I CAN CHOOSE THE MEDIA BY MYSELF: A CONCEPTUAL RESEARCH OF USING DIGITAL BOOKS FOR YOUNG LEARNERS

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Abstract: As teachers are expected to help students attain greater levels, the quality of Teacher Professional Development (TPD) has become a growing educational problem. Teachers are expected to meet new criteria, and educational institutions are urging them to do so. Furthermore, how teachers teach subject matter knowledge in unique circumstances using certain instructional methods and technology determines a teacher's success in TPACK. As a result, the consequences of how technology is utilized become highly substantial. The necessity for giving kindergarten and primary school teachers, as well as parents of young learners, with the ability to select or create an engaging digital multimodal book, i.e. book creator with English learning activities, inspired this conceptual-based research. Children who are digital natives prefer digital books to traditional ones. While they are reading, the multiple media incorporated in the digital interactive multimodal book may excite all five senses, making learning more engaging. Since there are little studies on the use of digital books for young learners in Indonesian contexts, this study provides a conceptual-based research on the issue.

Keywords: *digital literacy*, *interactive multimodal book, young learners*

INTRODUCTION

As learning is evolving, digital revolution is needed for education. The quality of Teacher Professional Development (TPD) has become an increasingly important educational concern. Furthermore, a teacher's performance is determined by how teachers teach subject matter content in specific contexts employing specific Technological Pedagogical Content knowledge (TPACK). Consequently, the implications of how technology is used become quite significant (Goradia, 2018).

Accordingly, attempts were made to acquire and perfect English as soon as humanly possible as a result of the realization of how important it is. The learning process requires the use of suitable and efficient techniques and strategies. Early childhood English learning success is greatly impacted by teachers' abilities to make the teaching and learning process engaging and enjoyable for the students.

When learning a language, one should work on developing their speaking, listening, reading, and writing abilities. Talking may be learned by children through imitation, observation of role models, including classmates and seniors, and practice under adult supervision. In general, speech development is an ongoing process, and the quality keeps getting better.

Refer to preliminary research conducted in several kindergartens and primary schools in Cimahi, West Java, Indonesia, teachers were still less adept at teaching children English, which hampered the teaching-learning process from facilitating the students' multiple intelligences. The teachers claimed that having English teaching materials on hand will help them manage the teaching-learning process with greater competence and creativity (Cahyati et al., 2019; Yustika

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& Iswati, 2020; Cahyati & Rizqiya, 2021). Teachers should come up with innovative approaches to regulate learning for young students in view of the foregoing events. One of them is to encourage students to read more by using classroom learning materials with connections to the outside world. The teacher's involvement is crucial in fostering and sustaining students' enthusiasm for studying through richly detailed books.

In the current period of Society 5.0, an increasing number of industrialized nations are replacing traditional books with modern books as learning resources in a variety of institutions, from kindergarten to universities. Books have changed from being written and illustrated to being interactive digital multimodal books. A digital book has all of the key elements of a printed book, such as text, images, and graphs. Digital books can transmit more information than printed books because of these features, which include music, animation, video, and hyperlinks.

Increasing student literacy is the aim. The definition of literacy has expanded from its initial association with learning to read and write traditionally to include students' aptitude for learning and comprehending. It is crucial to take into account how the use of technology enhances skills and has a good effect on student learning when it is used to intervene in the field of literacy. Digital interactive multimodal books are one technological use that has gained popularity in industrialized nations (De Jong & Bus, 2002; Brown, 2016). This study offers a conceptually based research on the role that digital interactive books may play in establishing English instruction for students at primary school and enhancing their digital literacy, whereas there aren't many studies on the usage of digital books for young learners in Indonesian settings. The aims of this conceptual research is to propose giving kindergarten and primary school teachers, as well as parents of young learners, with the ability to select or create an engaging digital multimodal book, i.e. book creator with English learning activities, inspired this conceptual-based research. While the significant of the study can be stated that this study's contributions to modern English learning materials for use in primary schools, its ability to give teachers and parents the tools they need to help kids in more creative and effective ways that take into account the needs of the students, and its recommendations for how to go about implementing English language learning are all important. The findings may eventually encourage reluctant readers, reinforce learning for kids with special educational challenges, and reach parents who are illiterate and have few print resources but own smartphones or tablets.

RESEARCH METHOD

A conceptual framework may be built from three sources: experience, literature, and theory. Personal experience may spark a research idea, but it is insufficient to create a conceptual framework for a research project. The conceptual framework must be grounded on academic literature. The literature serves as the study's reason by presenting what is not yet known or understood about a phenomenon. Theory, which is incorporated as the theoretical framework, is the third source for a conceptual framework. Is a theory already in place that needs to be tested? Is there a valid hypothesis of the phenomena already in place, or does one need to be developed? Thus, experience may motivate the development of a conceptual framework, the literature must give the rationale for following the research topic, and the study must be placed in relation to theory generation or testing (Crawford, 2020).

