% of students stated that they know about fantasy story texts	Students' knowledge of fantasy story texts is quite good	Most students are already familiar with fantasy stories as learning material.
10.	92.5% of students stated that learning fantasy story texts is more enjoyable when using digital teaching media via	Digital teaching media increase interest and enjoyment in learning	The use of digital teaching media is very effective in increasing motivation to learn fantasy story texts.

No.	Statement Analysis	Problem Identification	Conclusion
	smartphones/devices.		
11.	100% of students stated that it would be easier to understand the learning material if digital teaching media were used.	All students acknowledged the ease of understanding with digital teaching media	Digital teaching media are very much needed to facilitate students' understanding of the material.
12.	92.5% of students want learning to listen to fantasy stories to be supported by digital media that can be used at home.	Students need flexible digital learning media support outside of school.	Digital media that can be accessed at home is highly desired to support independent learning.
13.	94% of students stated that learning with digital teaching media can increase motivation and concentration in learning.	Digital media effectively improves students' focus and enthusiasm for learning.	Digital learning media play an important role in increasing motivation and concentration in learning.
14.	97% of students want interactive exercises and quizzes to support their understanding of the material.	Interactive exercises are considered to strengthen understanding of the material.	Interactive practice questions are essential to support mastery of learning materials.
15.	74.6% of students expect learning media that presents fantasy stories with interesting animated images.	Animated visuals can increase students' interest in learning.	Presenting fantasy stories with engaging animations is highly desirable to improve understanding and enthusiasm for learning.
16.	86.6% of students stated that it is easier to understand the material if there are supporting images, animations, and sounds.	Multimedia supports optimal understanding of concepts	The use of multimedia media (images, animations, sounds) is important to facilitate student understanding.
17.	Students stated that they need digital teaching media to	There is a need for multimedia and inter-	Multimedia features and interactive quizzes must be included in the development of digital teaching

No.	Statement Analysis	Problem Identification	Conclusion
	listen to fantasy stories equipped with animations (70.1%), audio (49.3%), interactive quizzes (40.3%), images/illustrations (52.2%), and visual stories (40.3%).	active features to support learning to listen to fantasy stories.	media to meet the needs of students.
18.	Students stated that learning media are interesting and not boring if: The media are interactive (53.7%), Fantasy story videos (76.1%), and Voice narration (29.9%).	Interactive and audio-visual learning media can increase students' attention and interest	Interactive media, videos, and voice narration are important elements in making learning interesting for students.

Table 1 shows the findings from interviews with Indonesian language teachers, where the majority of respondents (80%) are familiar with learning media other than print-based media. This indicates an awareness of the importance of media variety in learning. All teachers (100%) have used media in the learning process, but there is a clear high dependence on PowerPoint as the main media, with 60% of teachers using it, while the use of other media is still very minimal (20%). However, only 40% of teachers consider the existing learning media to be sufficient to support the learning process, indicating that the majority feel that the media used is not yet optimal. In another aspect, the level of teachers' ability to produce learning media independently is still low, with only 20% having made it themselves, which indicates the need for more intensive training. However, the perception of digital teaching media is very positive, with 80% of teachers being familiar with it and all teachers stating the need for digital teaching media, especially for learning fantasy stories. High enthusiasm was also evident from the responses of teachers who felt that digital teaching media would be very helpful and facilitate the learning process, indicating high expectations for innovations in digital learning media. This confirms the high potential of digital teaching media as an innovative solution to improve the quality and motivation of students in learning Indonesian.

Table 2 shows the results of the analysis of the questionnaire for seventh-grade students, which indicates that the conditions are very supportive of the implementation of digital teaching media, with 97% of students owning smartphones and 80.6% bringing these devices to school. The integration of technology in learning is quite good, with 92.5% stating that teachers use smartphones and 80.6% stating that digital learning

media are already used in class. However, the use of specific media in Indonesian language learning, such as PowerPoint (56.7%) and digital teaching media (52.2%), can still be improved. Most students (77.6%) are familiar with fantasy stories, and they are very enthusiastic about the use of digital teaching media in learning, as evidenced by 92.5% feeling that learning is more enjoyable with digital media, and 100% admitting that it is easier to understand the material with digital media.

Students also want digital teaching media that can be used at home (92.5%) to support independent learning, with 94% stating that digital media increases their motivation and concentration in learning. In terms of features, almost all students (97%) want interactive exercises, 74.6% expect interesting animations, and 86.6% stated that images, animations, and sounds are very helpful for understanding. According to the students, ideal media should contain animations, images, audio, interactive quizzes, and visual stories with videos and voice narration as important elements.

This analysis shows the alignment of needs between teachers and students regarding the development of digital teaching media, although a significant implementation gap was found, requiring a comprehensive and systematic approach. This gap is triggered by three main factors, namely: (1) educators' over-reliance on a single medium (PowerPoint), (2) limited competence in developing learning media, with only 20% of educators demonstrating creativity, and (3) systemic issues such as facilities and methods of use that have not been fully utilized. Conversely, the strong aspirations of students for varied and interactive digital content (85-90%) create positive momentum for change in the learning process.

Furthermore, teachers also need Articulate Storyline 3-assisted digital teaching media for teaching seventh-grade fantasy story comprehension, because the current use of media (mostly PowerPoint) is still suboptimal and limited. The majority of seventh-grade students have smartphones (97%), want interactive media that can be accessed at school and home (92.5%), and consider digital media to facilitate understanding (100%), increase motivation (94%), and equipped with animations (70.1%), interactive quizzes (40.3%), and audio/visuals to make learning interesting. The development of this media is very relevant considering the readiness of student infrastructure and the full support of teachers for multimedia features that support listening skills.

Addressing this gap requires a holistic approach that integrates comprehensive digital teaching media development programs for teachers, optimization of technological infrastructure, development of engaging learning content, and a system supported by institutions to ensure sustainability, thereby transitioning from awareness of benefits to active and ongoing implementation.

5 Conclusion

Based on the results of a needs analysis at SMPN 1 Bahodopi, it was found that the majority of students and teachers are in dire need of interactive digital teaching media for learning to listen to fantasy stories. Observations and interviews showed that current learning still relies on textbooks and print media that are less interesting and interactive, thereby reducing student motivation to learn. In terms of percentage, around 85-90% of students showed a high need for digital teaching media that could increase their

engagement and understanding. Meanwhile, around 70-75% of teachers needed contextual and easily accessible digital teaching media to support more effective and interesting learning.

This need is in line with the general trend in education, which shows that around 40% of teachers are generally ready to use digital technology in learning, but there are still obstacles such as limited access and training (around 60% of teachers still feel unprepared). With the development of interactive, flexible, and multimodal digital teaching media using Articulate Storyline 3, it is hoped that the needs of seventh-grade students at SMPN 1 Bahodopi can be met while also supporting the implementation of the Merdeka Curriculum, which requires active and in-depth learning.

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