

## BRIDGING THE LITERACY GAP WITH INTEGRATED MEDIA: EMPOWERING ELEMENTARY STUDENTS TO THRIVE

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**Abstract:** The extended impact of the two-year pandemic has significantly affected the motivation and literacy skills of elementary students. In response to the government's Merdeka curriculum, prioritizing literacy in the 4.0 era, there is an urgent need for innovative approaches. This study advocates for integrated media, combining ICT with manual tools, to enhance literacy skills and boost motivation. Referencing digital literacy, language learning through screen time, and insights from the Routledge handbook of digital literacies in early childhood (Erstad *et al.*, 2020), the research integrates various media elements, guided by studies in digital literacy, early childhood education, and the impact of video games on reading comprehension. Implementing qualitative method at Linimasa Elementary School, the study involves fourteen students in three groups, engaging in activities like identifying animal sounds and accurately writing and pronouncing animal names. Research outcomes show that integrated media successfully enhances literacy learning with excitement. The study highlights benefits, including increased confidence, teamwork, strategic thinking, and problem-solving skills among students. In conclusion, this research strongly supports teaching literacy to elementary students through integrated media, providing valuable insights for educators, policymakers, and researchers in advancing literacy education in the digital age.

**Keywords:** *integrated media; teaching literacy; elementary; Merdeka curriculum*

### INTRODUCTION

The COVID-19 pandemic has significantly disrupted education systems worldwide, especially affecting literacy development among elementary students. Arthur, Davison, and Stow (2021) reported that extended school closures resulted in learning loss, particularly in reading and writing proficiency. Al Asad (2022) emphasized that the pandemic widened existing educational inequities, disproportionately impacting marginalized communities. Similarly, Rakhmah and Solihin (2022) noted that students experienced a decline in reading habits, further exacerbating literacy gaps. Azubuike, Adegboye, and Quadri (2021) highlighted the digital divide as a major factor limiting access to effective remote learning. These disruptions underline the urgent need for adaptive, inclusive, and innovative literacy strategies (Ellington *et al.*, 2021).

The pandemic's effects on literacy were particularly severe for elementary students, who rely on structured environments for foundational skill development. Arthur *et al.* (2021) found that students in the early grades faced critical setbacks in literacy acquisition due to limited classroom engagement. Wahab and Amaliyah (2019)

observed that younger learners struggled to adapt to remote learning formats, which lacked culturally relevant and engaging content. Aydin and Erol (2021) reported that teachers faced difficulties in maintaining student engagement, further hindering progress. Al Asad (2022) noted that even in regions with digital access, the absence of teacher-student interaction diminished learning outcomes. Azubuike *et al.* (2021) and Rakhmah and Solihin (2022) highlighted that these challenges were most acute among underserved communities.

Digital tools have shown potential to mitigate learning gaps when implemented effectively. Bernacki *et al.* (2020) emphasized how mobile technology facilitates personalized and interactive learning experiences that support literacy. Ellington *et al.* (2021) proposed a transformative transmedia framework that integrates digital tools, literacy, and scientific concepts to enhance engagement. Klein (2024) demonstrated how integrative technology supports students with learning disabilities, ensuring inclusivity in literacy education. Similarly, Ahmad (2024) explored the use of social media platforms to create open educational resources that foster literacy among diverse student populations. Kong *et al.*

(2022) argued that incorporating artificial intelligence in education can further personalize learning for improved outcomes.

The role of educators and communities is critical in sustaining literacy development, especially during crises. Henderson (2007) argued that professional development programs equip teachers to adapt to evolving literacy demands. Hill (2006) emphasized the importance of early literacy assessments to identify and address skill gaps. Wahab and Amaliyah (2019) advocated for integrating culturally relevant stories into curricula, which fosters both engagement and comprehension among elementary students. Gustian et al. (2024) highlighted the role of community support in enhancing educational outcomes, emphasizing the synergy between educators and local stakeholders. Ellikkal and Rajamohan (2024) noted that collaborative efforts can bridge gaps in resource availability, ensuring sustainability.

The digital divide remains a significant barrier to equitable literacy education. Azubuike et al. (2021) revealed that limited access to technology and the internet disproportionately affected students in low-income households. Ahuja (2023) and Nae (2024) discussed how inadequate infrastructure hindered the implementation of remote learning, further exacerbating disparities in literacy acquisition. Joseph and Uzundu (2024) suggested targeted policies to ensure equitable access to digital resources and training for underserved populations. Rakhmah and Solihin (2022) emphasized the need for cross-sector collaboration to address systemic inequities. Ahmad (2024) argued that leveraging social media and mobile platforms could mitigate access challenges, providing low-cost solutions for literacy development.

