Social, Humanities, and Educational Studies

SHEs: Conference Series 9 (1) (2026) 975 – 984

A Systematic Literature Review of Contextual Understanding and Digital Literacy of Elementary School Students through H5P-Based Learning Media

Andhi Bagus Setiyawan

Universitas Sebelas Maret
andhibagus87@gmail.com

Article History
accepted 1/2/2026 approved 1/3/2026 published 31/3/2026

Abstract
Previous studies indicate that 21st-century competencies have not been optimally developed, especially in learning abstract topics such as Exploring Earth and Space. This study aims to analyze and synthesize research on students' contextual understanding and digital literacy using H5P-based learning media. The method employed is a Systematic Literature Review (SLR) following the PRISMA procedure, which includes identification, screening, eligibility, and inclusion stages. Data were collected from the Google Scholar database, covering publications from 2020 to 2025 using the keywords "contextual understanding," "digital literacy," and "H5P." Selected articles were filtered based on predetermined inclusion and exclusion criteria. The findings reveal that contextual learning approaches consistently improve students' conceptual understanding by linking learning materials to real-life experiences. Meanwhile, students' digital literacy levels vary, with a predominance in basic technical skills, while higher-order skills such as critical thinking and information evaluation remain underdeveloped. The integration of H5P has been shown to enhance student engagement, strengthen conceptual understanding, and foster digital literacy through interactive content and immediate feedback. Therefore, H5P-based learning media have strong potential as an innovative solution to integrate contextual understanding and digital literacy in elementary education.
Keywords: *Contextual Understanding, Digital Literacy, Elementary School, H5P, Systematic Literature Review*

Abstrak
Berbagai penelitian menunjukkan bahwa kompetensi abad 21 belum berkembang secara optimal, terutama dalam pembelajaran yang bersifat abstrak seperti materi Menjelajahi Bumi dan Antariksa. Penelitian ini bertujuan untuk menganalisis dan mensintesis hasil penelitian terkait pemahaman kontekstual dan literasi digital siswa sekolah dasar melalui penggunaan media pembelajaran berbasis H5P. Metode yang digunakan adalah Systematic Literature Review (SLR) dengan mengacu pada prosedur PRISMA yang meliputi tahap identifikasi, skrining, seleksi kelayakan, dan inklusi. Data diperoleh dari database Google Scholar dengan rentang publikasi tahun 2020–2025 menggunakan kata kunci "contextual understanding", "digital literacy", dan "H5P". Artikel yang dipilih disaring berdasarkan kriteria inklusi dan eksklusi yang telah ditetapkan. Hasil kajian menunjukkan bahwa pendekatan pembelajaran kontekstual secara konsisten mampu meningkatkan pemahaman konsep siswa dengan mengaitkan materi dengan pengalaman nyata. Di sisi lain, literasi digital siswa masih bervariasi, dengan dominasi pada kemampuan dasar penggunaan teknologi, sementara kemampuan berpikir kritis dan evaluatif masih perlu ditingkatkan. Integrasi media H5P terbukti efektif dalam meningkatkan keterlibatan siswa, memperkuat pemahaman konsep, serta mendukung pengembangan literasi digital melalui penyajian konten interaktif dan umpan balik langsung. Dengan demikian, penggunaan H5P berpotensi menjadi solusi inovatif dalam mengintegrasikan pemahaman kontekstual dan literasi digital dalam pembelajaran di sekolah dasar.
Kata kunci: Pemahaman Kontekstual, Literasi Digital, Sekolah Dasar, H5P, Systematic Literature Review

Social, Humanities, and Education Studies (SHEs): Conference Series p-ISSN 2620-9284
https://jurnal.uns.ac.id/shes e-ISSN 2620-9292

INTRODUCTION

The development of digital technology in the field of education over the past decade has driven the need for learning media that is not only visually appealing, but also interactive and relevant to the context of students' lives. The use of digital media, such as videos, Android-based applications, and interactive multimedia, has been proven effective in improving academic achievement, affective aspects, critical thinking skills, and knowledge of elementary school students (Salam et al., 2025). Furthermore, the integration of digital media in elementary school learning also contributes to creating a more enjoyable learning atmosphere, minimizing boredom, and strengthening interactions between teachers and students (Adventyana et al., 2023).

