Improving The Critical Reading Skills Of Fourth-Grade Students At Sdn 002 Sandaran Through Interactive Digital Comic Media

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Abstract.
Elementary school students need to hone critical reading skills as a fundamental skill. This competence is not only concerned with understanding the text but includes identifying important information, analyzing events, giving reasons, finding textual evidence, and drawing conclusions. This research originated from the problem of low critical reading ability among fourth-grade students of SDN 002 Sandaran. Preliminary observations show that 15 out of 20 students (75%) had not met the criteria for learning completeness. The purpose of this study is to improve students' critical reading skills through the use of interactive digital comic media. The researcher used the Classroom Action Research (CAR) method in two cycles, including the stages of planning, action, observation, and reflection. The subjects consisted of 20 fourth-grade students of SDN 002 Sandaran. Data collection involved critical reading tests, observations, and documentation, analyzed through quantitative and qualitative descriptive approaches. The results of the first cycle showed that 11 students (55%) had achieved completeness. Implementing improvements in the second cycle based on reflection increased the number of students who completed to 16 (80%). The learning completeness rate increased by 25 percentage points from Cycle I to Cycle II. These findings prove a significant improvement in students' critical reading skills after using interactive digital comic media. The media is an effective alternative in Indonesian language learning to help students dissect texts, analyze data, and convey evidence-based arguments.
Keywords: *critical reading skills, interactive digital comics, Indonesian language, elementary school students and classroom action research.*

I. INTRODUCTION

Reading competence plays a crucial role as the main foundation in the dynamics of learning in elementary school. Students gather information, expand knowledge, and digest various everyday phenomena through literacy activities. However, reading proficiency goes beyond mere fluency in pronouncing words or sentences. Students must master the skills to capture meaning, integrate data, critique text content, and formulate logical opinions. This capacity refers to critical reading, which involves cognitive mechanisms to absorb, dissect, and test the validity of information. Therefore, developing critical literacy early is very important so that students become accustomed to examining information in depth without accepting it raw.

Facione states that critical reasoning encompasses a set of skills including interpretation, analysis, evaluation, inference, explanation, and self-regulation[1]. This idea serves as the main foundation for honing critical reading competence. Students must interpret reading content, examine the relationships between events, validate data, and formulate conclusions from the available facts. In Indonesian language subjects, educators train these skills through activities of identifying main points and explaining characters' motives. Students also learn to map textual evidence and accurately summarize the story's message. Therefore, critical literacy goes beyond mere mastery of explicit text. This process involves deep thinking about the logic and essence behind the information presented.

Reading instruction in elementary school still faces various real obstacles. Students can finish texts and answer simple questions, but they often fail to explain the reasons for events or present data supporting their answers. Classroom approaches that pursue only instant answers actually hinder students' analytical potential. This limits children's space to test the validity of information independently. Therefore, teachers must design literacy strategies that trigger questions and active discussion. Students need opportunities to express opinions and to revalidate the accuracy of their answers against the original text.

This phenomenon is a crucial issue in Indonesian language learning in fourth grade at SDN 002 Sandaran. Preliminary findings show the achievement profile of all 20 students. As many as 15 students, or 75%, had not met the critical reading competency standard. Conversely, only 5 students, or 25%, reached the

completeness level. This situation demonstrates the urgency of improving literacy quality through methods relevant to their needs. The study highlights specific obstacles in digging up crucial data and explaining the background of events. The research focus includes identifying evidence, examining characters' actions, and formulating logical conclusions. These figures reinforce the rationale for classroom action research to deepen comprehensive text understanding. The researcher supplemented this initial picture with test scores, field observation notes, and documentation of student work as the primary database.

The use of interactive digital comic media is an alternative solution to overcome these obstacles. Arsyad emphasizes the vital role of educational media in conveying messages and information during the instructional process[2]. In this study, interactive digital comics combine text, illustrations, dialogue, and activities that engage students during reading. Presenting stories through images and dialogue can help students follow the sequence of events and understand the situations experienced by characters. Meanwhile, interactive activities such as questions and analytical tasks can guide students to find information, explain reasons, and show evidence supporting their answers.

The use of digital comic media can also be explained through Mayer's multimedia learning theory[3]. This theory discusses how the use of words and pictures in learning can support comprehension when designed appropriately. In critical reading instruction, texts and illustrations in comics can help students build understanding of the story. However, attractive visual displays alone are not enough to develop critical thinking skills. Media must be accompanied by questions and activities that encourage students to process information, connect opinions with text content, and construct conclusions based on evidence. Therefore, interactive digital comics in this study are used not only as reading material but also as a means of training students' thinking processes.

