The Use of Digital-Based Media in Children's Literature Learning in Universities During the Pandemic

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Interactive digital media is a product or service to present children's literature learning materials expected to motivate students in class. However, in actual conditions, the existing learning facilities have not presented interactive digital media, such as PowerPoint, learning videos, and e-books. Children's literature materials are focused on the age range from 5 to 13 years. This research employed a mixed method approach involving a sequential exploration. Researchers began by exploring qualitative data and used the analyzed research results to develop the secondary data incorporating a quantitative method. The research respondents were 117 lecturers in literature education at five different universities. Due to time and cost constraints and total samples that should be above 30% of the population, researchers involved 54 participants. In this regard, the simple random sampling technique was employed, in which all individuals in the population had the same opportunity to participate. Randomization was chosen because the target population was homogeneous. The sampling procedures consisted of (1) preparing a list of all population members and marking each with numbers 1 to 117 and (2) selecting the samples randomly using a table of random numbers from 1 to 54. The findings revealed that interactive digital media was needed in digital transformation in the modern era. The education sector could not avoid digitalization which promoted changes in the learning system, especially in Indonesia. Therefore, educators should incorporate interactive digital media into their learning plans to engage students and ensure positive learning outcomes.

Keywords: learning children's literature, digital, learning media conditions, learning media needs, learning

INTRODUCTION

Children's literature learning at universities is commonly found in the 21st century. It aims to improve the creativity of university students as well as their ability to appreciate literary works, which is related to the practice of sharpening feelings, reasoning, imaginary power, and sensitivity to society, culture, and the environment. The development of children's literary abilities engages various skills, namely listening, speaking, reading, and writing.

Children's literature learning is a conceptual and complex issue in scientific studies because it impacts the stimulation of educational interests and abilities towards formulating and developing conflicting opinions (Diergarten et al., 2017; Kenyon & Christoff, 2020). The discussion is often based on the inability to attract students to develop an interest in literature, making it difficult for them to understand literary learning and the language style used. The fact that learners have not yet achieved optimal abilities threatens the development of children's literature (Torres, 2019). Not considering this subject as necessary will likely result in underestimating it. The government's lack of attention to developing literary works is also one of the causes. In addition, the use of technology to support the learning process in several universities is still lacking to overcome these problems; high-quality education and learning are needed so that there are no supporting devices used during the learning process of children's literature.

The application of information technology as a supporting learning media is increasing rapidly, especially internet access to provide resources in the form of links to be accessed online. Internet increases the quantity and quality of lecturer-student interaction, overcoming the space and time constraints in finding learning resources (Wahyuddin et al., 2022).

The existence of information technology has led to the emergence of digital-based learning media (Setiawan et al., 2022), which has a crucial role in university students' lives (Sailer et al., 2021; Zvereva, 2020). However, it requires lecturers' help to improve learners' learning experience (Matsika & Zhou, 2021). In order to master and use it effectively, students need several relevant competencies. In addition, they also demand interactive, engaging, and innovative media.

Learning media developed in the digital era is often called *digital learning media*. Using digital technology as a learning medium is an option that suits students' habits and environment. Digital learning media is a combination of technology in the form of computer software to transmit knowledge to students (Bateman, 2021; Jang et al., 2021). It allows students to access information faster and is not constrained by space and time. Therefore, it can support children's literature learning activities (Attar, 2018; Sekarningsih et al., 2021).

Blended learning is a learning strategy that combines face-to-face learning and learning that utilizes information technology such as online learning (Islam et al., 2022; Setiawan et al., 2022). Research findings show that blended learning and effective strategies can improve student motivation and learning outcomes (Müller & Mildenberger, 2021;

Wichadee, 2017). Blended learning requires the readiness of students, lecturers, and education unit organizers to be literate both in language and technology, which plays a vital role in solving problems during a pandemic (Razali et al., 2022). For instance, it can be used to sustain education when physical meetings cannot be held. No matter the level of education one is at, technology can always be helpful. This means that students can still use technology to learn children's literature effectively during or after the pandemic. Using internet technology in digital-based media is essential to promote children's literature learning (Bruggeman et al., 2021). Interactive media, such as a website, is an excellent solution for students because it has many benefits, including motivating learning, encouraging independent and active learning, helping students understand the material, and achieving learning outcomes (Bulkani et al., 2022; Hariadi et al., 2022). Therefore, to create effective children's literacy learning and attract students, it is necessary to have perceptions and reviews from lecturers to meet the needs of children's literacy learning. Before that, it is also important to describe the condition of the children's literature learning media that is being taught in order to find out the shortcomings faced in the learning.

There is a formulation of the problem from this study. First, what are the conditions for learning children's literacy in college? Second, how do we analyze the needs of children's literature learning media from the lecturer's point of view?