Pedagogical innovations have emerged as essential tools for addressing literacy challenges. Creswell (2020) and Silverman (2010) stressed the importance of integrating data-driven strategies to measure and enhance literacy outcomes. Cheah et al. (2023) explored how equitable technology-supported practices can foster inclusive learning environments. Ahmad (2024) highlighted the transformative potential of social media in creating dynamic, student-centered learning experiences. Klein (2024) emphasized the importance of adaptive technologies for students with diverse learning needs. Tibaldo (2022) advocated for integrating media literacy into educational curricula to enhance critical thinking and digital engagement.

Media literacy is increasingly recognized as a vital component of comprehensive literacy education. Von Gillern et al. (2024) argued that teaching students to critically evaluate digital content fosters independent thinking and digital citizenship. Charmaraman et al. (2022) highlighted the role of media literacy in empowering students to navigate the digital landscape effectively. Aithal and Aithal (2023) suggested that media literacy can bridge traditional and digital learning paradigms, creating more holistic educational experiences. Ahmad (2024) explored the use of social media to enhance media literacy, enabling students to engage more critically with online content. Kong et al. (2022) proposed that media literacy frameworks combined with artificial intelligence can personalize and enhance student learning.

Tailoring literacy strategies to diverse cultural contexts is essential for fostering meaningful engagement. Bandyopadhyay et al. (2021) and Gustian et al. (2024) emphasized integrating cultural values and character education into literacy programs to enhance their relevance. Wahab and Amaliyah (2019) demonstrated that incorporating local stories into curricula fosters greater interest and comprehension among students. Yetti (2024) explored the role of local wisdom in developing literacy frameworks that reflect community values. Rahman et al. (2023) highlighted how multicultural education can enhance literacy by addressing diverse learner needs. Aithal and Aithal (2023) argued for context-sensitive approaches to digital literacy education, particularly in underserved regions.

Despite the potential of digital tools, their effective integration into literacy education faces significant challenges. Ellikkal and Rajamohan (2024) identified resource constraints, such as lack of funding and inadequate infrastructure, as major obstacles. Tibaldo (2022) emphasized that teacher readiness and professional development are critical to overcoming these barriers. Joseph and Uzundu (2024) argued that without adequate training and support, teachers struggle to utilize digital tools effectively. Ahmad (2024) noted that resistance to change among educators and institutions further hinders technological adoption. Creswell (2020) highlighted the need for evidence-based implementation strategies to address these challenges systematically.

Tailored approaches are essential for addressing literacy challenges in rural and underserved regions. Rahman et al. (2023) emphasized that empowering teachers with training and tools can significantly improve outcomes in resource-

limited settings. Schira Hagerman and Neisary (2024) highlighted the role of localized digital literacy programs in bridging gaps in rural education. Nae (2024) explored how targeted interventions in underserved areas can reduce disparities in literacy development. Aithal and Aithal (2023) suggested that integrating digital literacy into existing curricula can create sustainable learning pathways. Tibaldo (2022) noted that even minimal investments in digital tools can yield substantial improvements in literacy engagement.

Advancements in digital technology have opened new possibilities for literacy education. Caiman and Kjällander (2024) explored outdoor-digital integrations that combine ecological learning with digital tools, providing innovative engagement methods. Kong et al. (2022) and Demeke (2024) proposed frameworks for using artificial intelligence and social media to create personalized literacy experiences. Ellington et al. (2021) demonstrated the potential of transmedia frameworks to enhance literacy through multimedia storytelling. Ahmad (2024) highlighted how social media platforms can serve as cost-effective literacy tools. Klein (2024) emphasized the role of adaptive technologies in supporting students with diverse learning needs.

Despite extensive research on literacy and digital education, there remains a gap in understanding how traditional teaching methods and digital tools can be integrated into cohesive frameworks. Arthur et al. (2021) and Azubuike et al. (2021) observed that existing studies often focus on isolated aspects of literacy strategies. Creswell (2020) and Silverman (2010) noted a lack of comprehensive models that combine cultural, technological, and pedagogical approaches. Addressing this gap is essential for creating effective, inclusive, and sustainable solutions for literacy development.