In practice, learning through interactive digital comics can be carried out by guiding students to read stories, find important information, analyze characters' actions, explain the causes of events, and show evidence supporting their opinions. Teachers can ask probing questions about characters' motivations, narrative sections that validate answers, and final inferences from the sequence of events. This interaction helps students connect personal arguments with facts stated explicitly in the text. The use of the 'opinion, reason, evidence, and conclusion' framework provides a measurable procedure for students to express their cognitive achievements.

Various previous studies have reviewed the role of digital comics in facilitating reading skills at the elementary school level. Miranda and Dafit formulated digital comic media to support text comprehension for fifth-grade students. The focus of that study was to assess the validity of the media they developed for educational purposes. Meanwhile, Setianingsih and colleagues examined the efficacy of the Survey, Question, Read, Recite, Review (SQ3R) strategy combined with digital comics on reading comprehension performance in elementary school[4]. The results of that study were reported to show an increase in reading comprehension ability after implementing the strategy. Similar findings were reported by Wafa and Wiranti, who examined the effectiveness of digital comic media on the reading comprehension ability of fourth-grade students at SDN 3 Kawak[5]. The results of that study discuss changes in reading comprehension ability before and after the use of digital comic media.

In addition, Pratiwi and colleagues conducted a literature review on the use of digital comics in elementary education, particularly in relation to reading literacy and the integration of local wisdom[6]. That review discusses the potential of digital comics to support reading comprehension, learning motivation, and character development through the integration of local cultural values. These findings suggest that digital comics can be developed not only as media for presenting stories but also as learning tools that connect reading activities with students' life contexts.

Although previous research supports the use of digital comics in reading instruction, most of those studies focused on reading comprehension, media development, or general reading literacy. In contrast, this study is specifically aimed at improving the critical reading skills of fourth-grade students at SDN 002 Sandaran. The skills developed include identifying important information, analyzing events, explaining reasons, showing textual evidence, and drawing conclusions based on the reading. Another difference lies in the use of interactive activities that encourage students to connect opinions, reasons, evidence, and conclusions during the learning process.

Based on this review, the novelty of this study lies in its focus on developing critical reading skills through the use of interactive digital comic media in the context of Indonesian language learning in fourth grade at SDN 002 Sandaran. The use of media motivates students to dissect the substance of narratives in depth while formulating arguments grounded in accurate textual evidence. The researcher carried out the Classroom Action Research (CAR) procedure in two cycles to improve the educational process through observation results and consistent reflection. This study presents the implementation of interactive digital comics as an innovative solution for optimizing critical reading competence at the elementary school level.

Based on this description, this study aims to improve the critical reading skills of fourth-grade students at SDN 002 Sandaran through interactive digital comic media. The improvement in critical reading skills was analyzed based on test results and the percentage of student completeness in the initial condition, Cycle I, and Cycle II. The research results are expected to benefit teachers in selecting and developing learning media that encourage active student involvement, while also helping students build reading habits that are deeper, more analytical, and evidence-based.

II. METHODS

This study is Classroom Action Research (CAR) using a quantitative and qualitative descriptive approach. The CAR design refers to the Kemmis & McTaggart model, implemented in two cycles, each of which includes four main stages: planning, implementing action, observation, and reflection. This research was conducted at SDN 002 Sandaran with 20 fourth-grade students as research subjects. The focus of this study is to improve students' critical reading skills, covering indicators of identifying important information, analyzing events, providing reasons, showing textual evidence, and drawing conclusions. Data collection techniques included critical reading tests, classroom observation, and documentation of student work. Quantitative data were analyzed using the percentage of learning completeness to determine the increase in the number of students reaching the completeness threshold in the initial condition, Cycle I, and Cycle II, while qualitative data were used to describe the dynamics of the learning process during the action.

