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Needs Analysis for Digital Pop-Up Book Media to Support Narrative Text Reading in Grade IV Elementary School: A Descriptive Qualitative Study

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Abstract: Narrative reading in elementary school requires students to integrate explicit information, intrinsic story elements, inference, and summary, yet the source proposal identifies persistent difficulties in these areas among Grade IV students at SD Bunayya Islamic School Jakarta Selatan. This study aimed to describe the documented reading needs, examine limitations of current instructional media, and formulate evidence-based requirements for Digital Pop-Up Book media. A descriptive qualitative design with document-based needs analysis was used. The data corpus comprised the proposal's preliminary problem statements, narrative-reading indicators, curriculum expectations, and verified recent scholarly literature. Data were coded, categorized, compared, and synthesized thematically. Five needs emerged: comprehensive story understanding, integration of intrinsic elements, inference and self-generated summarizing, sustained participation and focus, and a shift from conventional print-dominant instruction toward purposeful digital support. The analysis indicates that Digital Pop-Up Book media is pedagogically relevant when visual movement, text, navigation, and interaction are aligned with reading objectives rather than used as decoration. The novelty is a needs-to-design mapping that connects seven narrative-reading indicators with specific multimedia design functions while avoiding unsupported claims of effectiveness before classroom implementation.

Keywords: Descriptive Qualitative, Digital Learning Media, Digital Pop-Up Book, Narrative Text, Reading Comprehension.

INTRODUCTION

Reading is a foundational academic practice because students use written texts to access knowledge across subjects. National literacy data continue to show the need for sustained improvement. In PISA 2022, Indonesian 15-year-olds achieved an average reading score of 359 compared with the OECD average of 476 (OECD, 2023). PISA does not directly measure Grade IV pupils, so the result should not be treated as a local diagnosis; instead, it provides a broader policy context for strengthening reading comprehension from earlier grades. At the curriculum level, Phase B Indonesian language learning positions reading and viewing as

central processes for understanding messages and information in narrative and other texts (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2025).

The source proposal narrows this broad literacy concern to narrative-text reading among Grade IV students at SD Bunayya Islamic School Jakarta Selatan. It identifies difficulty in understanding a story as a whole, recognizing characters, setting, plot, conflict, and moral message, making inferences, and summarizing the text in students' own words. The proposal also describes low participation and focus during reading lessons and notes that classroom media remain dominated by conventional printed textbooks. These statements are important as preliminary problem indicators, but they are not yet accompanied by raw interview transcripts, completed classroom-observation records, or intervention outcomes. Consequently, they support a needs analysis rather than a causal claim that a particular medium improves learning.

Recent research makes Digital Pop-Up Book media a plausible direction for responding to these needs. Conventional and digital pop-up studies have reported positive feasibility, engagement, and reading-related outcomes in elementary education (Sunarti et al., 2023; Yahzunka & Astuti, 2022; Aida et al., 2025). Studies focusing on narrative materials are especially relevant. Aida et al. (2025) developed a pop-up book for Indonesian narrative comprehension in Grade IV, while Wijayanti et al. (2025) integrated augmented reality with pop-up media for Grade IV narrative-text reading. Akhiraningrum and Bektiningsih (2023) similarly developed a PowerPoint-based pop-up format for historical narrative text. These studies demonstrate technical and pedagogical possibilities, but their dominant R&D or experimental orientations leave room for setting-specific qualitative inquiry into what students and teachers actually need before a product is developed or implemented.

That distinction matters because multimedia can either support or distract from comprehension. Mayer (2021) emphasizes that multimedia learning is effective when words and visuals are selected and organized to support cognitive processing rather than add unnecessary elements. Recent digital pop-up development studies likewise highlight the importance of needs analysis, age-appropriate visual design, interaction, and contextual relevance (Ansori et al., 2024; Fauziyah & Mulyani, 2024; Munajah et al., 2026). Thus, a Digital Pop-Up Book should not be assumed to be beneficial merely because it is digital or animated. Its design must correspond to specific reading processes and classroom constraints.

The research gap, therefore, lies in the absence of a systematic qualitative mapping between the reading problems stated in the source proposal and the design functions required from a Digital Pop-Up Book. This study does not test media effectiveness. Instead, it asks: (1) What narrative-text reading needs are documented for the Grade IV context? (2) What limitations of current instruction and media are indicated by the proposal? and (3) What design requirements for Digital Pop-Up Book media can be derived by triangulating those needs with current curriculum expectations and verified research? The objective is to produce an evidence-based needs framework that can guide subsequent media design, validation, and classroom testing.