Children's Literature Learning

Children's literature has long been used to instill ethical values. Furthermore, it is touted as a medium of values that build a child's personality. Literature stories should be interesting, provide enjoyment, and contain moral teachings. Children's literature is also helpful for personal training development (Kenyon & Christoff, 2020). Furthermore, it provides opportunities for imagination and opens inner experiences that enable children to express empathy and develop various feelings of self-worth. Children's literature plays a significant role in character development, which requires nurturing from a tender age (Almerico, 2014) . According to (Kenyon & Christoff, 2020), character is interpreted as a way of thinking, behaving, and working together. Samani & Hariyanto (2012) asserted that individuals with good character could make decisions and take responsibility. Coaching through literature is one way to ensure children develop good character traits.

Students majoring in Elementary School Teacher Education are expected to become highly dedicated educators. Literature learning aims to provide students with opportunities to gain literary experience and foster appreciation for the arts (Diergarten et al., 2017; Grenby, 2008). Studying this subject must have clear criteria for pragmatics and support students' future. Through children's literature, students are expected to understand the world of children and be able to imagine the beauty and awareness of the lives of others (Junaidi, 2022). By reading and listening to children's literature, students can learn new words and phrases they can use in everyday life (Kenyon & Christoff, 2020). Besides, it helps them become more skilled communicators and improves overall literacy skills. Selecting suitable teaching materials is key to success in the classroom.

Interactive Learning Media

Learning media can significantly impact how successful learners are in acquiring new information. The media can adjust to the level of student development to understand a concept being taught. Media use during learning helps students engage all five senses to maximize absorption of content. In this era, digital learning media is a widely used tool (Kucker, 2021). Digital learning media can be a liaison for student learning materials, providing users easy access to information. Students become bored when the method of teaching is only by lecture method (Babaian & Chalian, 2014). However, the use of interactive digital media fills this gap. It serves the same purpose, but the user interface allows for greater interactivity and interesting features, making the system more enjoyable. Lecturers need to maintain fairness in and outside the classroom, develop student potential, and provide students with a good education (Caliskan et al., 2020).

Interactive digital media can provide many benefits in an educational context. For instance, digital assignments can increase student involvement (Maier & Klotz, 2022). Unlike other media, students can act as producers when someone is working on digital tasks. In addition, they can help students work through complex concepts besides helping identify topics that are often difficult to understand. The use of digital media creates opportunities for students to develop critical awareness and skills.

Indonesia has undergone several changes, including how information is eventually conveyed through digital media. The emergence of various platforms such as *Instagram*, *YouTube*, *Google*, *Wikipedia*, and digital newspapers efficiently provides information about children's literature in Indonesia. In this regard, digital media can help students become aware of their ability to be intellectually active and develop their potential by seeking scientific truth. Children's literature materials can involve online and offline sources. Thus, the necessary information can be accessed more quickly and easily.

METHOD

Research Design

The present research performed data collection and analysis at an early stage. Qualitative results were interpreted to integrate the findings (McMillan & Schumacher, 2010). The data collection methods were observation, interviews, and questionnaires. They were used to determine the conditions of children's literature learning at universities. Interviews were conducted with lecturers who taught children's literature at five universities; 22 lecturers at two universities were interviewed offline, while the rests were online through *Zoom* meetings. The questionnaire was distributed to the selected participants via *Google Documents* to save time and costs. Subsequently, observations in offline learning were carried out at two universities, while the three other campuses were observed online through *Zoom* meetings. Therefore, this study employed a mixed-method approach involving a sequential exploration design, as illustrated in Figure 1.
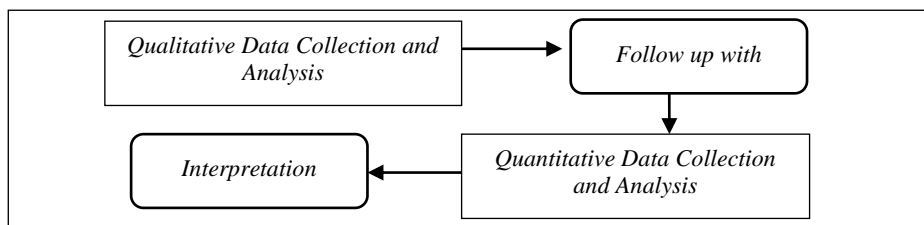
Figure 1
Desain sequential exploration

This design allows for data collection and analysis at an early stage. Interpretation of qualitative results was conducted to integrate the findings (McMillan & Schumacher, 2010). Various methods were used to collect data, including observation and in-depth interviews. The findings were used to develop a tool that would help to determine the general prevalence in a larger sample size.

Participant

The research respondents were 117 lecturers in literature education at five different universities. Due to time and cost constraints and total samples that should be above 30% of the population, researchers involved 54 participants. In this regard, the simple random sampling technique was employed, in which all individuals in the population had the same opportunity to participate. Randomization was chosen because the target population was homogeneous. The sampling procedures consisted of (1) preparing a list of all population members and marking each with numbers 1 to 117 and (2) selecting the samples randomly using a table of random numbers from 1 to 54.