III. RESULTS AND DISCUSSION

The researcher conducted this study with 20 fourth-grade students at SDN 002 Sandaran. The study aimed to boost critical reading skills through the use of interactive digital comic media. The research procedure was divided into two cycles comprising planning, action, observation, and reflection. The action implementation addressed students' learning difficulties in understanding the substance of texts, locating important information, and explaining the causes of events. The researcher also focused the action on students' ability to formulate conclusions based on data in the text. Before the intervention began, the researcher examined the initial profile of students' critical literacy skills. The data showed that 15 students, or 75%, had not met the mastery standard, while only 5 students, or 25%, achieved mastery. This finding demonstrated that most students faced serious obstacles in meeting the indicators of critical reading assessment. This condition prompted the researcher to reform instruction through attractive media that involved students' active participation. The critical literacy problem in this study concerned the depth of understanding information, not merely the technical act of reading a text. Students needed guidance so they would not stop at answering questions briefly. They had to practice explaining the background of events, presenting evidence to support opinions, and composing relevant conclusions. Therefore, selecting interactive digital comics was a strategic solution for combining narrative, visuals, and cognitive stimulation.

The initial profile confirmed that students' critical reading skills remained at a low level. Only 5 fourth-grade students at SDN 002 Sandaran reached the mastery threshold, while the other 15 students failed to meet the criteria. In percentage terms, the initial mastery rate reached only 25%, while 75% of students had not met the mastery standard. This result underscored the need for improvement in reading instruction methods. Critical ability is not measured merely by oral fluency or recognition of characters in a story. Students must understand the connections between events, evaluate characters' actions, and identify a valid basis for arguments. Elementary school educators need to develop this competency gradually through activities suited to students' age. Teachers must provide engaging texts and pose questions that stimulate deep thinking. Students need to learn to process data before giving a response, not merely transfer information from the text. Based on this initial evaluation, the researcher implemented interactive digital comic media in the learning process. This instrument helped students follow the storyline, map important points, and solve comprehension questions. Classroom activities were directed so that students would dare to express opinions, provide reasons, refer to textual evidence, and draw conclusions. This step trained students to understand that every answer in critical reading must have a strong data foundation.

Cycle I served as an initial step to improve students' level of critical literacy. During the planning stage, the researcher prepared interactive digital comics, text materials, question instruments, and evaluation tools. All learning activities were designed to give students room to examine the story and find crucial information. The researcher used interactive digital comics as the main medium during the action implementation phase. The integration of visuals and text made it easier for students to follow the narrative sequence. The questions posed did not only require explicit answers but also probed logical reasons, characters' motivations, and the essence of the story. The use of this medium created a new, more vivid learning experience than the use of conventional texts. Nevertheless, the quality of teacher guidance remained a determining factor in directing students to construct answers based on textual evidence. The evaluation results of Cycle I showed that 11 of 20 students had achieved the learning mastery standard. This achievement represented a success percentage of 55%. On the other hand, 9 students, or 45% of respondents, remained below the set target. These data showed an upward trend compared with the initial profile, which reached only 25%. The number of students meeting mastery increased by 6 after the action in Cycle I. The mastery rate also rose significantly by 30 percentage points. This result proved that interactive digital comics were effective in supporting critical reading instruction. However, the Cycle I outcomes had not fully met the research expectations. There were still 9 students who had not met mastery, so the improvement program had to continue to the next cycle. The researcher conducted an in-depth reflection based on the findings in Cycle I. The evaluation targeted not only mastery figures but also the quality of interaction in the learning process. The focus of improvement included the appropriateness of the question instruments, clarity of guidance, and stimulation of students' opinions. Learning in the next phase would strengthen the connection among opinion, argument, and concrete evidence. Students would be encouraged to explain the rationality behind each of their thoughts. Through this approach, reading activities were expected to sharpen students' analytical power regarding information content.

The researcher initiated Cycle II by referring to the evaluation results from the previous phase. Instructional improvement was carried out so that the use of interactive digital comics would have a more optimal impact. The researcher redesigned the learning scenarios and question items based on critical reading indicators. The focus of activities shifted to students' ability to provide logical reasons and connect them with facts in the text. The role of quality questions was crucial in shaping students' systematic thinking patterns. Questions about important points helped students recognize the essence of the text. Questions about the background of events trained their understanding of cause and effect. Meanwhile, requests for concrete evidence from the text trained students to distinguish factual answers from mere personal assumptions.

In Cycle II, the use of interactive digital comic media remained directed at helping students understand the story gradually. Teachers could guide students to identify important information, discuss characters' actions, find text passages supporting their answers, and compose conclusions. Therefore, reading activities no longer focused merely on completing assignments but on the ability to process and understand information in depth.

