



## DEVELOPMENT OF DIGITAL PLATFORM-BASED LEARNING MEDIA IN SHORT STORY TEXTS FOR GRADE XI HIGH SCHOOL

Suci Lestari<sup>1</sup>, Fathiaty Murtadho<sup>2</sup>, Reni Nur Eriyani<sup>3</sup>

Universitas Negeri Jakarta

[sucilst04@gmail.com](mailto:sucilst04@gmail.com)<sup>1</sup>, [fathiatym@gmail.com](mailto:fathiatym@gmail.com)<sup>2</sup>, [reni\\_eryani@unj.ac.id](mailto:reni_eryani@unj.ac.id)<sup>3</sup>

### ABSTRACT

This study aims to develop digital platform-based learning media for short story text material in Grade XI senior high school to address students' difficulties in understanding the content and to improve the effectiveness of Indonesian language instruction. Employing a research and development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), this study combined both quantitative and qualitative approaches through the use of questionnaires. The developed media was validated by a media expert (87%), a subject matter expert (96%), and an Indonesian language teacher (98%), while student responses showed a 90% approval rating. The findings suggest that digital learning media significantly enhance students' access to instructional materials and support more independent and flexible learning. The implementation of this media also provides teachers with an alternative tool to facilitate more engaging and effective classroom learning. Based on validation and evaluation results, the media is considered feasible for classroom use. This research contributes to the field of Indonesian Language and Literature Education by highlighting the pedagogical value of integrating digital technology in the teaching of short story texts to improve students' comprehension and learning motivation.

Keywords: digital learning media; short story texts; ADDIE model; senior high school; Indonesian language education

### INTRODUCTION

The rapid advancement of information and communication technology (ICT) has significantly transformed various aspects of human life, including the education sector. As a tool for conveying instructional messages, media play a crucial role in the teaching and learning process. In essence, learning media function as intermediaries for delivering educational content from educators to learners. According to Widiyanto et al. (2021), learning media are a set of tools, either hardware or software, that support instructional activities. Shoffa et al. (2023) further emphasized that the presence of media in education can improve instructional quality, and enhance the effectiveness and efficiency of teaching and learning processes.

Based on practicality, learning media are generally categorized into conventional media such as textbooks, whiteboards, and physical visual aids and digital media, which utilize technology-based tools and platforms (Yuniarti et al., 2023). With the advent of digitalization, educational paradigms are also shifting from traditional, teacher-centered methods toward dynamic and interactive models that emphasize student-centered learning. This evolution aligns with technological innovations that have made it possible to create more engaging and accessible instructional materials. Moreover, technology

when utilized appropriately can positively impact the learning environment, making it more interactive and enjoyable (Megwa, 2022).

This transformation is in line with the mandate of the National Education System Law No. 20 of 2003, which states that national education aims to develop students' potential, character, and civic values (Government of Indonesia, 2003). As such, integrating appropriate and updated digital learning media becomes a necessity to ensure that the educational process aligns with current demands and student characteristics. However, field observations and data collection conducted at SMAN 30 Jakarta, SMAN 72 Jakarta, and SMK Tirta Sari Surya revealed that teachers still rely on simple learning tools such as PowerPoint presentations and printed textbooks. There is limited innovation in the development of media that cater to students' needs and the evolution of technology. This gap highlights the urgent need for the development of learning media that are in tune with technological advancements and contemporary student learning styles.

Digital platforms represent a major innovation in educational technology. The Indonesian Ministry of Education, Culture, Research, and Technology supports this transition through initiatives such as the launch of the Merdeka Mengajar platform on February 11, 2022, by Minister Nadiem Makarim. This platform encourages teachers to design learning experiences that are integrated with technology (Puslapdik Kemendikdasmen, 2022). In line with this, Rahma et al. (2023) suggest that the use of digital platforms in education opens opportunities for teachers to creatively develop digital-based learning media. Wulandari & Sari (2022) also emphasize that digital platforms hold a strategic position in facilitating the learning process. Government efforts to support this shift include the launch of the National Digital Literacy Movement under the theme Indonesia Makin Cakap Digital 2021 (Wahiddin & Nurdiyansyah, 2022). Thus, digital platforms not only represent a technological advancement but also an educational necessity, offering innovative, accessible, and interactive alternatives to traditional teaching methods.