Digital technology is not only used for learning media, but can also be used as a means of assessing student learning. The use of technology in the assessment process can make it easier for teachers to conduct assessments, provide feedback, and speed up the assessment process (Santoso et al., 2023). In addition, the digitization of evaluation in elementary schools has great potential to improve the effectiveness of learning evaluation, allowing teachers and students to understand students' comprehension more accurately and quickly (Simatupang, 2024). One use of technology is through websites or applications that support learning.

H5P (*HTML 5 Package*) is one type of digital media that is becoming popular. H5P allows the creation of interactive content such as quizzes, interactive videos, drag & drop, hotspots, and other activities that can be embedded in *a Learning Management System* (LMS). Thus, this media not only functions as a learning tool, but also as a more dynamic and responsive assessment instrument for students' needs.

Wilujeng et al. (2025) stated that the use of H5P-assisted learning models can improve the science literacy of students with low abilities. The average n-gain score obtained was 0.74 (high), and there was a significant difference between the pretest and posttest scores. This shows that H5P can be used as a formative assessment tool that helps map initial understanding and then observe student progress after digital intervention. Furthermore, H5P interactive content in LMS (*blended learning mode*) is relevant to lecture topics and provides a positive perception from students regarding the use of such content (Rahmi et al., 2024). This supports the idea that H5P not only facilitates material delivery but also enables assessment integration through interactive activities, which provide immediate feedback and self-reflection.

The use of digital-based media and assessment instruments requires digital literacy from students and teachers. The digital literacy level categories in this study refer to the classification standards developed by UNESCO (2021) and adapted by the Ministry of Education, Culture, Research, and Technology (2023). Based on these categories, digital literacy is classified into five levels, namely: very low (≤40%), low (41–55%), moderate (56–70%), high (71–85%), and very high (86–100%). These categories are used to interpret the results of observations of students' abilities to access, evaluate, manage, create, and collaborate digitally. Several studies in Indonesia also use similar categories to measure the digital literacy of elementary school students, such as that conducted by Pratama and Suartama (2021), which found that the majority of elementary school students were in the moderate category, with the main challenge being in the aspect of digital ethics. Based on a survey conducted by the Ministry of Communication and Digital Affairs in 2023, it was found that 6.48% of Indonesia's population is digitally literate. Although this figure has increased, it is still very low. Therefore, actions are needed to improve the literacy skills of the Indonesian people.

The material *Exploring Earth and Space* at the 6th grade level covers concepts that are quite complex and abstract: the rotation and revolution of the earth, the phases of the moon, the motion of celestial bodies, the concept of the atmosphere, orbits, and the interaction between the earth, moon, and sun. Without an approach that links these

concepts to the students' real experiences, misconceptions and difficulties in conceptual understanding often occur, as well as a lack of relevance between learning and the students' reality (Yoon & Peate, 2015). Contextual understanding allows students to relate theoretical knowledge to things they see, feel, or experience in their daily lives (observation of celestial phenomena, day-night rotation, seasonal changes, observation of the moon).

Dwinata (2022) found that contextual learning models are effective for ecosystem material and produce significant differences between the experimental and control groups in science learning outcomes. In addition, space material specifically requires a high degree of visualization and spatial abstraction. Students often have difficulty imagining events that are not directly visible, such as orbits, moon phases, and distances between celestial objects. The use of interactive media, especially digital-based media, can help make these abstract concepts more concrete through animations, simulations, and visualizations.

Wilujeng et al. (2025) state that H5P can help students with low abilities to catch up on their science literacy. However, although the evidence shows positive potential, there has not been much research describing the contextual understanding profile of 6th grade elementary school students specifically for space and earth material with H5P. For example, it has not been clearly identified which dimensions of understanding (concept, application, reasoning, contextual relevance, or problem solving) are most affected.

This study focuses on students' contextual understanding, which includes the ability to understand science concepts related to space and earth (rotation, revolution, moon phases, and celestial phenomena) and the ability to relate these concepts to real-life experiences. Students' digital literacy, which includes the ability to access, evaluate, manage, create, and collaborate in a digital environment. The use of the H5P website as an interactive learning medium that serves to facilitate the learning process as well as a means of formative assessment that provides direct feedback on student understanding.