The evaluation results in Cycle II showed that 16 of 20 students had met the mastery criteria. The achievement percentage at this stage reached 80%, while the other 4 students, or 20%, had not achieved mastery. Compared with the Cycle I results, the number of students meeting mastery increased from 11 to 16. This figure proved that an additional 5 students achieved the mastery standard in Cycle II. The success ratio also increased significantly from 55% in Cycle I to 80% in Cycle II. This increase represented a difference of 25 percentage points. This fact validated that students' performance continued to improve after the action implementation in the second cycle. This pattern of change appeared more striking when referring to the initial research data. At the pre-action stage, only 5 students were able to cross the mastery threshold. Through the implementation of actions up to Cycle II, that number grew rapidly to 16 students. This means there was an increase of 11 students meeting mastery compared with the pre-research condition.

The mastery rate surged dramatically from 25% to 80%, equivalent to an increase of 55 percentage points. Nevertheless, 4 students still could not complete their learning achievements by the end of Cycle II. Therefore, the results of this study cannot be interpreted as meaning that all students had optimally mastered critical reading skills. The change obtained is better understood as an increase in class learning mastery after the use of interactive digital comic media across two action cycles. Students who had not reached mastery still required further attention and support. Instruction can be adjusted to the difficulties experienced by each student, for example through more gradual questions, examples of how to find evidence in the text, or opportunities to reread story sections they have not understood. Such support is important so that students have a better opportunity to develop their critical reading skills.

The development of students' mastery during the study can be seen through a comparison of data from the initial condition, Cycle I, and Cycle II. This comparison is used to determine changes in the number of students achieving mastery after the actions were implemented.

Table 1. Comparison of Students' Critical Reading Mastery

Research Stage	Students Meeting Mastery	Students Not Meeting Mastery	Mastery Percentage
Initial condition	5 students	15 students	25%
Cycle I	11 students	9 students	55%
Cycle II	16 students	4 students	80%

Source: Assessment data for fourth-grade students at SDN 002 Sandaran.

Based on Table 1, it is evident that the number of students achieving mastery increased at each research stage. In the initial condition, 5 students, or 25%, met mastery. After the action in Cycle I, this number increased to 11 students, or 55%. The implementation of Cycle II recorded an increase in students meeting mastery to 16 individuals, equivalent to 80%. This figure proves that learning mastery increased consistently throughout the study period. This phenomenon served as the main benchmark for evaluating the progress of students' learning achievement resulting from the use of interactive digital comic media. This increase is clearly visible in the surge in the number of students meeting mastery, from 5 in the pre-cycle to 16 in Cycle II. Data analysis showed that mastery grew by 30 percentage points when moving from the initial condition to Cycle I. Furthermore, the mastery rate rose again by 25 percentage points in the transition from Cycle I to Cycle II. The total accumulated increase from the initial stage to the completion of Cycle II reached 55 percentage points. This finding confirms that systematic instructional improvement measures can effectively drive students' mastery rate. The first stage presented initial data on media implementation, while the results served as the foundation for designing improvement strategies in Cycle II. Therefore, this study emphasized optimizing the learning process through periodic evaluation in each cycle, beyond merely applying the media.

The results showed that students' critical reading mastery increased after learning with interactive digital comic media. The initial data recorded that the students' learning mastery rate reached only 25%. The implementation of actions in Cycle I drove this percentage up to 55%. Mastery achievement rose again to 80% in the implementation of Cycle II. This positive trend proves the role of interactive digital comic media as an effective option for honing students' critical reading skills at the elementary school level. The essence of critical reading requires developing intellectual capacity through literacy activities that integrate cognitive processes in depth. Students must not merely identify characters or the sequence of events when examining a narrative. They must explore the motivations behind characters' actions, dissect cause-and-effect relationships, test the

credibility of information, and formulate logical conclusions from the text. This entire series of cognitive activities requires intensive support and simulation practice carried out consistently. In the context of this study, interactive digital comics were used as media to support these reading activities. Stories presented through a combination of text and images can help students follow the storyline and understand the relationships among characters, setting, and events. However, the benefit of the media does not lie solely in its attractive appearance. The media need to be accompanied by questions and activities that direct students to process information, provide reasons, and show evidence from the reading.

Thus, interactive digital comics should not be used merely as material to look at or read. Such media need to be part of learning activities that encourage students to think. For example, after reading one part of a story, students are asked to explain why a character performs an action. Students are then directed to find the text passage supporting their answer before presenting a conclusion. Activities like this can give students the opportunity to practice reading more deeply.