Digital platforms provide a range of advantages including increased interaction between teachers and students, flexible access to learning materials, and improved learning outcomes (Assidiqi & Sumarni, 2020). Research by Wibawa (2021) on the implementation of digital platforms at MI Muhammadiyah PK Kartasura during the COVID-19 pandemic concluded that such platforms are viable tools for instructional delivery. Similar findings were reported by Fiti et al. (2022), who observed that digital platforms facilitated teaching, learning, and assessment activities while motivating students to engage actively.

Furthermore, Sulastri et al. (2021) emphasized that digital platforms enable parents to monitor their children's academic progress and communicate more effectively with teachers. A nationwide survey conducted by the Indonesian Ministry of Education and Culture (2023) found high levels of acceptance of digital learning platforms, with average satisfaction scores ranging from 8.67 to 8.84 among teachers, principals, lecturers, and educational partners. These findings affirm the effectiveness and positive reception of digital platforms in education. In developing digital learning media, the initial step involves a needs analysis to identify gaps in current instructional practices. According to Syofyan et al. (2021), understanding student needs is crucial for creating relevant and targeted instructional tools. Based on the Merdeka Curriculum, students in Grade XI and XII (Phase F) are expected to master various types of texts including argumentation, persuasion, news reports, short stories, poetry, drama, and scientific writing (Kemendikbudristek, 2022). As part of this study, a needs analysis survey was



distributed to students in the selected schools to assess their experiences and challenges in learning Indonesian language, particularly short story texts.

Survey results indicate that short story material poses the greatest challenge among the text types taught in Bahasa Indonesia. Among the 172 respondents from SMAN 30, SMAN 72, and SMK Tirta Sari Surya, 30.2% identified short stories as the most difficult, followed by poetry (22.7%), persuasive texts (14.5%), argumentative texts (9.9%), news texts (8.1%), drama (7%), and scientific writing (7.6%). These findings are in line with Kosasih et al. (2023), who also identified short story writing as a particularly challenging aspect of Bahasa Indonesia instruction. Short stories, as literary texts, require students to master narrative structure, character development, plot building, and effective sentence construction. According to Arnilah (2021), short stories portray human life experiences and require creative and critical thinking to produce. Thus, learning to write short stories helps students develop logic, empathy, creativity, and communication skills. It also fosters metacognitive reflection, as students learn to express themselves, interpret social contexts, and refine their linguistic and narrative abilities (Rahayu et al., 2021).

According to the learning outcomes for Phase F of the Merdeka Curriculum, students are expected to write creatively and reflectively across various formats, including literary texts and personal reflections. They are also encouraged to publish their writing through print or digital media. Writing short stories not only meets these outcomes but also allows students to explore their imagination and connect literary creation with everyday experiences. However, survey findings revealed that students struggle to develop ideas and translate them into structured narratives underscoring the need for instructional support and scaffolding.

This study aims to respond to these challenges by developing digital learning media specifically for short story texts, utilizing a digital platform to facilitate student understanding and creativity. The novelty of this research lies in its focus on the development (not just implementation) of an interactive, digital, student-oriented learning medium dedicated to teaching short stories. While studies such as those by Wibawa (2021), Rosmaini et al. (2024), and Fahmy & Pristiwati (2024) have examined various forms of digital or literature-based platforms, they have either addressed religious education, used off-the-shelf tools like Wordwall, or explored the sociocultural dimensions of digital literature. This study, in contrast, centers on platform development from the ground up, tailored to curriculum demands and actual classroom needs.