This study aimed to determine students' learning conditions in studying the Children's Literature Learning course at universities. Lecturers were engaged as they were believed to be more aware of online and offline learning. Accordingly, observations were carried out four times offline and online because of the implementation of blended learning.
Fifty-four respondents were chosen by random sampling, in which all individuals in the population had the same opportunity to participate. This sampling technique was preferred because the target population was homogeneous. Furthermore, 70% of respondents were female, and 30% were male. 85% had a master's degree, and 15% had a doctoral degree, as shown in Table 1.

Table 1
Respondents

Total Respondents	Gender	Age	Academic Background	Experience in Teaching (years)
54	Female (38) Male (16)	30 – 39 (27), 40 – 49 (18), 50 and above (9)	Magister (46) Doctor (8)	0 – 9 (26) 10 – 19 (21) 20 – 29 (8)

Research Instruments

The study aimed to obtain information about children's literacy learning conditions through direct observation. This allowed for evaluating teaching and learning conditions, student behavior, and interaction between lecturers and students. The instruments used included observation guidelines, interviews, and questionnaires. Fifty-four lecturers from five universities in Indonesia responded to the questionnaires consisting of 12 questions distributed via *Google Forms*. Observations were conducted in five Indonesian universities to examine the learning process of children's literature. Each campus provided one class to observe. Subsequently, 22 lecturers of two universities were interviewed offline, while the rest were interviewed online via *Zoom* meetings. Furthermore, validation was conducted in consultation with six material expert lecturers from universities. Guidelines for observing children's literature learning are shown in Table 2.

Table 2
Guidelines for observing children's literature learning

Number	Category	Indicator
1	Suitability for learning	The media used is in accordance with the learning objectives.
		The media is appropriate in understanding children's literary material.
		The media used is in accordance with the student's abilities.
		The media shows the learning process in accordance with the needs of learning tasks regarding children's literature.
2	Practicality of Learning Media	The media in children's literature material is easy to obtain and use.
		The media used can include the learning process.
		The media used in learning children's literature can be used for a relatively long time.
3	Response Lecturer	Lecturers can use the media easily.
		The use of media facilitates the task of lecturers in delivering material.
		Lecturers are able to master the learning of children's literature through the media used.

This study aimed to gain insights into children's literature learning media and thoroughly analyze the needs of teaching media with the help of interviews (Strijker et al., 2020). Semi-structured interviews were conducted with three lecturers from each university. The guidelines for interviewing lecturers are shown in Table 3.

Table 3
The guidelines for interviewing lecturers

Variable	Indicator	Number
Condition of Digital-Based Media for Children's Literature Learning	Conditions of learning children's literature.	1
	The use of children's literature learning media.	2,3
	The suitability of learning media with student needs.	4,5
	The effectiveness of children's literature learning media	6
	Interest in digital-based learning media	7
The Need for Digital-Based Media for Children's Literature Learning	The need for digital-based learning media.	8
	The need for digital-based learning media in the form of a website.	9
	Material presentation support	10,11,12

The questionnaire aims at obtaining general information quickly (Black et al., 2001; Fathi & Hamidizadeh, 2019). The findings yielded three primary categories: media needs for teaching, learning, and linguistic needs

Data analysis

Qualitative data analysis consists of 4 main stages: data collection, data reduction, data display, and verification (Miles et al., 2014). Research data were collected by administering observations on children's literature learning process and interviews with 54 lecturers. Afterward, data reduction was conducted to classify and reduce unnecessary data obtained from observations and interviews. Furthermore, data display was performed to provide a systematic portrayal of the events resulting from observations and interviews. In the final step, researchers drew a conclusion supported by reliable evidence from observation and interview data. The validation instrument used for assessment adopted a Likert scale with the following categories: 1.00-1.50 unfavorable category; 1.51-2.50 quite good category; 2.51-3.50 Good category; 3.51-4 very good category. The results are demonstrated in Table 3.

Table 3
Instrument validation results

Validator	Instrument Validation Results		
	Observation Guidelines	Interview guidelines	Questionnaire
V1	3,7 %	3,6 %	3,5 %
V2	3,5 %	3,6 %	3,5 %
V3	3,7 %	3,8 %	3,6 %
V4	3,5 %	3,6 %	3,7 %
Average	3,6 % (very good)	3,7 % (very good)	3,6 % (very good)

The instrument validation results showed that the assessment was very good, the observation guide instrument was validated at 3.6%, the interview guide at 3.7%, and the questionnaire sheet was 3.6%. After analyzing the data, the three instruments were found appropriate for the research.

Cronbach's Alpha was used to test the reliability of the questionnaire (Taber, 2018), which indicates that a Cronbach's Alpha of more than 0.7 is considered sufficient (Nunnally & Bernstein, 1994). Results on the reliability of the questionnaire indicated that r = 0.752 is therefore regarded as sufficient. Table 4 below shows the finding.