The increase in mastery from 25% in the initial condition to 80% in Cycle II shows a considerable change in learning outcomes. However, this mastery data must be understood proportionally. It shows changes in student achievement during the study but is insufficient to conclude that the media was the sole cause of the improvement. The learning process, teacher guidance, the practice undertaken, and improvements in action between cycles may also have contributed to students' learning outcomes. One challenge in teaching reading in primary school is helping students move from directly locating information to understanding the meaning of the text.

Questions whose answers are explicitly stated in the text are usually easier because students only need to locate the relevant information. Conversely, questions asking students to explain reasons, compare characters' actions, or draw conclusions require deeper understanding. Interactive digital comics can help bridge this need. The combination of text and images helps present stories more concretely, while interactive questions can direct students' attention to important information. When students read a story, they can connect verbal information with illustrations that support understanding of the situations in the story. Nevertheless, images do not automatically make students capable of critical thinking. Students still need guidance so that they do not merely guess the story content from illustrations.

They need to compare their understanding with written information and provide evidence supporting their answers. Therefore, media use must be accompanied by reading activities, discussion, and questions aligned with critical reading indicators. In this study, learning activities can be directed through simple steps: expressing opinions, giving reasons, finding evidence, and drawing conclusions. These steps help students understand that a good answer is not merely a statement. Students also need to explain the reasons underlying their opinion and point to information in the text that supports those reasons. For example, when asked to judge a character's action, they do not merely answer that the action is right or wrong. They need to explain the basis for their judgment and identify the event or sentence in the story on which the answer is based. After that, students can draw a conclusion about the character's action. Through repeated practice, students are expected to become more accustomed to linking opinions with textual evidence.

The increase in achievement from Cycle I to Cycle II underscores the vital role of evaluation in implementing classroom action research. The student mastery level reached 55% during Cycle I. This result did exceed the pre-cycle condition, but nine students had not yet crossed the minimum mastery threshold. This shows that the initial intervention triggered a shift in learning outcomes, although improvement remained crucial to increase the number of students meeting the criteria. The researcher used the achievement of each cycle as a reflection tool to formulate strategies for the next phase. This reflection process made it easier for the researcher to measure how well instruction aligned with the main targets and to identify aspects requiring refinement. Therefore, Cycle II should not merely replicate Cycle I but must incorporate strategic adaptations based on actual field findings. This study recorded a significant jump in mastery from 55% in Cycle I to 80% in Cycle II. This confirms that student learning outcomes improved as the intervention continued into the second cycle. Nevertheless, explaining the underlying reasons for this increase requires support from observation data and comprehensive reflective notes. Such data can show whether improvements were made in how the teacher asked questions, used media, assisted students who had difficulties, or conducted discussion

activities during learning. The explanation of between-cycle improvements should correspond to the actions actually implemented. If in Cycle II the teacher provided more examples of finding textual evidence, this can be described as a form of improvement. However, if such action was not taken, it should not be included as if it were part of the research implementation. Accuracy between the report and actual activities is essential so that the research results can be academically accountable.

The findings indicate that the design of critical reading instruction must give students space to explore and discuss the substance of the text. The teacher's role goes beyond merely delivering material to include guiding students' thinking strategies as they interact with reading materials. Teachers can implement these strategies by posing exploratory questions that prompt information discovery, argumentation, and evidence-based conclusion drawing. Interactive digital comics serve as a strategic option to support this instructional process. This tool integrates textual narrative and visual illustrations with guiding questions aligned to learning objectives. A systematic activity scheme helps educators effectively link literacy activities with practice in analyzing and evaluating reading content.

Although this study involved only one class of 20 students, its results remain relevant as a reference for teachers in diversifying reading instruction methods. The implementation of digital media must consider the relevance of instructional objectives, student competence, facility support, and classroom environment dynamics. Educators must ensure that technology use keeps students' attention focused on the essence of the text and does not divert their concentration.

Digital media are not the sole instrument for fostering students' critical reading skills. Teacher support, appropriate text selection, structured question prompts, and space for discussion remain crucial components. The synergy of these elements creates opportunities for students to construct understanding and formulate opinions based on textual facts. Overall, the research data demonstrate an escalation in critical reading mastery among fourth-grade students at SDN 002 Sandaran after the use of interactive digital comics across two cycles. The success rate increased significantly from an initial 25% to 55% in Cycle I and reached 80% in Cycle II. This achievement validates the effectiveness of interactive digital comics as a practical option in critical reading instruction. Nevertheless, strengthening conclusions about changes in specific indicators and the dynamics of improvement requires support from component-specific test data, observation reports, and accurate field reflection notes.