METHODS

This study employed a descriptive qualitative design. Qualitative description is appropriate when the purpose is to provide a clear account of a phenomenon close to the language and categories represented in the source data rather than to construct a highly abstract theory (Doyle et al., 2020). Because the uploaded proposal does not contain completed intervention results or complete raw field transcripts, the present study was specifically designed as a document-based qualitative needs analysis. The unit of analysis was the instructional problem of Grade IV narrative-text reading and the proposed use of Digital Pop-Up Book media at SD Bunayya Islamic School Jakarta Selatan for the 2026/2027 academic context.

The primary corpus consisted of the problem identification, research scope, reading indicators, narrative-text framework, and media-related arguments documented in the source

proposal. These data were triangulated conceptually with two external evidence groups: current Indonesian curriculum policy for Phase B and verified scholarly publications on reading, pop-up books, digital pop-up media, and multimedia learning. External literature was used to test the plausibility and relevance of interpretations, not to replace missing local field data.

Analysis followed iterative qualitative coding. Statements were first coded according to the reading process or instructional condition they represented. Codes were then grouped into themes covering comprehension, intrinsic-story integration, inference and summarization, participation and focus, and instructional-media conditions. In the second cycle, each theme was compared with the seven operational narrative-reading indicators specified in the proposal. A final mapping linked each need to a potential Digital Pop-Up Book design function. The analytic process followed principles of systematic thematic interpretation, transparency, and coherence described by Braun and Clarke (2021).

RESULTS AND DISCUSSION

Documented Narrative-Reading Needs

The first theme is the need for comprehensive story understanding. The source proposal states that students have difficulty understanding narrative texts as an integrated whole. This problem is broader than word recognition. Narrative comprehension requires readers to connect events, motives, settings, and outcomes across a sequence. For Grade IV students, this means moving from reading individual sentences toward building a coherent mental representation of the story. The curriculum expectation for Phase B strengthens the importance of this shift because students are expected to understand messages and information presented in narrative and other texts (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2025).

The second theme concerns integration of intrinsic story elements. The proposal explicitly lists character, setting, plot, conflict, resolution, and moral message as target areas and reports difficulty in identifying them. The seven operational indicators developed in the source document are therefore conceptually useful because they convert a general term such as 'reading skill' into observable reading actions. This structure is consistent with recent Grade IV pop-up development research that organized media around narrative content and comprehension targets rather than around visual novelty alone (Aida et al., 2025; Wijayanti et al., 2025).

The third theme is inferential comprehension and self-generated summarizing. Students are reported to have difficulty drawing inferences and restating narrative content using their own sentences. This is a high-value indicator because copying text can produce an apparently correct response without demonstrating integrated understanding. A digital medium should therefore not merely reveal answers. It should prompt students to infer relationships, predict events, explain causes, identify moral implications, and reconstruct the story after reading. Faradila and Purwati (2025) similarly position narrative comprehension as a process requiring students to organize information beyond simple exposure to text.

The fourth theme is sustained focus and active participation. The proposal identifies limited participation during discussion and question-and-answer activities. This suggests that the reading problem is partly interactive: students need occasions to externalize comprehension, ask questions, compare interpretations, and revisit difficult sections. Digital media may support these actions through structured navigation and prompts, but interactivity should remain pedagogically purposeful. The literature on digital teaching materials emphasizes that access and multimedia features are most useful when they are linked to concrete learning activities (Nurlaila Eka Erfiana & Rohmah, 2025).

The fifth theme is the instructional-media gap. The proposal describes print textbooks as the dominant medium and notes that digital technology has not been maximally integrated. This does not mean print is inherently ineffective. Rather, the documented need is for greater representational support when students encounter long or cognitively demanding narratives.

Pop-up and visual media have been used to make information more concrete and engaging across elementary subjects (Nabila et al., 2021; Najib et al., 2023; Wardani et al., 2024). The relevant question is therefore how digital representation can complement reading rather than replace the act of reading itself.

Table 1. Qualitative Themes Derived from the Source Proposal

Theme	Documented indication	Instructional implication
Comprehensive understanding	Difficulty understanding narrative content as a whole.	Media should preserve story coherence and help students connect events across sections.
Intrinsic elements	Difficulty identifying characters, setting, plot, conflict, resolution, and moral message.	Visual and textual cues should be linked to specific narrative elements.
Inference and summary	Difficulty making inferences and retelling with students' own sentences.	Prompts should require prediction, cause-effect reasoning, moral interpretation, and reconstruction.
Focus and participation	Low participation in discussion and question-answer activities.	Interaction should invite active responses, peer discussion, and deliberate rereading.
Media conditions	Instruction is described as print-textbook dominant with limited digital integration.	Digital media should add useful representational support without displacing sustained reading.