Table 4
Questionnaire statistical reliability test results

Cronbach's Alpha	N of items
0,752	12

According to the Guttman Scale, each answer to the questionnaire is given a score based on the interval data or dichotomous ratios (two alternatives). Responses were determined with the highest score of 1 (one) and the lowest 0 (zero). The method of giving weights was a value of 1 for the answer "yes" and a value of 0 for the solution "no." (Guttman, 1950). The responses from the lecturer survey were analyzed by providing descriptive percentages of the answers (Arikunto, 2015). The percentage of total answers was categorized into five, as shown in Table 5.

Table 5
Percentage of questionnaire answer categories

Category	Persentase	Description
1	< 54%	very low
2	55%-59%	low
3	60%-75%	currently
4	76%-85%	high
5	86%-100%	very high

FINDINGS

Conditions of Children's Literature Learning: Observation Results

The study analyzed qualitative data by observing children's literature learning at five universities. The guidelines highlighted in Table 3 were used to help research assistants make observations. The results were divided into three categories: conformity with learning, practicality, and lecturer responses.

Observation of Children's Literature Learning: Comformity and Suitability with Learning

In teaching children's literature, lecturers delivered materials using interactive learning media. Some of them were *PowerPoint* slides, e-books, and other visual media. Lecturers utilized *PowerPoint* to explain the lesson materials, and students only listened, recorded things, and asked questions if they did not understand. Students used e-books without examples and practice questions. The audio-visual media was in the form of a video downloaded from *YouTube*. Lecturers showed videos of poetry and drama so that students understood how to appreciate poems and dramas.

The students were split into groups based on the type of literature they were studying, and each group gave a presentation on their work. Each group was responsible for

preparing a predetermined learning material and doing a PowerPoint presentation. This suggested that the learning process was well aligned with assignments and students' abilities, especially when writing a paper on children's literature.

Lecturers used PowerPoint to explain the material for teaching children's literature, and students presented activities in groups. The given content was described in a dull manner, without any attempt to make it interesting. The media used did not meet the expected objectives as the instructor had not thoroughly explained the material. Moreover, the facilitators tasked students with finding materials online, making it challenging to meet the required knowledge and understanding.

Integrating children's literature into a text-based PowerPoint presentation led to a lack of interest in learning and boredom. The content was in paragraph form instead of the attractive bullet points. In addition, the lecturers only presented the work in writing without adding interesting images, sounds, or animations. Given the lengthy nature of learning, they required interactive learning media that cultivates the spirit of independent learning. The media did not consider the students' abilities when assessing their learning needs.

PowerPoint presentations and videos were used for learning through reviewing on YouTube views. Students watched videos as they wrote the children's stories and poems. Lecturers also asked students to search and access information by themselves when adding references to the material. The media used in the lecture did not help children learn and understand the material because the lecturer had not prepared it well.

Lecturers used question-and-answer methods when explaining children's literature through PowerPoint media. This allowed for a more interactive experience that helped students better understand the material. In addition, they tried to find out whether the students understood the facts that had been studied. However, synchronous learning through zoom meetings was less effective. This is because the media used did not identify the students' abilities, nor did it meet the task of children's literature.

Observation of Children's Literature Learning: Practicality of Learning Media

PowerPoint is a learning media that helps to create slides to be used during presentations. PowerPoint is easy to obtain and allows lecturers to explain children's literature to students. Lecturers and students should be able to use and take advantage of the existing features of PowerPoint. However, the lecturers have not been able to implement its features fully, making the results unattractive. As a result, children's literary materials have not been read and understood by students optimally. Even though the media can be a helpful resource for learning, it is for specific materials. The material was not presented in PowerPoint because students had already been asked to make children's literature material during presentations

Lecturers often use video media to help illustrate literary works, such as poetry and drama, and to demonstrate how to write short stories. When searching for educational YouTube videos, there are plenty of great options available, both informative and appropriate for the child's age. Instructional videos can support the learning process by

providing a visual representation of the material, followed by completing assignments to demonstrate understanding. It can be used relatively long because it is not damaged or lost when stored.

E-books can be a great way to learn children's literature, and textbooks can help create a study-friendly environment for students. E-books are easy to obtain digital materials containing instructional learning information. They can be an excellent resource for children's literature, but they have a limited lifespan due to printing year renewals and scientific developments.

Observation of Children's Literature Learning: Lecturer's Response

In the learning process, groups of students used *PowerPoint* slides to present the materials about children's literature. Each group conducted the presentation using a projector provided in class, followed by a discussion with the lecturers. Nevertheless, students did not take advantage of ad features in *PowerPoint*, such as design selection, additional animations, images, or videos. Students only presented the materials in colored writing without any pictures or animations. Lecturers also provided the review using *PowerPoint* and neglected the available supporting features, such as the addition of drama performance videos to make it easier for students to watch.