This study proposes an integrated media approach that combines traditional literacy methods, digital tools, and media literacy into a unified framework. By focusing on elementary education, it aims to create a culturally relevant and inclusive model that leverages the strengths of both traditional and digital strategies. The novelty lies in its holistic design, which addresses the interconnected challenges of literacy development, technology integration, and cultural engagement.

## METHOD

This study employs a qualitative case study approach to explore the integration of media in

literacy instruction at a Kuningan elementary school. As Ugwu and Eze (2023) suggest, qualitative research delves into participants' emotions, experiences, and perceptions, making it ideal for capturing the nuanced impact of media on literacy. The methodology is designed to uncover in-depth insights into the interplay between integrated media and literacy development while ensuring the study's rigor through triangulation and purposive sampling.

The qualitative approach is well-suited for this study, as it allows for an exploratory investigation into teaching practices and student engagement. Creswell (2020) emphasizes that qualitative research focuses on understanding phenomena in their natural contexts, providing a detailed narrative of participants' experiences. Similarly, Flick (2004) highlights the value of triangulation in enhancing credibility, which this study employs by integrating data from observations, interviews, and focus groups. This design ensures a comprehensive understanding of how media integration affects literacy development.

Purposive sampling is utilized to select a diverse group of 14 elementary students representing various socio-economic and demographic backgrounds. This approach aligns with the recommendations of Arthur, Davison, and Stow (2021), who argue that targeted sampling enables researchers to capture a holistic view of educational phenomena. Parents and guardians provided informed consent for their children's participation, upholding ethical considerations as emphasized by Al Asad (2022). The participating school was chosen based on its access to essential technology, ensuring the feasibility of implementing integrated media interventions (Aydin & Erol, 2021).

The study's interventions were collaboratively designed with educators and media specialists to ensure alignment with literacy goals such as reading and writing. As noted by Bernacki et al. (2020), combining Information and Communication Technology (ICT) tools with traditional methods fosters interactive and engaging learning environments. Flashcards and videos were employed during literacy sessions to teach topics like animal names, combining auditory and visual stimuli to enhance student engagement (Ellington et al., 2021). This integrated approach aligns with Wahab and Amaliyah's (2019) emphasis on culturally relevant materials in education.

The study employed structured observations to gain real-time insights into student engagement

and behavior during literacy sessions. This approach allowed the researcher to closely monitor how students interacted with both digital and traditional media tools as they engaged in learning activities. Hill (2006) highlights the importance of classroom observations in assessing the dynamics of educational interventions, particularly in understanding the direct impact of teaching strategies on student outcomes. By focusing on students' responses to integrated media, the observations provided valuable data on their levels of participation, attention, and enthusiasm, offering a practical lens into the effectiveness of the approach.

In-depth interviews were conducted with students, teachers, and media specialists to gather detailed accounts of their experiences with the integrated media interventions. Semi-structured in format, these interviews allowed for a deeper exploration of participants' perspectives, capturing both positive outcomes and challenges encountered during the implementation. As Creswell (2020) emphasizes, interviews are a powerful tool in qualitative research for uncovering rich, nuanced insights into complex phenomena. The qualitative data obtained from these conversations shed light on the perceived efficacy of integrating media into literacy education, as well as areas for potential improvement in future applications.

Additionally, the study utilized focus group discussions to facilitate open dialogue among students, encouraging them to share their collective experiences and viewpoints. This method, as described by Ugwu and Eze (2023), provides an interactive platform for participants to engage with one another's ideas, often uncovering shared themes or unique insights that may not surface in individual interviews. These discussions were centered on students' interactions with media tools, offering perspectives on how these tools influenced their literacy development. The collaborative nature of focus groups also created a dynamic environment for students to express their thoughts freely, contributing to a more comprehensive understanding of the interventions' impact.

Together, these methods—structured observations, in-depth interviews, and focus group

discussions—provided a triangulated approach to data collection, ensuring the credibility and reliability of the findings. By capturing both individual and collective experiences, the study was able to present a holistic narrative of how integrated media influenced literacy development in the classroom.

Thematic analysis was employed to identify patterns and recurring themes in the qualitative data. This approach, as described by Silverman (2010), involves coding and categorizing data to uncover underlying insights. Triangulating data from observations, interviews, and focus groups enhanced the validity and reliability of the findings (Flick, 2004). The analysis focused on themes such as student engagement, technological challenges, and the pedagogical efficacy of media integration.