Thus, this study aims to map the profile of contextual understanding and digital literacy of 6th grade elementary school students on the subject of 'Exploring Earth and Space' through the use of the H5P website, taking into account dimensions of understanding such as concepts, context, relationship to daily life, and application skills. The results of this study are expected to provide an empirical basis for teachers and learning media developers in designing materials that are not only interactive but also contextual and appropriate to the needs of students in the digital age.

METHOD

This study applied the Systematic Literature Review (SLR) approach to explore and integrate findings from previous research concerning elementary school students' contextual understanding and digital literacy, particularly in relation to the use of the H5P website for learning Exploring Earth and Space. Triandini et al. (2019) explain that SLR is a structured method for gathering and assessing relevant studies on a specific research topic. This approach was selected because it enables the review process to be conducted systematically, transparently, and reproducibly when identifying, evaluating, and synthesizing research findings (Kitchenham & Charters, 2007).

The SLR process comprises several key stages: planning, implementation, and reporting (Kitchenham, 2004). At the planning stage, the researcher determines the study's focus by formulating the research question: What is the profile of contextual understanding and digital literacy among sixth-grade elementary school students using H5P-based digital learning media?

To support this study, a systematic search for relevant literature published between 2020 and 2025 was conducted across several well-established academic

databases, including Scopus, Web of Science, ERIC (Education Resources Information Center), Google Scholar, and ScienceDirect. These sources were chosen because they provide access to credible, peer-reviewed publications, particularly in the field of educational technology.

The search process used keywords such as “digital literacy,” “contextual understanding,” “H5P,” “elementary school,” and “interactive learning media.” From this process, around 120 articles were initially identified. These were then filtered using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) framework, which consists of identification, screening, eligibility, and inclusion stages (Kalogiannakis & Papadakis, 2021), and focus on elementary education 35 articles met the eligibility requirements. In the end, 20 articles were selected for in-depth analysis because they best aligned with the study's objectives. The process of method is shown in figure 1 below.

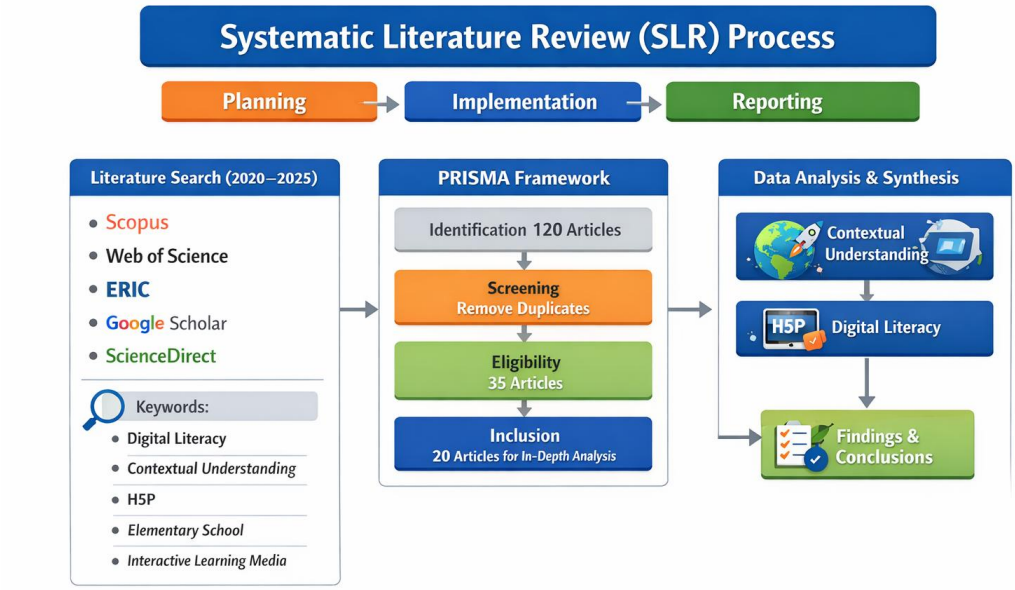

Figure 1. Systematic Literature Review (SLR) Process

Identification Stage

In the identification stage, articles were systematically searched to find relevant literature. The researchers used the Google Scholar database with specific keywords such as "Contextual Understanding," "Digital Literacy," and "H5P Media." Referring to (Kalogiannakis & Papadakis, 2021), the selection of articles from the database aims to maintain the integrity and credibility of the research results.