The research took place at three schools: SMAN 30 Jakarta, SMAN 72 Jakarta, and SMK Tirta Sari Surya. However, full implementation and testing of the developed media were conducted at SMAN 30 Jakarta, chosen based on greater identified need, positive institutional response, and logistical accessibility. These factors facilitated effective collaboration and data collection. A total of 172 students participated in the needs analysis survey. Findings show that 93% of students perceive Indonesian language learning as difficult or very difficult, while 93.6% expressed the need for additional instructional media. Moreover, 93.6% indicated a strong interest in using digital platforms for learning Bahasa Indonesia. These data reinforce the urgency of developing innovative instructional tools to enhance students' learning experience and motivation.

In response to these findings, this study was conducted to design, develop, and evaluate a digital platform-based learning media tailored for teaching short story texts in Grade XI. The product development follows the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), ensuring a comprehensive process that addresses both pedagogical and technological aspects. By offering a structured, engaging,

and interactive digital learning medium, this research contributes to improving instructional quality in Indonesian language education. Furthermore, it aligns with national curriculum objectives and the broader goal of enhancing students' 21st-century skills, including digital literacy, creativity, and communication.

## **METHOD**

This study aims to develop digital platform-based learning media for short story text material for Grade XI senior high school students. The research falls under the category of Research and Development (R&D) and employs the ADDIE development model, which consists of five systematic and interactive stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen for its structured nature and its capacity for continuous revision to produce relevant and effective learning products. The study was conducted at SMAN 30 Jakarta during the even semester of the 2024/2025 academic year, focusing on the development and implementation of learning media tailored to students' needs and curriculum demands.

This development research unfolded in five main, structured phases. The analysis phase kicked off with identifying various hurdles in Indonesian language learning. This was done by distributing questionnaires to both students and teachers, aiming to gather insights on learning obstacles, challenging topics, and the need for digital learning media. Following the analysis, the design phase honed in on planning the product. Activities here included creating design flowcharts, preparing short story text learning materials, and designing wireframes for the digital platform's interface. The envisioned product was a mobile-accessible, internet-connected digital learning platform, complete with learning materials, exercises, usage instructions, user accounts, developer profiles, and a "did you know" section.

The development phase saw the digital learning platform come to life, built directly from the finalized design. Key tasks in this stage included software development, validation by both material and media experts, and then revising the product based on their valuable feedback. Next, the implementation phase involved putting the validated and revised learning media product directly to the test with students. After the trial, students were asked to complete questionnaires, providing crucial data from the field test results. Finally, the evaluation phase served as the concluding stage of this research. Here, the researchers meticulously analyzed the data collected during both the validation and field trials. Validation data came from material experts, media experts, and Indonesian language teachers, while the trial data was gathered from 11th-grade high school students who had used the digital learning platform.

After obtaining data from the validation and trial phases, the collected data were analyzed using both qualitative and quantitative data analysis techniques. Qualitative data, in the form of comments, suggestions, responses, and feedback provided by material experts, media experts, Indonesian language teachers, and students, were analyzed descriptively. This qualitative data served as material for evaluation and revision in the development of the learning media. Quantitative data were derived from Likert scale questionnaires filled out by material experts, media experts, Indonesian language teachers, and students. These questionnaires contained statements regarding product feasibility, presented qualitatively, necessitating the conversion of qualitative data into quantitative data to determine product feasibility.

The conversion of assessment scores involves a multi-step process designed to quantify and categorize product feasibility. Initially, the total score for all evaluated



aspects is computed, drawing directly from the Likert scale assessment ratings. Subsequently, the mean value of these aggregated scores is ascertained by dividing the total score by the cumulative number of indicators assessed. Concurrently, a product feasibility categorization table is constructed utilizing a defined rating scale. This scale serves as a crucial mechanism for transforming raw numerical data into an interpretable measurement framework. Furthermore, qualitative data, encompassing suggestions, responses, comments, and constructive feedback, are systematically gathered and serve as the foundational basis for subsequent revisions of the learning media.