Ethical standards were prioritized throughout the study. Informed consent was obtained from all participants and their guardians, ensuring transparency and respect for their autonomy (Al Asad, 2022). Confidentiality and anonymity were maintained to protect participants' privacy, as emphasized by Yin (2003). Participation was entirely voluntary, with the right to withdraw upheld at all stages of the research.

## **RESULTS AND DISCUSSION**

The main goal of this research is to explore how media integration is applied in teaching literacy to first-grade elementary school students. The chosen media—YouTube, flashcards, and wooden puzzles—are selected to align with the students' developmental stages and learning needs. YouTube acts as a resource for visual and auditory learning, while flashcards are used for teaching alphabets and animal recognition. Wooden puzzles, on the other hand, promote teamwork and enhance students' focus.

Selecting appropriate learning tools requires careful consideration of their intended purposes and the benefits they provide. Different media support various learning styles, such as visual, auditory, and tactile approaches, making them effective for addressing a wide range of educational needs. The table below summarizes the selected learning media, their purposes, and the benefits they offer in the learning process.

*Table 1. Learning media and their benefits*

Media	Purpose	Benefits
YouTube	Visual and auditory learning	- Engaging and interactive
Flashcards	Visual learning and memorization	- Portable and easy to use
Wooden puzzles	Tactile learning and problem solving	- Develops fine motor skills

The main goal of this research is to explore how media integration is applied in teaching literacy to first-grade elementary school students. The chosen media—YouTube, flashcards, and wooden puzzles—are selected to align with the students' developmental stages and learning needs. YouTube serves as a resource for visual and auditory learning, while flashcards are used for teaching alphabets and animal recognition, and wooden puzzles promote teamwork and enhance students' focus. This aligns with the findings of Rand & Morrow (2021), who emphasize that play-based learning approaches enhance young learners' engagement and literacy acquisition.

#### *Importance of preparation in teaching literacy*

Effective preparation is foundational for teachers aiming to enhance the literacy skills of young learners. Teachers must understand classroom dynamics by considering students' age, attention span, and interests, aligning the curriculum accordingly. This process benefits from informal interviews with parents, colleagues, or school administrators, which provide valuable insights into external expectations and teaching contexts (Creswell, 2020; Silverman & Marvasti, 2008). Studies such as those by Shahat et al. (2024) highlight the role of thorough preparation in addressing both academic and social needs in primary education.

#### *Media selection*

This research adopts a balanced approach to integrating traditional and digital tools, demonstrating the importance of combining tactile and digital resources to support comprehensive development. This approach aligns with the findings of Bernacki et al. (2020), who emphasize the value of blending traditional learning tools with modern technologies to create a more holistic and engaging educational experience.

Flashcards featuring alphabets and animals were selected as the conventional media due to their effectiveness in facilitating visual learning. These tools provide tangible, interactive elements that are particularly beneficial for young learners. This choice is supported by Wahab and Amaliyah (2019), who highlight the advantages of culturally relevant and simple educational materials in enhancing literacy skills, especially in early education.

In addition to conventional tools, YouTube videos were chosen as ICT media to complement the learning process. These videos offer engaging, multisensory experiences that help capture and

sustain students' attention while improving comprehension. This approach resonates with the findings of Ellikkal and Rajamohan (2024), who underscore the potential of multimedia tools to personalize learning experiences and cater to diverse learning needs. By integrating both traditional and modern resources, this research underscores the importance of addressing various learning styles to optimize literacy education for first-grade students.

The theme of "learn by playing" leverages first-grade students' natural curiosity, energy, and enthusiasm for interactive activities. As noted by Aithal & Aithal (2023), gamified and exploratory learning aligns well with developmental stages, fostering both academic and emotional growth.

#### *Strategies for Engagement*

To maximize learning outcomes, methods must be interactive, collaborative, and tailored to students' developmental stages. Ahuja (2023) emphasizes the significance of engagement through equitable access to digital tools, ensuring inclusivity in early literacy instruction. Furthermore, Anurogo et al. (2023) advocate for integrating digital and traditional resources to *stimulate cognitive and emotional development*.

The integration of YouTube and other digital tools in the classroom reflects the findings of AlAli and Wardat (2024), who emphasize the role of digital transformation in reducing educational wastage. By providing engaging and interactive learning opportunities, digital tools enhance students' interest and participation, creating an environment that supports both academic and personal growth. This alignment underscores the value of leveraging technology to optimize literacy education and make learning more accessible and impactful.