Screening Stage

During *the screening stage,* researchers eliminated duplicate articles and those that did not meet the predetermined inclusion criteria (Anthony et al., 2022). The inclusion criteria used as a reference in analyzing the articles in this study are presented in table 1:

Table 1. Inclusion and Exclusion Criteria

No	Category	Inclusion Criteria	Exclusion Criteria
1.	Publication Type	Articles published in journals	Articles published in book chapters, corrections, brief surveys, reviews, and notes
2.	Journal Indexing	Sinta-indexed journals	Journals not indexed by Sinta

3.	Publication Year	2020 - December 2025	Articles published before 2020
4.	Language	Articles in Indonesian and English	Articles in languages other than Indonesian and English

Eligibility Stage

In the eligibility stage, articles that have passed the *screening* stage are analyzed in depth with the aim of answering the research questions and minimizing the risk of inclusion bias (Anthony et al., 2022). The focus of article selection was adjusted to the eligibility criteria related to the contextual understanding and digital literacy profiles of sixth-grade elementary school students through the use of H5P website-based digital learning media. Based on the results of careful selection and examination, several articles that met the research standards were selected. Articles that did not meet the eligibility requirements were excluded to maintain validity and prevent errors in publication.

***Inclusion* Stage**

In the inclusion stage, the selected articles were analyzed in depth. The findings from these articles were used as the main basis for answering the research questions. In this study, several articles underwent a systematic selection and evaluation process to ensure their eligibility and suitability with the predetermined inclusion criteria. The selection process was intended to ensure that the selected articles had high validity and credibility, so that they could make a significant contribution to research on the contextual understanding and digital literacy profiles of sixth-grade elementary school students through the use of H5P website-based digital learning media. Data analysis was carried out systematically, including the processes of conclusion, coding, theme identification, and grouping based on research questions.

RESULTS AND DISCUSSION

Result

The results of the article analysis conducted from various sources are presented in table 2:

Table 2. Results of Literature Review Findings

No	Nama Peneliti	Judul Artikel	Hasil Penelitian
1	Indrawati et al 2025	*The Effectiveness of H5P-Assisted Differentiated-Independent Learning Model to Increase Low-Ability Students' Scientific Literacy*	The study shows that H5P-based interactive media is effective in improving students' scientific literacy, including the ability to read graphs, understand science concepts, and engage in independent learning activities. This is relevant to the digital literacy of elementary school students through interactive content.
2	Mudlofar et al. (2025)	*Digital Innovation in Islamic Character Education: An H5P Media Development Analysis at Elementary School*	A case study of the use of interactive H5P in character education shows an increase in student engagement, reflection, and internalization of values. This confirms the role of H5P as interactive digital media in elementary schools.
3	Iduard et al. (2025)	Analisis Dampak Model Pembelajaran	Learning with a contextual approach also improves student literacy, especially the