English teacher in primary school, as well as parents and children, participated in the study. While some components of this digital interactive multimodal English book which were

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created using bookcreator.com include spoken or written words, others include visual/image, movement, sound/audio (oral & music), films, poetry, and websites. The significance of this research is that it contributes to contemporary English learning media in primary school, equips teachers and parents to be able to assist children more effectively and diversely based on young learners' development, and presents recommendations for English language learning implementation. The study will eventually be able to encourage hesitant readers, reinforce learning for young learners with unique educational needs, and reach parents with low literacy as well as little print resources who already own smartphones or tablets.

RESULTS AND DISCUSSION

Constructivism Theory

Technology, as we all know, changes with the times, and even kids are getting more attached to it and using it for education. Learning from technology and learning with technology are the two forms of learning that apply here. Learning with technology indicates that technology is used as a tool to construct knowledge, allowing students to actively engage in utilizing technology, as opposed to learning from technology, which suggests that technology is used as a tool to transmit knowledge/knowledge transfer (Niederhauser, 2013; Suhendi et. al, 2018).

A constructivist learning theory from American philosopher John Dewey and Swiss educator Jean Piaget, which explains that children can actively build new knowledge independently, whether based on their prior knowledge or experience, will become apparent if we examine the theory of digital books in depth, either through its meaning or purpose. The foundation of constructivism philosophy is the idea that it is important for all students to engage in investigation and discovery throughout a class. According to this idea, learning must also be genuine and in line with actual experience (Cahyati & Rizqiya, 2021; Suhendi et al., 2018; Gogus, 2012).

The constructivism philosophy aims to provide kids control, independence, problem-solving abilities, and the capacity to utilize authentic texts. Due to the ease of access to knowledge provided by the internet, student-centered learning is more relevant now than teacher-centered learning. Therefore, teachers should keep in mind that instructional materials should be based on scenarios that students are familiar with while instructing young learners.

Yong Learners

Children are seen as being members of the Alfa generation. They have grown up around digital technology. As a result, they often have the potential to be more intelligent than earlier generations. Students may engage all five senses while reading the digital interactive multimodal book due to the multiple media that are interwoven into it, which makes learning more engaging.

In Indonesia, the term "Society 5.0" refers to a technologically advanced, human-centered society that promotes "freedom to learn." The focus of education in the 20th century was on students, with information coming from books and an emphasis on regional and national areas. In the twenty-first century, every child is a part of a learning community, and learning is acquired through a number of sources, including books, the internet, and other platforms.

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In the Society 5.0 age, teachers serve as both learning resource providers and creative inspiration for students. Teachers encourage students to "Learn Independently" so they may meet the difficulties of the 4.0 industrial revolution period and 5.0 Society by acting as facilitators, tutors, inspirations, and real learners (Khairani, 2016).

TPD & TPACK

The quality of Teacher Professional Development (TPD) has emerged as a major educational problem as teachers come under more scrutiny and pressure to help students achieve greater levels. While discussions and disagreements regarding the scope, form, and focus of TPD continue, educational institutions are urging teachers to change practices through teacher-learning activities such as workshops, seminars, and classroom modeling. Teachers are also expected to perform in accordance with new and evolving standards (Margolis et al., 2017). Technology integration and pedagogical use are becoming more and more important to educators as technology and the information it brings are made more widely available.

Since improving student accomplishment should be the primary goal of any education reform, any reformative strategy must first recognize the significance of teachers in promoting academic achievement. As lifelong learners, teachers play a crucial role in education as well. In order to tackle severe obstacles in the classroom and raise student achievement, English teachers are becoming more and more dependent on professional development (PD). However, some EFL teachers could still choose not to pursue their professional development for a variety of reasons, including a lack of time or energy, a reluctance to do so, or even a lack of knowledge regarding how and where to start. As a result, the effects of technology use in EFL teacher professional development activities take on a lot of importance.

The absence of a theoretical foundation in research on educational technology has repeatedly been a source of issues. To investigate how teachers may incorporate technology into their lessons, Mishra and Koehler (Koehler & Mishra, 2006) established a theory called Technological Pedagogical Content Knowledge (TPACK). It describes how teachers impart subject-matter knowledge using certain instructional strategies and technological tools in particular circumstances. Technical knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK), the three categories of core knowledge, are created as part of TPACK (Aisyah et al., 2021); (Nazari et al., 2019).