Reinterpreting the Seven Reading Indicators as a Needs Framework

A major improvement to the original proposal is to treat its seven indicators as an analytic framework rather than as outcome scores at this preliminary stage. The indicators are: understanding overall content, identifying characters, determining setting, explaining plot, identifying conflict and resolution, finding the moral message, and summarizing the text in one's own words. Together, they form a progression from literal orientation to relational and inferential understanding. This progression can guide observation, interviewing, and document analysis in a descriptive qualitative study.

The indicators also prevent the media concept from becoming too broad. Each digital feature should have a reading purpose. For example, character illustrations can support identification and characterization; scene transitions can make temporal and spatial setting visible; a sequence navigator can support plot reconstruction; selective animation can foreground conflict and resolution; and post-reading prompts can support inference and moral interpretation. The final indicator, summarizing in students' own words, should occur after visual support has been reduced so that students demonstrate independent meaning construction.

The distinction between support and substitution is important. Digital Pop-Up Book media can make a story vivid, but excessive animation, audio, or clickable elements may compete with the text for attention. Mayer's (2021) multimedia principles provide a useful design caution: relevant words and visuals should be coordinated, while extraneous material should be minimized. The media should therefore encourage purposeful reading, not reward students for bypassing the written narrative.

Existing studies provide convergent but not identical evidence. Sunarti et al. (2023) reported effectiveness of pop-up books for elementary reading skills, while Yahzunka and Astuti (2022) found positive results for digital-literacy-based pop-up books in fairy-tale reading. Aida et al. (2025) demonstrated high feasibility and practicality for a Grade IV Indonesian narrative pop-up book. Wijayanti et al. (2025) extended this direction with augmented reality. These findings justify further development, but methodological differences

in grade level, content, technology, and research design mean they cannot serve as direct evidence that the proposed media will be effective at SD Bunayya Islamic School. A local qualitative needs analysis remains necessary before product development or effectiveness testing.

Table 2. Seven Narrative-Reading Indicators and Suggested Digital Pop-Up Functions

Reading indicator	Suggested media function	Qualitative evidence to collect later
Understand overall content	Segmented story screens with visible story progress and recap markers.	Where students lose coherence; how they describe the story globally.
Identify characters	Character panels linked to actions and dialogue, not decorative portraits only.	How students distinguish main/supporting characters and infer traits.
Determine setting	Scene-based visual cues for place, time, and atmosphere.	Which setting dimensions are difficult and which cues students use.
Explain plot	Chronological navigation and event-sequencing prompts.	How students order beginning, middle, and ending events.
Identify conflict and resolution	Selective emphasis on problem-turning point-solution relationships.	How students explain causal links between problem and resolution.
Find moral message	Reflection prompts requiring evidence from character actions and consequences.	How students justify moral interpretations from the text.
Summarize in own words	Post-reading retell screen with minimal visual scaffolding.	Whether students paraphrase and organize meaning independently.

Evidence-Based Design Requirements for Digital Pop-Up Book Media

The first design requirement is narrative coherence. Digital screens should not fragment the story into disconnected visual moments. The sequence of events must remain evident, with consistent navigation and a clear relationship between text and imagery. Pop-up book development research in elementary settings repeatedly emphasizes visual organization and age-appropriate presentation (Aida et al., 2025; Ansori et al., 2024). The design should allow students to return to previous pages because rereading is a legitimate comprehension strategy, not a sign of failure.

The second requirement is targeted visual scaffolding. Visuals should clarify characters, settings, action, and cause-effect relationships that are difficult to construct from text alone. Digital pop-up research in Grade IV science demonstrates that three-dimensional and interactive representation can help make abstract material more accessible (Fauziyah & Mulyani, 2024). In narrative reading, the same principle should be applied cautiously: animation is most useful when it represents an event or relationship that students need to comprehend.

The third requirement is controlled interactivity. Interaction should require cognitive action, such as selecting evidence, sequencing events, comparing two interpretations, or answering a prompt before moving forward. Clicking only to trigger movement has limited instructional value. Recent needs research on AR- and VR-based digital pop-up books found that teachers value technological integration, communicative learning, contextuality, authenticity, and assessment functions (Munajah et al., 2026). These dimensions suggest that digital design should integrate communication and learning tasks, not just spectacle.

The fourth requirement is contextual and linguistic accessibility. Vocabulary, sentence length, image complexity, and interaction must match Grade IV reading capacity. The proposal's focus on a specific Islamic elementary school further supports using contexts that are familiar and culturally appropriate without making the media so context-specific that the narrative becomes didactic. The relevant literature shows that locally meaningful pop-up

materials can support engagement when content and representation are aligned (Nabila et al., 2021).