		Kontekstual terhadap Literasi Lingkungan Siswa Sekolah Dasar	ability to connect science concepts with the real environment, supporting contextual understanding in elementary schools.
4	Shintia Azzahra & Kaniadewi (2025)	*Building Vocabulary in Primary School Students Using Contextual Teaching Learning Model*	The application of contextual learning with digital media (videos & interactive quizzes) improves the vocabulary and language comprehension of elementary school students. This confirms the effectiveness of the contextual approach in elementary school learning.
5	Aura Yolanda dkk. (2025)	Strategi Pembelajaran Kontekstual untuk Meningkatkan Pemahaman Konsep Siswa Sekolah Dasar	This article shows that contextual strategies help students relate lesson material to real-life experiences, thereby improving students' conceptual understanding.
6	Lestari et al. (2024)	Pengembangan Model Pembelajaran Berbasis Literasi Digital untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar	An integrated learning model incorporating digital literacy has been proven to improve learning outcomes and technological skills among elementary school students, reinforcing the relevance of digital literacy in education.
7	Wahyu Dini Septiari dkk. (2025)	*Digital Literacies in Education: Navigating Reading and Writing Skills Among Students in the 21st Century*	This international study describes elementary school students' digital literacy in the context of digital reading and writing, reinforcing the importance of developing digital literacy in the 21st century context.
8	Fauziah dkk. (2025)	*Bridging Pedagogy and Technology: Developing Contextual Digital Story Media*	Digital story media designed with a contextual approach enhances students' basic literacy and pedagogical-technology interaction, suggesting the contextual relevance of digital for literacy
9	Sheima Misra Sholeha dkk. (2024)	Analisis Tingkat Pemahaman dan Penerapan Literasi Digital pada Siswa Kelas V Sekolah Dasar	Qualitative studies show that fifth-grade students' digital literacy levels vary, with higher understanding in basic technology use, but evaluation and critical skills still need improvement
10	Sitepu dkk. (2025)	Contextual Approach-Based E-Book to Improve Students' Metacognitive Abilities in Science	A contextual approach in science materials improves students' metacognitive abilities, strengthening their understanding of concepts and the application of knowledge in real contexts

The results of the study in the table above show that the profile of contextual understanding and digital literacy of elementary school students improves with the help of H5P-based media.

Discussion

a. Contextual Understanding in Elementary School Learning

Research results show that contextual learning methods consistently have a positive effect on students' conceptual understanding in elementary school.

Research conducted by Iduard et al. (2025), Azzahra and Kaniadewi (2025), and Yolanda (2025) emphasize that contextual learning facilitates students in connecting academic ideas with everyday experiences, making lessons more meaningful and easier to understand.

This finding is in line with the theory of Contextual Teaching and Learning, which states that learning comprehension will increase when students can relate new knowledge to situations in their daily lives (Johnson, 2014). In the context of science learning, especially in the subject of Exploring Earth and Space, the contextual approach allows students to understand natural phenomena not only from a conceptual point of view, but also from an applicative and reflective perspective.

b. Digital Literacy for Elementary School Students

Digital literacy is a fundamental competency in 21st-century learning. Recent studies by Lestari et al. (2024), Sholeha et al. (2024), and Septiari et al. (2025) indicate that elementary school students' digital literacy levels remain varied. While most students are सक्षम in operating basic digital technologies, higher-order competencies (critical thinking, information evaluation, and digital ethics) are still insufficiently developed.

This finding aligns with more recent conceptualizations of digital literacy, which emphasize that it extends beyond technical proficiency to include cognitive, social, and ethical dimensions of technology use. For instance, UNESCO (2021) highlights that digital literacy involves the ability to access, evaluate, create, and communicate information responsibly in digital environments. Similarly, European Commission through the DigComp 2.2 framework (2022) underscores competencies such as critical information assessment, digital communication, safety, and problem-solving as integral components of digital literacy.

Therefore, digital learning in elementary education should be systematically designed not only to develop students' technical skills but also to foster critical understanding, reflective thinking, and responsible digital behavior. This implies the need for instructional approaches that integrate meaningful digital activities, encourage inquiry and evaluation of information, and promote ethical awareness in the use of technology.

c. The Role of H5P Based Interactive Digetal Media

Digital literacy is an essential competency in 21st-century learning. The results of studies by Lestari et al. (2024), Sholeha et al. (2024), and Septiari et al. (2025) show that the level of digital literacy among elementary school students still varies. Students are generally able to use basic technology, but critical thinking, information evaluation, and digital ethics skills still need to be developed.

This is in line with the concept of digital literacy, which encompasses not only technical skills but also cognitive and ethical aspects of technology use (Gilster, 1997; Bawden, 2008). Thus, digital learning in elementary schools needs to be structured in such a way that it not only trains students in the use of technology but also encourages their understanding, reflection, and digital responsibility.

A synthesis of selected literature reveals that, overall, the SLR results show that contextual understanding and digital literacy are two competencies that support each other in elementary school learning. The contextual approach helps students understand concepts meaningfully, while digital literacy strengthens students' ability to access, understand, and manage technology-based information. The integration of interactive digital media such as H5P is an effective bridge for developing both competencies simultaneously.