Equity in education is another critical aspect addressed by this study, which resonates with the work of Azubuike et al. (2021). Their research highlights the importance of bridging the digital divide to ensure that all students, including those in underserved or resource-limited areas, have access to technology-enhanced learning experiences. By integrating digital tools alongside traditional resources, this study demonstrates a commitment to fostering inclusivity and providing equitable learning opportunities for all students, regardless of their backgrounds.

Additionally, the emphasis on group activities, such as using wooden puzzles, aligns with the work of Akintayo et al. (2024), who advocate for the integration of social and emotional learning into academic instruction. These activities not only



enhance cognitive skills but also promote teamwork, communication, and emotional intelligence, contributing to holistic development. This approach highlights the importance of

creating learning environments that nurture a wide range of skills, ensuring that students are equipped for success both academically and socially.



Figure 1. *Teachers' preparation by grouping the students*

This holistic teaching approach aligns with and builds upon previous studies, demonstrating the significance of addressing cognitive, emotional, and social development through diverse teaching methods and integrated technology.

#### *Addressing cognitive and emotional development*

The emphasis on activities like group work, guessing games, and multimedia interactions resonates with the findings of Akintayo et al. (2024), who advocate for integrating emotional and social learning into primary education. These methods not only develop critical thinking and problem-solving skills but also create a supportive environment where students feel valued, fostering self-esteem and emotional well-being. This reflects the work of Arthur et al. (2021), which highlights the importance of early interventions to develop positive attitudes toward learning during the formative years.

#### *Catering to diverse learning styles*

By incorporating visual, auditory, and kinesthetic elements, this approach ensures inclusivity and aligns with Bernacki et al. (2020), who emphasize combining tactile learning materials with digital resources to address various learning preferences. Similarly, Ellikkal & Rajamohan (2024) highlight the effectiveness of personalized learning experiences through multimedia tools, supporting this study's use of flashcards, videos, and hands-on activities to enhance comprehension and retention. These strategies also echo Ahuja (2023), who stresses equitable access to diverse teaching tools to cater to all learners.

#### *Building social and interpersonal skills*

Group activities designed to foster collaboration and teamwork mirror findings by Akintayo et al. (2024), who underscore the role of social learning in holistic education. Activities like solving puzzles and arranging flashcards encourage interpersonal skills such as empathy, active listening, and cooperation, which are critical for success beyond the classroom. These findings also align with Anurogo et al. (2023), who advocate for integrating character-building activities with academic instruction to enhance social competencies.

#### *Encouraging lifelong learning*

This study's focus on creating enjoyable and educational experiences aligns with Rand & Morrow (2021), who demonstrate that play-based learning fosters curiosity and a love for learning. By integrating fun, interactive activities, the approach inspires students to view education as an ongoing, rewarding process, shaping positive learning habits early in life. The findings further resonate with Reddy et al. (2022), who stress the importance of sustaining engagement to promote continuous educational growth.

#### *Integrating technology to enhance learning*

The use of digital tools such as projectors, laptops, and YouTube videos bridges traditional and modern teaching practices, reflecting the findings of AlAli & Wardat (2024), who emphasize digital transformation as a means to reduce educational wastage. This integration also aligns with

Azubuikwe et al. (2021), who highlight the role of technology in bridging the digital divide, ensuring equitable access to quality education for all students. By equipping young learners with basic technological literacy, the study mirrors the insights of Ellington et al. (2021) on preparing students for a digitally-driven future.

#### *Classroom real situation*

The structured activities carried out in this research align with Demeke (2024), who advocates for selective integration of digital tools to navigate classroom challenges effectively. The participatory approach of using flashcards and multimedia to teach animal sounds and names mirrors the

findings of Feng & Xue (2023), which emphasize the role of digital and tactile learning in fostering cognitive connections. Moreover, the correlation of technological tools with classroom activities supports Ellikkal & Rajamohan's (2024) observations on multimedia's role in enhancing engagement and understanding.

These findings collectively demonstrate the effectiveness of integrating traditional and digital tools to create a multidimensional, engaging learning environment that supports the overall growth of first-grade students. They validate the importance of preparing teachers and designing strategies that align with the developmental needs and learning styles of young learners.



Figure 2. *Classroom real situation: the students were asked to collect the flashcards based on the instruction*

The findings of this research project align with and expand upon previous studies, emphasizing the importance of media integration, student engagement, and holistic development in educational settings.