PowerPoint can make it easy to convey the message and master the technique. Lecturers find it easy to obtain and master children's literature through the lecture method. However, none of the lecturers from the three universities had developed enticing content. They also did not have the skills to combine text, images, audio, animation, and effects in their presentation. Furthermore, the training they received used auditory and visual messages, which students would absorb more effectively.

The flexible nature of e-books allows students to read at their convenience. Additionally, students find it easier to read literary materials. Lecturers can use e-book media to send content to each student's mobile phone to enable them to learn independently. These e-books are not meant for course materials but as an additional reference.

Analysis of Children's Literature Learning Media Needs

This study provided quantitative data from a questionnaire answered by 54 respondents about the desired lecturers' needs in learning children's literature. These included teaching media, learning, and linguistic needs. Results from qualitative data were integrated with data collected from the lecturers during interviews to produce accurate information. Thus, e-books were not the primary learning resources, making children's literature materials have not met the university students' needs.

Teaching Media Needs

Analysis of teaching media needs consisted of four indicators. One of the respondents said that children's literature learning media is highly needed. Table 6 illustrates the findings.

Table 6
Lecturer response results regarding teaching media needs

Number	Indicator	Percentage of Student Responses (N=54)	Category
Teaching Media Needs			
1	Lecturers need to develop digital-based children's literature learning.	93	Very high
2	Lecturers need to present interactive digital learning media.	91	Very high
3	Lecturers need interesting, innovative, and fun learning media.	96	Very high
4	Lecturers need website-based interactive digital media.	89	Very high
	Average	92	Very high

The questionnaire results from 54 lecturers showed that the category of teaching media needs was up to 92%. Thirty-eight lecturers commented that children's literature learning at universities required interactive digital learning media in the form of a website. They hoped that it could make learning activities more efficient. Furthermore, five lecturers proposed the same thing based on the interview results. They thought the website should provide effective and efficient children's literature learning facilities and make students learn actively by providing a comment column at the end of each lesson material.

The lecturer teaches the learning of children's literature at the university. The knowledge of children's literature is essential for students at the university. The interview results of as many as six lecturers from 54 stated that students need to appreciate children's literary works to enjoy and broaden their horizons. The use of interactive digital media facilitates the formation of student appreciation for children's literature material. Website media can help foster a sense of fun and a good imagination, such as showing videos of declaring poems on the website. Students can then practice declaiming verses with good preparation.

The interview with 14 lecturers revealed that children's literature was critical to be taught because students needed to appreciate the literary works to enjoy and broaden their horizons. Therefore, it was necessary to have interactive digital media packaging. In addition, it was discovered that interactive media was perceived to be a great way to learn children's literature as it could help cultivate a sense of fun and a good imagination.

Based on the questionnaire results, 12 lecturers argued that students who wanted to improve their personality and literary skills needed to develop a love for children's literature, such as the habituation of reading children's literary works at university. Meanwhile, the interviews with six lecturers indicated that they had not packaged the literary creations into an exciting medium, leading to students' low interest. Therefore, the lecturers explained that they must prepare interactive digital learning media. Apart from the less exciting teaching tools, lecturers had not employed the blended learning

model, causing learning not to run effectively. Consequently, they needed to design or determine learning models and interactive digital learning media, both in online and offline learning.

Based on observations, children's literature learning at universities was carried out offline and online. Two colleges conducted offline learning, while the other three held online learning through *Zoom* meetings. In this regard, blended learning was considered advantageous since digital-based learning, which engaged interactive online media, could help students learn and feel comfortable. The lecturers' arguments were represented in the following interview excerpt.

> *"Digital class can be implemented in children's literature learning, through the internet, use of computers, laptops, gadgets, especially in blended learning."* (*Lectarure 1*)

Computer technology has evolved and could support digital classes at universities. The interview with 7 lecturers depicted that technology allowed students to interact extensively with learning resources. Lecturers asserted that understanding TPACK (Technological, Pedagogical, and Content Knowledge) was essential for creating interactive digital media in children's literature learning at universities. The questionnaire results also indicated that interactive media websites were suitable as they engaged learners in learning activities and provided content tailored to the achievement level, assessment tools, and discussion forums for the asynchronous approach. Hence, the need for interactive digital media obtained a very high percentage, precisely 92%.

Learning Needs

The learning need consists of four indicators. The results of the lecturer's response to the students' learning needs are shown in Table 7.

Table 7
Lecturer response results regarding learning needs

Number	Indicator	Percentage of Student Responses (N=54)	Category
Learning Needs			
1	Digital learning media requires conformity with the achievement of children's literature learning.	96	Very high
2	Digital learning media requires conformity with children's literary materials.	89	Very high
3	Digital learning media requires appropriate clarity of examples from children's literary material.	96	Very high
4	Digital learning media requires training.	98	Very high
	Average	95	Very high

Lecturers believe that digital-based learning media can help children learn. This can be accomplished through creativity and innovation, understanding the material and

producing literary works, appreciating Indonesian literary culture, and being skilled in the language.