**Table Product Feasibility Criteria and Range**

Average Score	Range Categorization
> 4.20-5.00 (84%-100%)	Very Feasible
>3.40-4.19 (68%-83.9%)	Feasible
>2.60-3.39 (52%-67.9%)	Sufficient
>1.80-2.59 (36%-51.9%)	Less Feasible
1.00-1.79 ( $\leq$ 35.9%)	Not Feasible

(Widyoko, 2015)

Finally, the derived mean value is rigorously compared against the established product feasibility categorization table to determine the definitive product feasibility score. A learning media product is deemed feasible if it attains a minimum classification of "Feasible" or achieves an average percentage score no less than 68%. This threshold ensures a robust standard for product viability.

## RESULTS AND DISCUSSION

This research aimed to develop a digital platform-based learning media for teaching short story texts in Indonesian language classes for Grade XI students. The study employed the ADDIE model, which encompasses five stages: Analysis, Design, Development, Implementation, and Evaluation. The following sections present the results and discussion of each stage in the research process.

### Analysis Stage

The initial phase involved a comprehensive needs analysis, conducted through surveys administered to Bahasa Indonesia teachers and students from three educational institutions: SMA 30, SMA 72, and SMK Tirta Sari Surya in Jakarta. The main objective of this stage was to gather insights on learning challenges and expectations regarding instructional media, especially in the context of short story material. From the teacher’s perspective, 100% of respondents agreed that digital learning media is highly engaging and holds great potential to enhance the quality of instruction. Teachers emphasized that many students struggle with concentration and exhibit a general lack of enthusiasm for reading-based tasks. One teacher remarked, “Students find it hard to express their ideas when writing short stories. They often lack the inspiration or simply feel confused when starting to write.” Another explained, “Limited reference materials in the classroom mean students rely heavily on textbooks, which they find unengaging.” All three teachers involved unanimously identified short story texts as the most difficult material for students to comprehend.

Simultaneously, the student surveys, which included responses from 172 students, revealed that approximately 93% considered Indonesian language classes difficult, with 30.2% specifically highlighting short story texts as the most challenging. Students

attributed their struggles to unfamiliarity with literary terms, difficulty analyzing structure, and limited vocabulary. In addition, 93.6% expressed a strong desire for more adaptive and interactive learning tools. A student commented, "I enjoy using digital platforms because they allow me to study at my own pace. I can revisit lessons anytime I need clarification." Another student elaborated, "When we use only books, I get bored easily. I prefer something that allows me to interact, like quizzes or watching videos." Similarly, a different student mentioned, "I often don't understand what a short story is really about. If there are images or videos, I can understand better." These comments show not only a demand for accessibility but also a shift in student expectations toward multimedia-supported learning.

The analysis also examined the 2022 "Kurikulum Merdeka" (Freedom to Learn Curriculum), which segments high school education into developmental phases. Grade XI falls within Phase F, which prioritizes communication, reasoning, and the creation of diverse texts. Learning objectives relevant to this study include understanding the definition of short stories, identifying their components, analyzing embedded values, and writing original narratives. These curriculum goals aligned strongly with the needs identified in the surveys, reinforcing the importance of designing a media product that supports short story learning in a modern, student centered manner.

#### Design Stage

The design stage focused on translating the findings of the analysis phase into a detailed blueprint for the development of a digital learning platform. This included content structure, media flow, interface design, and visual layout. The design process followed the principles of user experience (UX) and instructional design models to ensure usability and pedagogical alignment. The media was structured into a dynamic flow that begins with a splash screen and user authentication (login/registration). Once logged in, users land on a personalized dashboard ("beranda"), which includes features such as usage instructions, learning modules, search tools, user profiles, trivia sections, and content archives. The dashboard was designed to be intuitive, mobile-friendly, and accessible to students with varying levels of digital literacy.