These findings reinforce the relevance of using the H5P website in science learning, particularly in the *Exploring Earth and Space* material, as a means of building contextual, interactive learning that is oriented towards strengthening the digital literacy of sixth-grade elementary school students.

CONCLUSION

Based on a Systematic Literature Review (SLR) of national and international studies published between 2020 and 2025, it can be inferred that elementary school students' contextual understanding develops more effectively when learning activities are grounded in real-life contexts and in students' everyday experiences. A contextual learning approach enables students to link abstract scientific concepts with observable phenomena, thereby enhancing the meaningfulness of learning and facilitating deeper conceptual understanding, particularly in inherently abstract science subjects.

Furthermore, the digital literacy profile of elementary school students reveals varying levels of competence. Students generally demonstrate stronger technical abilities in using digital tools; however, higher-order skills, such as critical thinking, information evaluation, and digital ethics, remain relatively underdeveloped. This imbalance suggests that digital literacy should not be limited to operational skills but must be fostered holistically through learning designs that integrate critical reflection, contextual problem-solving, and responsible digital practices.

In addition, the findings highlight that interactive digital learning media based on the H5P platform holds considerable potential for bridging contextual understanding and digital literacy. H5P facilitates active student engagement, promotes independent learning, and supports conceptual understanding through interactive, visual, and feedback-rich content. Its features allow teachers to design learning experiences that are not only technologically engaging but also pedagogically meaningful.

These findings imply that educators need to strategically integrate contextual approaches with interactive digital media in classroom practice. Teachers are encouraged to design learning environments that combine real-world problem contexts with digital tools like H5P to foster both conceptual understanding and comprehensive digital literacy. At the curricular level, there is a need to emphasize the integration of cognitive, technical, and ethical dimensions of digital literacy within science learning. Moreover, professional development programs should support teachers in developing competencies in designing context-based digital learning. Practically, the use of H5P in sixth-grade "Exploring Earth and Space" material can serve as an effective alternative to promote interactive, student-centered learning aligned with 21st-century skill demands, including critical thinking, creativity, collaboration, and digital responsibility.

.

REFERENCES

Adventyana, B. D., Salsabila, H., Sati, L., Galand, P. B. J., & Istiqomah, Y. Y. (2023). Media Pembelajaran Digital sebagai Implementasi Pembelajaran Inovatif untuk Sekolah Dasar. Jurnal Pendidikan dan Konseling (JPDK), 5(1), 3951-3955

Anthony, B., Adzhar, J., & Awanis, K. (2022). Blended Learning Adoption And Implementation In Higher Education : A Theoretical And Systematic Review. In *Technology, Knowledge And Learning* (Vol. 27, Nomor 2). Springer Netherlands. Https://Doi.Org/10.1007/S10758-020-09477-Z

Dwinata, A., Rahma Pratiwi, E. Y., & Asmarani, R. (2022). *Natural Science Contextual Learning Ecosystem Materials for Class V Elementary School Students*. *IJPSE Indonesian Journal of Primary Science Education, 3*(1), 174–183

Iduard, I., Hasdin, H., & Idrus, I. (2025). *Analisis dampak model pembelajaran kontekstual terhadap literasi lingkungan siswa sekolah dasar*. *Pedagogik Journal of Islamic Elementary School*, 8(2), 543–554. https://doi.org/10.24256/pijies.v8i2.7567

Indrawati Wilujeng, T. N. A., Putri, A. P. R., Hasyim, F., & Fiqiyah, M. (2025). *The effectiveness of H5P-assisted differentiated-independent learning model to increase low-ability students' scientific literacy*. *Jurnal Pendidikan IPA Indonesia*, 14(1). https://doi.org/10.15294/jpii.v14i1.19560Kalogiannakis, M., & Papadakis, S. (2021). *Education Sciences Gamification In Science Education A Systematic Review Of The Literature*.

Kitchenham, B., & Charters, S. (2007). *Guidelines for performing systematic literature reviews in software engineering*. EBSE Technical Report.