A good learning media should develop materials that align with the curriculum, as the scope can be quite complex. It should be easy to understand the distinguishing characteristics of each existing children's literary work. After the theoretical explanation, the clarity of examples needs to be explained. This implies that an appreciation of children's literature is required.

> *"The form of appreciation for children's literature can be in assignments or answering questions theoretically and producing simple children's literary works, such as poetry, fiction stories, and dramas." (Lectarure 2)*

Interactive learning media can be found on websites that provide users with a theoretical and practical understanding of the materials. Supporting learning media compatibility with children's literary material can enhance understanding and achievement of objectives. This is attainable by applying learning theory, using clear examples, and providing feedback and reinforcement.

> *"Learning media contains theoretical material, assignments, and assessments. In the future, I want to make a complete and systematic media so that learning becomes effective."(Lectarure 3)*

Digital learning media is only effective when the training provided is engaging and well-presented. Its design display is elegant and sophisticated, with beautiful writing, colors, animation, and images. Martin-Beltrán et al. (2017) explained that media with objectives and a systematic sequence could make students enthusiastic about learning. Therefore, well-presented media can meet the students' needs and increase their motivation to study (Latipah, 2022).

Language Needs

The analysis of teaching media needs comprises four indicators. The results of the lecturer's response to the learning needs in table 8 are as follows:

Tabel 8
Lecturer response results regarding language needs

Number	Indicator	Percentage of Student Responses (N=54)	Category
Language Needs			
1	Digital learning media requires a communicative language suitability.	93	Very high
2	Digital learning media requires accuracy of grammar and spelling.	98	Very high
3	Digital learning media requires clarity of language and accuracy of terms.	94	Very high
4	Digital learning media requires ease of material to be understood.	91	Very high
	Average	94	Very high

Findings indicated that children's literature for the linguistic needs category was 94% (very high). For students to learn digital interactive media effectively, the lecturer should use language that is easy to understand, considering the communicative aspects, straightforwardness, and conformity (Muslich, 2010). The communicative part relates to the arrangement of precise sentences. Lecturers must carefully consider how to communicate in writing, using children's literary material as a guide. This means choosing words that are unambiguous and easy to understand. Conformity relates to correct Indonesian language rules, such as spelling, punctuation, terms, and sentence structure. The language used for public communication should be something that the general public is already familiar with and easy to understand. Learning media is dialogical and interactive if the writing style contains the structure of interrogative sentences, commands, and invitations that color the learning media (Muslich, 2010; Troseth & Strouse, 2017) .

In this course, students will have the opportunity to examine various genres and analyze what makes them effective. The creation of children's literary texts needs to pay attention to the development level related to presentation, language, and reading content. It also needs to consider the size of the letters, pictures, and attractive colors. Furthermore, the language presentation must take note of concrete words, simple sentences, and straightforward and explicit conjunctions. Pictures must also support the series of sentences that are arranged.

In terms of language, learning media requires standard, communicative, and interactive language that is easy to understand. There is also the use of interrogative sentences in this learning media, which illustrates that learning is interactive and allows two-way communication. The sentences used are clear and straightforward.

Results indicated that the average assessment of children's literature learning media needs was in the high category, as shown in Figure 2 below.
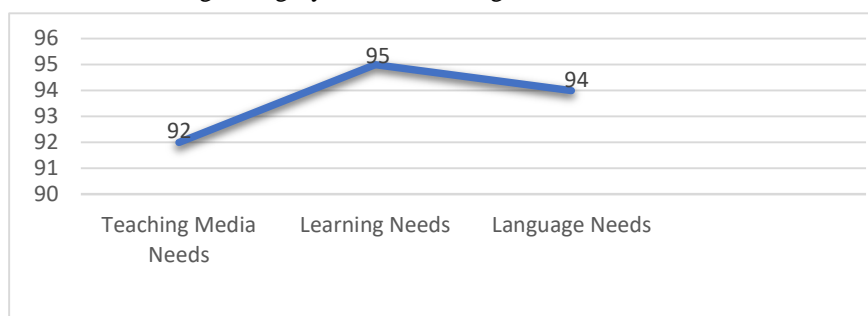

Figure 2
Percentage of children's literature learning media needs

The results of the need for teaching media in the category of learning media needs were 92% (very high), the learning category was 95% (very high), and the language was 94% (very high). The results showed that lecturers responded positively to the needs of

children's literature learning media. Therefore, they require digital-based interactive learning media to cater to children's needs and achievements.