The learning content was thoughtfully structured into four progressive modules to systematically guide students through the intricacies of short story analysis and creation. The initial module, "Understanding the Definition of Short Story," leveraged both video and textual presentations to introduce fundamental definitions and concepts, reinforced by multiple-choice questions, reflective writing prompts, and interactive vocabulary guides for literary terms. Building on this foundation, "Analyzing Structural Elements" immersed learners in the analysis of thematic content, plot structure, characters, settings, and narrative perspective through interactive video-based questions, gamified tasks, drag-and-drop exercises, and instant feedback for formative learning. Subsequently, "Exploring Life Values" engaged students with short excerpts, challenging them to identify embedded moral, religious, cultural, or social values, with activities including reflective prompts and peer discussion forums. The final module, "Composing a Short Story," provided a structured, six-step approach encompassing ideation, premise, plot, character, setting, and composition, offering essential tools such as templates, dedicated writing spaces, illustrative examples, and crucial opportunities for collaborative feedback, enabling students to upload, receive comments on, and revise their narratives based on peer input.



Each module follows a “Learn – Play – Practice” sequence to cater to diverse learning styles and preferences. A core aspect of the platform is its interactivity, enabling users to share their writing, comment on peers’ work, earn points, unlock badges, and track their progress via user profiles. These gamified features are intended to increase engagement and motivation. The user interface was meticulously planned through wireframes, outlining screens such as login, dashboard, learning content, user profiles, developer info, and trivia. These wireframes ensured intuitive navigation and visual consistency across the platform. Special attention was paid to font selection, color contrast, and iconography to ensure accessibility for all users, including those with visual impairments.

## Development Stage

In the Development Stage, the design blueprint was meticulously translated into a functional prototype through a comprehensive process involving software programming, content integration, interface configuration, rigorous testing, debugging, and subsequent deployment. This development adhered to a five-step procedure. Flow Development initiated the process by mapping out the user journey across each screen and interaction, ensuring intuitive navigation. Subsequently, Coding commenced, involving the programming of both the interface and backend logic in strict accordance with the planned features. The platform was specifically engineered using responsive web technologies to guarantee compatibility across both desktop and mobile devices. Testing was then conducted in-house to proactively identify and address any bugs or functional issues, with usability testing further performed by a small cohort of students. The Debugging phase focused on refining the product for a seamless user experience, which included eliminating superfluous steps and optimizing loading speed. Finally, Deployment marked the launch of the platform for pilot implementation.

Expert validation formed a critical component of this stage, providing essential feedback for refinement. Media Validation, conducted by an educational technology lecturer, yielded a "Very Feasible" score of 4.35 out of 5 (87%). The expert recommended improvements such as rearranging icons for enhanced efficiency, diversifying color schemes, and incorporating additional visual aids, noting that "the interface is clean and focused, but more visual prompts and color-coded menus could improve clarity." Simultaneously, Material Validation, performed by an experienced Bahasa Indonesia teacher, resulted in an exceptional score of 4.81 out of 5 (96%). This feedback highlighted the platform's accurate alignment with curriculum objectives, engaging activities, and effective language use, with the validator commending that "This platform captures the essence of the curriculum, with a focus on analysis, creativity, and writing." Minor revisions suggested included rectifying typographical errors and enhancing layout spacing.

Furthermore, Teacher Validation produced an outstanding score of 4.93 out of 5 (98%). The validating teacher lauded the platform's accessibility, its potential to foster motivation, and its capacity to cultivate independent learning, remarking, "This is what our schools need right now, a tool that students can use anywhere, anytime, and with real interest." These comprehensive validations collectively prompted several key revisions, including the implementation of improved visual themes (e.g., color gradients and refined icons), the introduction of new features (e.g., achievement badges and keyword highlights), and enhanced clarity through structured tables and refined terminology. The

development process also incorporated an integrated feedback loop feature, empowering students to suggest content improvements directly.

### Implementation Stage

Following expert validation and platform refinement, the digital learning media was implemented with 30 students from class XI-3 at SMAN 30 Jakarta. The aim of this implementation phase was to assess students' perceptions, usability experience, and learning motivation using the developed platform. Quantitative data were collected using a 14-item Likert-scale questionnaire. The average score across all indicators was 4.5 out of 5, equating to 90%, categorized as "Very Strongly Agree." Students responded positively across several dimensions: motivation, ease of use, flexibility, interface design, and content clarity. Notably, 94% of students expressed a preference for using digital learning media over traditional teacher explanation alone. This finding indicates a significant shift in learning preferences, especially in a post-pandemic era where hybrid learning models are gaining acceptance.