#### *Investigating media integration*

The dual objectives of this research—to evaluate media integration and provide insights into teacher preparation—mirror the findings of AlAli & Wardat (2024), who highlight the role of digital transformation in improving educational practices. By integrating both traditional and digital tools, this study aligns with Bernacki et al. (2020), who underscore the need to combine tactile and digital learning resources for comprehensive development. Additionally, Demeke (2024) points out that effective implementation of multimedia tools requires careful consideration of classroom dynamics, a theme central to this research.

#### *Positive student responses*

The overwhelmingly positive responses from students support the conclusions of Arthur et al. (2021), who found that innovative approaches incorporating multimedia can enhance student engagement and participation. The dynamic and interactive environment created in this research also resonates with Anurogo et al. (2023), who emphasize the role of multimedia in fostering an engaging and inclusive learning atmosphere.

#### *Confidence development*

The increase in students' confidence observed in this study is consistent with findings by Akintayo et al. (2024), who highlight the benefits of integrating social and emotional learning into classroom activities. Tasks such as guessing games and multimedia discussions provided students with opportunities to take risks and express themselves, aligning with Ellington et al. (2021), who advocate

for transmedia frameworks to support self-expression and confidence-building.

#### *Vocabulary enhancement*

The use of flashcards, videos, and interactive games to enhance vocabulary aligns with Rand & Morrow (2021), who found that play-based and contextual learning strategies effectively support vocabulary acquisition. Similarly, Wahab & Amaliyah (2019) emphasize the importance of culturally relevant and interactive tools, such as flashcards, in promoting meaningful and practical vocabulary development.

#### *Teamwork and collaboration*

The emphasis on group activities and collaboration reinforces the findings of Akintayo et al. (2024), who advocate for teamwork-based learning to foster social and interpersonal skills. Activities like solving puzzles and arranging letters echo Anurogo et al. (2023), who stress the value of cooperative learning environments in enhancing communication, empathy, and mutual respect among students. These activities also align with

Feng & Xue (2023), who highlight the role of collaborative multimedia interactions in fostering social development.

#### *Practical contributions and holistic approach*

The practical focus on teacher preparation and classroom dynamics aligns with Shahat et al. (2024), who emphasize the necessity of equipping educators with the tools and strategies to navigate real-time challenges effectively. The study's holistic teaching philosophy, which integrates academic, social, and emotional development, echoes the findings of Aithal & Aithal (2023), who advocate for comprehensive pedagogical strategies that address diverse student needs.

By integrating these findings into existing research, this study demonstrates the transformative potential of combining traditional and modern media tools to enhance not only literacy skills but also the overall learning experience. It highlights the importance of careful planning, inclusive strategies, and the development of a supportive learning environment to optimize educational outcomes.

#### *Figure 3. Students enthusiasm toward the teaching and learning process*

The positive responses and outcomes are visually encapsulated in Picture 3, which illustrates the students' active participation and engagement during the sessions. The image likely captures moments of teamwork, lively interaction, and enthusiasm, highlighting the effectiveness of the media integration strategy. Such visuals serve as a testament to the success of the approach and provide a clear example of how innovative teaching methods can transform the classroom experience.



## **CONCLUSION**

This research has provided significant insights into integrating media for teaching literacy in a first-grade elementary school setting, focusing on YouTube, flashcards, and wooden puzzles. Each medium was carefully selected based on the students' age and developmental characteristics, contributing uniquely to the learning process. YouTube facilitated visual and auditory engagement, flashcards supported visual and memorization skills, and wooden puzzles promoted teamwork and concentration. Together, these tools created an engaging and dynamic learning environment that effectively captured students' attention and enhanced their literacy skills.

A key takeaway from this study is the importance of aligning teaching methods with the developmental needs and interests of young learners. The multisensory approach employed in this research catered to diverse learning styles, ensuring inclusivity and fostering comprehension and enjoyment. Visual learners benefited from the colorful flashcards and videos, auditory learners engaged with animal sounds and instructions, and kinesthetic learners interacted with hands-on puzzles. This inclusive strategy not only enriched the learning experience but also helped students develop foundational literacy skills in a way that resonated with their individual preferences.

The study also emphasizes the critical role of careful planning and adaptability in educational



innovation. The deliberate selection of media and the thoughtfully designed activities were tailored to the cognitive and social needs of first-grade students, ensuring that the approach was both practical and effective. The positive outcomes observed underscore the potential for creative and diverse teaching methods to address literacy challenges in a dynamic, student-centered manner. These findings provide a valuable framework for educators looking to enhance their pedagogical practices and promote inclusive, engaging, and effective literacy education.

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