DISCUSSION

Children's Literature Learning Conditions

The use of digital media has become increasingly important in recent years, especially in the realm of education. Technology-based learning has become more prevalent as it blends into students' lifestyles (Orozco et al., 2020; Vo & Sharp, 2019) . With the outbreak of the Covid-19 pandemic, the use of digital media has become even more essential and contextual (Bennett et al., 2021; Tomej et al., 2022) . Before, students had to go out of their way to find the time and place to study. However, digital media has made it easier for students to learn virtually without being restricted by time or location (Vallejo-Correa et al., 2021).

Children's literature plays a vital role in teaching and learning, providing essential materials for students to master (Ştefănescu & Stoican, 2015). To support learning activities, it is necessary to present learning media with components containing instructional materials that support the use of explanation theory. These materials should be designed more systematically and psychologically according to learning principles to prepare them for effectiveness. Additionally, they should provide a pleasant experience and meet the needs of students. This was made possible by using media and messaging every student for every presentation they viewed. However, lecturers may interpret the material's content differently and convey it to students as a basis for further study, practice, and application.

Active learning aims to help students get the knowledge, skills, and attitudes they need . It is vital for them to experience values that become their needs (Sitompul & Sihombing, 2018) . Learning children's literature has been using digital learning media, but it is not yet interactive. Materials used include PowerPoint, videos, YouTube, and e-books. The PowerPoint presentations are primarily text-based, providing theoretical explanations of concepts only. According to Yee and Hargis (2010), PowerPoint has become the dominant medium of presenting information and is synonymous with a general concept. Digital media can help to create interesting impressions and highlight various elements.

Digital media are electronic devices that store and transmit information in digital form (Degner et al., 2022) . They have carriers and mediators of various types of information, including text, sound, video, animation, or a combination of these elements. Digital media tools have great potential to compose and provide content tailored to students' needs. Students can use them individually, depending on their preferences, knowledge, or learning speed. Digital media benefits users through interactive and educational experiences, combining leisure with educational entertainment.

Learning children's literature also uses audio-visual media from YouTube. A combination of audio and visuals supports effective learning activities and enables the easy presentation of teaching materials to students (Jang et al., 2021). In this case, the lecturer does not always act as a presenter of material but as a facilitator of learning.

Auditory gadgets receive learning messages through sound, while visual elements create learning through visuals.

YouTube contains tutorial videos designed to be educational and engaging, overcoming boredom. Students can develop creativity by self-development both through academic pursuits and through general knowledge (Sariyatun et al., 2021). However, not all videos have quality content, while others have inaccurate information. Students need to identify good-quality and accurate children's literature material.

Digital media provides users with an engaging, interactive, and educational experience, thereby combining entertainment and education. For instance, digital media in museums helps learners access important information. It also enables visitors to explore exhibits more independently rather than passively viewing objects (Hammer et al., 2021). Digital media complements the learning experience by presenting complex principles through on-screen animation. Secondly, it provides insightful and authentic information. For example, when students actively work with media, they acquire new knowledge (Hu & Yu, 2021).

The delivery of teaching materials to students is effectively carried out by digital learning media. The creativity of lecturers in presenting the materials affects the success of learning (Masry-herzallah, 2022). This makes it necessary for them to follow the development of learning trends. Digital media platforms help lecturers create engaging and interactive content that appeals to students' interests. Video tutorials are also available for learning media maker software and interactive learning media applications.

Analysis of Children's Literature Learning Media Needs

When studying children's literature, the objective is not only to explore the ideas behind the stories but also to foster a taste for and appreciation of the material. Students need to have a strong understanding of concepts and apply them to succeed. Literary appreciation competence is the ability to enjoy and appreciate literary works. Children's literature helps students understand and enjoy literary creations while increasing their knowledge (You, 2018). This enables lectures to invite students to read, understand, analyze, and enjoy literary works.

Learning children's literature can increase students' creativity (Hartati, 2019). The ability to think creatively is to find, synthesize, build, decide, and produce new ideas . This creative thinking is directly proportional to the literary work created so that an excellent literary work represents one's ability to develop creativity (Purnomo, 2021). The quality of making children's literary works will depend on the creativity of lecturers and students.

Children's literature can provide a connection between fiction and reality. It is hoped that through children's literature, students will learn to be good people (Grenby, 2008). Ethical values should be strengthened in children to guarantee education efforts (Almerico, 2014). Closely studying theory and literary works helps increase vocabulary and mastery of various languages, supporting critical abilities and producing narratives. Appreciation of literature can help to reinforce knowledge. Key innovations in learning,

such as using interactive media, make the learning process more effective and efficient. The innovations such as interactive digital media websites make the learning process more effective and efficient. They can also create a fun and enjoyable learning atmosphere and boost student creativity to realize the effective learning process (Abduvakhidov et al., 2021). In addition, they are efficient as they can save time and effort. Correspondingly, students can study literary materials independently, anywhere and anytime, without depending on the lecture method.