Indicators receiving the highest mean scores included: "I can study actively and independently using this platform" (4.6) and "I can study at my own pace and intensity" (4.4), which highlight the perceived autonomy supported by the digital media. In addition, students valued the aesthetic appeal of the platform, with 90% agreeing that font choices, color combinations, and layout facilitated their reading and comprehension. The qualitative data from open-ended responses provided further insight into the student experience. One student noted, "This platform provides an interactive way to understand short stories. I feel like I'm participating, not just reading." Another said, "The quiz and video features helped me remember the story elements better. It's way more fun than just reading a book." Students also appreciated being able to comment on each other's ideas, saying it helped build a sense of learning community.

Some responses pointed out the effectiveness of the platform's multimedia integration. For example, "I used to be confused about character and plot. But after watching the sample video story and doing the interactive game, I understood much better." This illustrates how multimodal delivery supported comprehension of complex literary elements. Students also highlighted the value of peer interaction. "I liked giving and receiving comments on story ideas," wrote one respondent. "It made me feel like a real writer and helped me improve." Such peer feedback components are central to developing critical thinking and metacognitive awareness in literary writing.

### Evaluation Stage

In the final phase, evaluation involved integrating and analyzing all feedback quantitative and qualitative to refine the platform and assess its overall feasibility and impact. The average scores from three expert validators (media, material, and teacher) ranged from 87% to 98%, categorizing the product as "very feasible." Student feedback also confirmed the platform's effectiveness. Based on the data, revisions were made to the interface (e.g., reordering of navigation icons, enhancement of font clarity), content (e.g., fixing typographical errors, adding explanatory pop ups), and features (e.g., adding achievement badges and color coded progress bars).

Further suggestions included making additional short stories available, incorporating audio narration for reading texts, and expanding discussion forums. These were considered valuable inputs for future development. Beyond technical improvements, the platform showed pedagogical promise. The combination of individual



learning pathways and community features (comment sections, peer feedback) supported both personalized and collaborative learning, aligning with 21<sup>st</sup> century education paradigms. The evaluation phase confirmed that this digital platform not only aligns with curriculum standards but also improves motivation, participation, and literacy skills among high school learners.

### Extended Discussion

The findings of this study confirm several key principles from educational technology and literacy instruction literature. According to Mayer's Cognitive Theory of Multimedia Learning (2001), students learn more deeply from words and pictures than from words alone particularly when the content is segmented and interactive. The positive student response to visual, audio, and interactive components in this study illustrates this principle in action. Moreover, the integration of peer feedback aligns with Vygotsky's theory of social constructivism, where learning occurs through interaction with more capable peers. By allowing students to comment, like, and respond to others' stories, the platform fostered authentic communication and knowledge co-construction.

This study also echoes research by Prensky (2005) on digital natives today's learners are more responsive to multimedia formats and expect interactivity. The platform's design responded to this shift by integrating game mechanics (quizzes, levels, points), user-friendly design, and mobile responsiveness. The use of the ADDIE model provided a clear, step-by-step structure that ensured systematic development. Each phase built upon the previous one, from identifying needs to analyzing the curriculum, designing pedagogical features, developing the software, and finally evaluating the product in a real-world setting. This method can be replicated in future digital media development projects.

However, limitations must be acknowledged. The implementation was limited to one class in one school and did not involve a pre-test/post-test design. Therefore, while student responses suggest increased motivation and engagement, the study does not provide quantitative evidence of academic achievement improvement. Future studies could apply experimental designs with control groups to determine the platform's effectiveness more rigorously. Another limitation lies in infrastructure dependency. While most students had access to smartphones, consistent internet access was a challenge for a few. This highlights the importance of developing offline-compatible versions or ensuring school wide infrastructure support.

### Recommendations

The development of a digital platform-based learning media for short story instruction proved to be highly feasible and beneficial. By aligning the product with national curriculum goals, teacher and student needs, and proven pedagogical strategies, the media effectively enhanced student engagement, comprehension, and creative expression.