IV. CONCLUSION

Based on the results of classroom action research conducted with fourth-grade students at SDN 002 Sandaran, it can be concluded that the use of interactive digital comic media can be one alternative for improving students' critical reading skills. This research comprised two cycles referring to the initial situation, the action outcomes in Cycle I, and instructional improvements in Cycle II. The indicator of improvement in critical reading skills rested on fluctuations in the number of students achieving mastery scores in each research phase. Initial data showed that only 5 students, or 25% of the 20 children, reached the mastery threshold, while the remaining 15 students, or 75%, had not met the criteria. This figure shows that students' critical reading skills still required significant improvement measures. The implementation of interactive digital comics in Cycle I increased the number of students achieving mastery to 11, or 55%. The increase continued in Cycle II, with 16 students, or 80%, achieving the mastery target. Thus, the mastery percentage difference from the initial condition to the final stage rose by 55 percentage points. This positive trend validates progress in student learning outcomes throughout the intervention. Teachers used interactive digital comics to present material through engaging integration of text and visuals while encouraging active student involvement in grasping the essence of the story.

The application of this instrument facilitated a learning model that did not merely test memory through routine questions. This process guided students to examine information, identify motives behind events, and formulate logical conclusions based on the text. In the context of critical reading, students must become accustomed to presenting arguments grounded in strong reasons and relevant textual evidence. Therefore, the use of interactive digital comics must integrate prompting questions that require identifying key data, analyzing characters' behavior, and explaining causal relationships. These activities help students build a more

comprehensive literacy understanding of the narratives they study. Although the data show an upward trend, 4 students, or 20%, still had not exceeded the mastery threshold at the end of Cycle II.

This phenomenon confirms that media use still requires special assistance tailored to each individual's learning profile. Teachers must map students' specific obstacles so that future educational strategy design is more effective. Overall, this study demonstrates that the use of interactive digital comics effectively triggered improvement in critical literacy among fourth-grade students at SDN 002 Sandaran. These findings offer a strategic reference for educators in producing or selecting Indonesian language learning media that is adaptive to students' interests. However, the researcher emphasizes that these results are contextual to a single class of 20 respondents and therefore do not automatically apply generally to other primary school student populations.

V. RECOMMENDATIONS

Based on the research results and the implementation of actions in two cycles, several recommendations can be considered to improve the quality of critical reading instruction in primary schools.

Teachers are expected to use varied learning media to help students understand reading content. Interactive digital comics can be one option because they present stories through text and images and can be equipped with questions aligned with learning objectives. In using them, teachers should emphasize not only students' ability to answer questions but also guide them to explain reasons, find evidence in the text, and draw conclusions. Teachers also need to consider differences in students' reading comprehension abilities. Students who still have difficulties can be given questions gradually, opportunities to reread, and guidance in finding information that supports their answers. Thus, instruction can give all students the opportunity to develop critical reading skills according to their needs.

Students are expected to participate more actively in reading instruction and to accustom themselves to understanding reading content thoroughly. When answering questions, students should not rush to respond but should first understand the question, locate relevant information, and recheck the part of the text that supports their answer. Students also need to practice expressing opinions with clear reasons. When asked to judge a character's action or explain an event, students can use information in the text as the basis for constructing their answer. This habit is expected to help students become more careful, active readers who can justify their opinions based on the information they read.

Schools are expected to support teachers in developing instruction that uses digital media according to school needs and conditions. This support can be provided through the provision of learning facilities, opportunities for teachers to share experiences, and competency development activities in the use of educational technology.

In addition, schools can encourage literacy activities that focus not only on reading habits but also on understanding and processing information. Activities such as story discussion, expressing opinions, and finding evidence in texts can be part of efforts to build a more meaningful literacy culture.

Future researchers are expected to develop research on interactive digital comic media by involving a more diverse group of participants or applying it to different reading materials. Subsequent research may also use more detailed instruments to measure each critical reading indicator, such as the ability to identify important information, analyze the reasons events occur, evaluate characters' actions, use textual evidence, and draw conclusions. In addition to mastery data, future research can present changes in scores on each indicator, observations of the learning process, and students' responses to the use of the media. Such data can provide a more complete picture of which aspects of critical reading ability have developed and which still require improvement. Future research can also compare the use of interactive digital comics with other suitable learning media. Thus, the research results will not only provide information on changes in learning outcomes but also help explain the learning conditions that support the development of elementary school students' critical reading ability.

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