Lestari, W. D., Yuniawatika, Y., & Rahmawati, H. (2024). *Pengembangan model pembelajaran berbasis literasi digital untuk meningkatkan hasil belajar siswa sekolah dasar*. *Journal of Language Literature and Arts*, 4(11), 1103–1109. https://doi.org/10.17977/um064v4i112024p1103-1109

Mudlofar, M., Sahlan, M., & Sutomo, M. (2025). *Digital innovation in Islamic character education: An H5P media development analysis at elementary school*. *ATTA`DIB: Jurnal Pendidikan Agama Islam*, Article 20933

Permata Sholeha, S. M., Rahman, A., & Hermuttaqien, B. P. F. (2024). *Analisis tingkat pemahaman dan penerapan literasi digital pada siswa kelas V sekolah dasar*. *Pelita: Jurnal Kajian Pendidikan dan Pembelajaran Indonesia*, 4(2), 62–75

Rahmi, U., Ramadhani Fajri, B., & Azrul, A. (2024). *Effectiveness of Interactive Content with H5P for Moodle-Learning Management System in Blended Learning*. Journal of Learning for Development, 11(1), 66–81

Santoso, A., Reziana, D., Yusuf, M., Irawan, A., & Ashari, A. (2023). *Implementasi penggunaan teknologi informasi dan komunikasi untuk penilaian kognitif pada pembelajaran PAI di sekolah dasar*. Jurnal Basicedu, 7(6), 10834–10844

Septiari, W. D., Suwandi, S., & Andayani, A. (2025). *Digital literacies in education: Navigating reading and writing skills among students in the 21st century*. *Educational Process: International Journal*, 16, Article e2025197. https://doi.org/10.22521/edupij.2025.16.197

Shintia Azzahra & Kaniadewi, N. (2025). *Building vocabulary in primary school students using contextual teaching learning model*. *Cokroaminoto Journal of Primary Education*, 8(2), Article 6459. https://doi.org/10.30605/cjpe.8.2.2025.6459

Simatupang, D. (2024). *Analisis pemanfaatan teknologi digital dalam meningkatkan efektivitas evaluasi pembelajaran di sekolah dasar*. Al-Afif Education Journal, 3(2), 55–64.

Sitepu, F., Simamora, A. H., & Sukmana, A. I. W. I. Y. (2025). *Contextual approach-based e-book to improve students' metacognitive abilities in Grade V science learning*. *Jurnal Media dan Teknologi Pendidikan*, 5(2), 208–220. https://doi.org/10.23887/jmt.v5i2.99077

Sudjana, M., Perwitasari, N., Rigianti, H. A., Dzulkurnain, M. I., & Ikhsan, W. A. (2025). *Bridging pedagogy and technology: Developing contextual digital story media to support foundational literacy*. *Edelweiss Applied Science and Technology*, 9(8), 898–912

Triandini, E., Jayanatha, S., Indrawan, A., Putra, G. W., & Iswara, B. (2019). *Metode Systematic Literature Review Untuk Identifikasi Platform Dan Metode Pengembangan Sistem Informasi Di Indonesia*. *1*(2)

UNESCO. (2021). *Media and Information Literacy Curriculum for Teachers*. Paris: UNESCO Publishing

Wilujeng, I., Ain, T. N., Rilianti, A. P., Hasyim, F., & Fiqiyah, M. (2025). *The Effectiveness of H5P-Assisted Differentiated-Independent Learning Model to Increase Low-Ability Students' Scientific Literacy*. Jurnal Pendidikan IPA Indonesia, 14(1). 32-41

Yolanda, A., Sihotang, M., Zebua, J. A., Hutasoit, M., & Sinaga, Y. L. (2025). *Strategi pembelajaran kontekstual untuk meningkatkan pemahaman konsep siswa sekolah dasar*. *Pragmatik: Jurnal Rumpun Ilmu Bahasa dan Pendidikan*, 2(3), Article 941. https://doi.org/10.61132/pragmatik.v2i3.941

Yoon, S. Y., & Peate, D. W. (2015). *'Teaching What I Learned': Exploring students' Earth and Space Science learning experiences … com-prehension of the concept of 'geologic time'*. *International Journal of Science Education, 37*(9), 1436-1453.