Digital Interactive Multimodal Books as Innovative Educational Resources

Kress (2000) first mentioned the idea of digital books in 2001 when he proposed the word "multimodality," which refers to a variety of communication and educational resources. To make books more meaningful, digital interactive multimodal books combine spoken or written words with various modalities including visual/image, movement, sound/audio (oral & music), and films, poetry, and websites. This book is also useful as a tool for modern communication. Students who read books containing multimodal concepts gain from them in ways that are natural, authentic based on experience, active collaboration/interaction, constructive or novel, and meaningful, which makes learning more purposeful.

Ideational, interpersonal, and textual meanings are three aspects that should be taken into account while building an interactive digital multimodal book. Ideational/experiential meaning

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(field) refers to taking the procedure into consideration, interacting with the reader, and being mindful of the steps (content), Interpersonal meaning takes into account the relationship between the author and the reader, whereas textual meaning takes into account the word choice, the arrangement of the information, and the method of communication (Mills, 2011; Mashfufah et al., 2019).

In this case, interactive digital books contain a variety of interesting materials because in addition to the text, children can independently operate other features, such as sound effects, animations, and even music that are woven into the text being read. Children are very interested and enthusiastic when they learn via the Internet (Djonov et al., 2021). Here, the teacher's or parent's job is to guide the child through the digital book's lessons, especially if the child has trouble using a particular function.

When reading a text in a digital book, students may also activate other elements like animation and sound effects that are accompanied by music. These books can be accessed via smart phones or laptops. Both adults and children may use this book as a learning tool to study several subjects, including English. Contemporary children's electronic books come with a range of multimedia and sensory components, such sound effects, animated visuals, and digital voice narration that is accompanied by text explanations. All of them are online novels that have been selected to inspire students to enjoy reading on their own in order to improve their reading habits (Juhriyansyah et al., 2015; Kucirkova, 2019); (Ezeh, 2020).

With specific topics and activities that are helpful for language learning, such as enhancing linguistic abilities, engaging students' social contacts, and boosting student motivation, digital interactive multimodal books are electronic presentations of learning books (Hwang et al., 2015). The constructivist learning technique presented in this book has also been acknowledged (Barrett, 2006; Liyana & Kurniawan, 2019; Bakó, 2016) as a tool for facilitating project-based, technologically integrated, and student-centered learning experiences. The following is the example of topics and activities made using bookcreator https://read.bookcreator.com/11JdozOlTnR605xPZlcZo2rZ9Hg1/E6XDPBsaTcmAct5D4GsKGA :

Picture 1. The cover of the book

Picture 2. Bilingual songs

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Picture 3. Making teaching media

Picture 4. ICT games

Picture 5. Teaching simulation

The book is intended to enrich the teacher, parents, and students in teaching and learning English. There are some selected links for each topic. In "Bilingual Songs" teacher, students, parents can sing along the familiar songs in English and Indonesia, next in "Making Teaching Media" the teacher/parents may guide young learners creating the media. While in "ICT Games" students can choose the games by themselves. Therefore, it's not surprising when they shout: "I can choose the media by myself!". Eventually, in "Teaching Simulation" teacher and parents can improve their teaching strategy.

In other words, by using digital books, the reader can click on the arrow that repeats the text, as well as use a function key to read or re-listen to the topic being discussed. Sound and animations in digital books can be turned on and off independently. Through highlighting the written material, the children concentrate on the relationship between text, vocal reading, and understanding the content. While they are reading, the multiple media incorporated in the digital interactive multimodal book may excite all five senses, making learning more engaging. Likewise, parents can optimize their smartphone to access the link, improve their knowledge, and eventually facilitate their children in learning English.

It is ideal if the communication and information technologies utilized for these young students can promote learning, for instance English learning activities through interactive digital books. Additionally, it is intended that other digital book may someday be created and utilized by teachers to assist in teaching English to students, stimulate the exploration of uncharted territory, inspire reading, and foster learning that is acceptable for young learners.

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CONCLUSION

This conceptually based research came to the following conclusions:

1. Insufficient research has been done on the usage of digital books for young learners in Indonesian contexts. Nevertheless, they support digital literacy in primary schools by contributing to modern English learning media.
2. A number of elements, including as the suitability of the curriculum for development, the level of students' technological proficiency, and the presence of professionals acting as intermediaries in the learning process, influence the effectiveness of a digital book for educational purposes.
3. The multiple media integrated in the digital interactive multimodal book could stimulate all five senses while reading it, making learning more meaningful. It also encouraged teachers or parents to be able to educate or support children more effectively.

Furthermore, the recommendation can be stated that it is necessary for teachers to adapt the English teaching materials into digital interactive multimodal books in order to support TPD, TPACK, and the demands of developing students as digital natives. As a result, it may encourage reluctant readers, support learning for kids with special needs, and reach parents who are illiterate and don't read many print books but own smartphones or tablets.

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