Learning media can positively or negatively affect the material presented to students. The selection and packaging determine the quality of the lesson being carried out by the lecturer. The existence of digital-based interactive media is beneficial to the students. Study (Praheto et al., 2020) indicated that effective digital-based interactive media could appear in independent learning activities. For instance, students can learn language skills outside the classroom. Further, Pujawan (2012)creative stated that learning outcomes through interactive media were better than through videoscribe and PowerPoint-based media. Interactive media-supported learning by making it easier to understand the teaching materials.

Interactive digital media is important in changing and overcoming the learning process that still relies on conventional models in this digital era. According to Ganapathy et al. (2016), traditional learning methods can reduce students' motivation. Ancient teaching methods can disappoint students and prevent them from expressing creativity and innovation. Interactive learning media can help educators design more creative and innovative teaching and learning experiences (Silva et al., 2022).

Interactive media makes learning children's literature exciting and fun. By engaging with the material more interactively, children are able to understand and retain information. The use of e-learning gives students a broad understanding of knowledge by allowing them to access learning resources independently. Vallejo-Correa et al., (2021) explained that the wide use of technology would shape the interactive learning system, making it more beneficial. The use of technology in the form of interactive digital media can present children's literature materials in the form of animated videos, images, text, and games (Puspitarini & Hanif, 2019). One of the children's literature materials is the literary genres, which have many items to discuss. It is necessary to present the material packaged in animated videos, images, and texts so that the students are interested and happy. Interactive digital media can present lesson materials, assignments, and discussion forums (Abduvakhidov et al., 2021). The assignment in question measures students' understanding by providing issues about the previously discussed materials. Meanwhile, the discussion forums are intended to exchange ideas regarding children's literature materials, which can take place inside or outside the classroom.

With the availability of learning materials online, learners can access them at their convenience. Different laptops and cellphones have different screen sizes, so media designs must be flexible. Furthermore, using various technologies helps bring users' imaginations to life where websites become more beautiful, complete, and flexible. As learners increasingly explore learning opportunities online, educators need to understand how to build websites with different multimedia content (Al-Abdullatif, 2020). This

understanding will allow them to create richer, more engaging learning experiences. Many platforms have been tailored to make children learn using web-based digital media. Therefore, lecturers should focus on creating good learning content, including feedback and building communication channels with students (Bachri et al., 2021). Interactive digital media can be in the form of blogs and websites. Blogs can be a new space to publish children's literary works for free. Students who like and diligently write about children's literature can publish their works there. Anyone can also search and read children's literature materials, as long as they have internet access, to acquire a better understanding (Widyaningrum et al., 2022). In addition, a website can also support children's literature learning because of some factors: (1) it can make students learn independently using the guidelines so that they can master the children's literature materials more quickly; (2) it creates online lesson materials, making explanations about children's literature not merely focused on books; (3) it saves learning costs so that students no longer need to buy books, worksheets, or modules (Hardianto, 2022)i.

Learning media can be used to improve understanding of a topic, modify perspectives, or cultivate particular abilities (Bulkani et al., 2022). To effectively motivate students to learn, instructional materials and learning resources must be included, which lay out the objectives, content, and evaluations of the course. The learning outcomes for children's literature should be communicated through digital interactive media. For effective assessment, practice questions must be used to evaluate learning (Widyasari, 2022).

The language used in digital interactive media must be student-friendly and easy to understand. Using the correct terminology is crucial when preparing media (Orozco et al., 2020). This will help students understand media content quickly to avoid misconceptions. The language used should also be appropriate for the material discussed and is easy to understand (Zvereva, 2020).

CONCLUSION

The learning media used in children's literature was digital-based but not interactive. It included PowerPoint, YouTube, and e-books. Today, the pandemic outbreak has underscored the need for digital advancement, which has been possible due to the availability of the internet. Lecturers need interactive media packaged in digital form to support digital-based children's literacy learning. Interactive media in the form of websites is a practical solution for university students to learn children's literature. The website's multimedia appearance gives students more flexibility in selecting, synthesizing, and elaborating on the knowledge learned. This allows them to tailor their learning experience to individual needs and preferences better. Moreover, it provides opportunities to develop learning techniques to produce maximum results. This online interactive tool can assess children's understanding and appreciation of children's literature through tests or practice questions. It provides an understanding of ideas both theoretically and practically, allowing children to learn and grow in their appreciation for literature.

Digital interactive media could contribute to children's literature by providing interactive platforms such as websites tailored to students' needs. It could help the process of

delivering lesson materials. Lecturers are required to facilitate learning, and students must be actively involved in the sessions. They are also expected to use interactive digital media in children's literature learning as a reference. Besides, they should continue to carry out technology-based learning innovations that suit university students' needs. Therefore, educators are suggested to use website-based learning media as an alternative to overcome difficulties in delivering materials with limited time so that students can learn independently outside the classroom. Policymakers at universities should optimize the management of interactive digital media as an alternative to providing information and learning facilities. In addition, they are recommended to provide provisions, improve technological competence, and facilitate adequate hotspot areas in the university.

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