The findings of this study unequivocally demonstrate that interactive, multimedia-rich environments possess a significant capacity to revitalize literary education. The developed platform effectively fostered independent learning, encouraged peer collaboration, and facilitated deep engagement with the fundamental elements of short stories objectives that lie at the core of language and literature pedagogy. Crucially, this digital medium provided a unique space where students could express themselves freely,

receive constructive feedback, and cultivate a robust sense of ownership over their learning trajectories.

For broader application and to maximize the sustained impact of such digital interventions, the following recommendations are put forth: Firstly, expand the platform's content to encompass additional literary genres, such as poetry and drama, thereby catering to a wider array of curricular needs. Secondly, integrate comprehensive teacher dashboards to enable real-time monitoring of student progress, which would facilitate more targeted and personalized instructional support. Thirdly, develop an offline version of the platform to ensure equitable accessibility for students residing in regions with limited or unreliable internet connectivity. Fourthly, conduct longitudinal studies to rigorously assess the long-term learning outcomes and the enduring impact of the platform on students' literacy development and overall engagement. Finally, foster collaboration with a larger network of educational institutions to scale implementation efforts and validate the platform's effectiveness across diverse demographic and educational contexts, ensuring its broad applicability and impact.

In conclusion, this research successfully delivered not only a viable educational tool but also provided a replicable model for the effective integration of digital media into language instruction. Through thoughtful design that is firmly grounded in both pedagogical theory and the practical realities of the classroom, digital tools like this platform hold immense potential to transform traditional language learning into a more immersive, motivating, and deeply meaningful experience.

## CONCLUSION

Based on the development process and results of this study, it can be concluded that the digital platform-based learning media developed for teaching short story texts to Grade XI students is highly feasible and effective for classroom implementation. This conclusion is supported by data gathered through multiple validation stages and student trials, all conducted within the ADDIE development framework. The ADDIE model guided this research through five sequential and interrelated phases: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, needs were assessed through questionnaires distributed to teachers and students, revealing both pedagogical and motivational gaps in current short story instruction. Additionally, curriculum analysis confirmed that the proposed media aligned well with competency targets set in the 2022 Kurikulum Merdeka for Phase F.

In the design phase, a well structured blueprint of the platform was created. This included planning user interfaces, flow diagrams, and content segmentation to ensure accessibility and engagement. The design emphasized learner autonomy, multimedia integration, and gamification to foster an enjoyable learning experience. During development, the platform was constructed based on previously outlined designs and underwent rigorous validation by subject matter experts, media design specialists, and practicing Bahasa Indonesia teachers. Each group rated the media as "Very Feasible," with scores of 87% from media experts, 96% from content experts, and 98% from the teacher validator. This triangulation of expert input reinforced the validity and robustness of the product.

The implementation phase involved direct testing with students. A sample class at SMAN 30 Jakarta responded positively, with an overall satisfaction score of 90%. Students described the platform as easy to navigate, aesthetically pleasing, and effective in supporting their understanding of short story components. They appreciated features



like flexible access, peer interaction, and multimedia content that allowed for deeper comprehension and sustained motivation. Finally, in the evaluation stage, feedback from users and validators was compiled to refine the product. Modifications included interface improvements, content correction, feature additions, and overall enhancements to user experience. The media, therefore, evolved into a refined product that not only met but exceeded initial design expectations.

These findings demonstrate the potential of digital platforms to transform literature instruction. This particular media supports cognitive, affective, and behavioral engagement, allowing students to explore short story writing from multiple perspectives. It also empowers educators with innovative tools to deliver curriculum content more effectively. Importantly, it aligns with broader educational goals of fostering 21<sup>st</sup> century competencies such as creativity, collaboration, and digital literacy. In conclusion, the research affirms that digital platform-based media for short story instruction is not only feasible but highly recommended. It serves as a model for future developments in digital pedagogy and sets a foundation for further research, replication, and cross-contextual implementation in Indonesian language education and beyond.

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