The fifth requirement is teacher-mediated flexibility. Digital media should support, not eliminate, teacher decisions. A teacher should be able to pause, replay, hide or reveal scaffolds, ask additional questions, and assign individual or collaborative tasks. This flexibility is consistent with the broader literature on learning media, which frames media as a tool within instructional design rather than as an autonomous teaching agent (Wardani et al., 2024).

The sixth requirement is assessment alignment. The media should include opportunities to observe comprehension evidence related to the seven indicators. However, this preliminary study recommends descriptive evidence rather than automated scoring as the first step. Teacher observation, student explanation, retelling, and discussion can reveal where the media supports or obstructs meaning construction. Only after the media is developed and validated should a later study evaluate effectiveness using an appropriate experimental, quasi-experimental, or action-research design.

Table 3. Evidence Base and Design Implications

Evidence	Main contribution for this study	Implication
OECD (2023) and BSKAP (2025)	Provide national literacy context and current curriculum orientation.	Frame the need for comprehension without treating PISA as a Grade IV local score.
Sunarti et al. (2023); Yahzunka & Astuti (2022)	Show positive reading-related outcomes of pop-up formats in other elementary contexts.	Support plausibility, not local causal inference.
Aida et al. (2025); Wijayanti et al. (2025)	Directly connect pop-up media with Indonesian narrative learning, including Grade IV.	Inform content alignment and future product development.
Ansori et al. (2024); Fauziyah & Mulyani (2024)	Demonstrate digital pop-up design in elementary learning.	Support age-appropriate visual, interactive, and navigation design.
Munajah et al. (2026)	Maps teacher needs for technologically integrated, communicative, contextual, authentic, functional, assessment-oriented digital pop-up media.	Supports needs-first development and warns against claiming effectiveness from needs data.
Mayer (2021)	Evidence-based multimedia learning principles.	Minimize extraneous effects and coordinate relevant words and visuals.

Implications for the Revised Research Proposal

The source proposal originally frames the study as two-cycle classroom action research and asks whether Digital Pop-Up Book media increases reading skills. That design is not yet supported by completed intervention data in the uploaded file. For methodological consistency with the user's requested descriptive qualitative approach, the proposal should be reformulated from an improvement/effectiveness study into a needs-analysis study. The revised object is therefore not 'the increase caused by the media' but the characteristics of students' narrative-reading needs, current instruction, and media-design requirements.

This change also strengthens the research sequence. A qualitative needs analysis can first establish what must be addressed and how the media should function. A subsequent R&D study can develop and validate the product. Only after a stable product exists should an effectiveness study test changes in reading outcomes. Such staging avoids circular reasoning in which a proposal assumes the effectiveness of a medium that has not yet been designed, validated, or implemented in the local context.

The proposed qualitative field study should therefore use non-participant classroom observation, semi-structured interviews with the Grade IV teacher, selected student interviews or small-group conversations, and analysis of instructional documents and student work. Sampling should be purposive and the final number of student informants should follow information adequacy rather than an invented fixed number. Triangulation across teacher, student, observation, and document sources should be used to strengthen credibility.

CONCLUSIONS AND RECOMMENDATIONS

The descriptive qualitative analysis identifies five interconnected needs in the source proposal: comprehensive understanding of narrative content, integration of intrinsic story elements, inferential reasoning and summarizing in students' own words, sustained focus and participation, and more purposeful use of digital learning media. The seven reading indicators already present in the proposal provide a strong framework for organizing these needs, but they should initially guide qualitative inquiry rather than be treated as evidence that a media intervention has succeeded.

Digital Pop-Up Book media is relevant as a development direction when its features are explicitly linked to reading processes. Recommended functions include coherent story sequencing, targeted visual scaffolds, controlled interactivity, rereading navigation, reflection prompts, and evidence-based tasks related to character, setting, plot, conflict-resolution, moral message, and summary. Visual and interactive elements should be designed according to multimedia-learning principles so that they support rather than compete with textual processing.

The immediate recommendation is to conduct the revised descriptive qualitative needs-analysis proposal before making effectiveness claims. The resulting field data can then guide a subsequent development and validation study. Researchers should also replace unverified or generic citations in the original proposal with traceable scholarly sources and current official curriculum documents, maintain a clear distinction between national literacy data and local classroom evidence, and report any later outcome claims only after the relevant empirical data have been collected.

Limitations

The main limitation is that the uploaded proposal contains problem statements and conceptual indicators but does not include a complete set of raw observation records, interview transcripts, student work samples, or intervention results. Therefore, the findings of this article are a document-based needs synthesis and should not be interpreted as a completed classroom evaluation. The proposed design requirements remain hypotheses for development that must be examined with local field data and later product testing.

Author Contributions

The author is responsible for the conceptualization, document analysis, literature synthesis, interpretation, and manuscript preparation. Author identity and institutional details should be completed before journal submission.

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