

Branching-Based Digital Fiction Storybook to Facilitate Elementary School Students' Reading Comprehension Learning

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Abstract: *Students' reading comprehension remains suboptimal, so innovation is needed. The purpose of this study was to develop a branching-based digital fiction storybook to improve reading comprehension in elementary school students. This research was conducted using the ADDIE model, which included analysis, design, and development. The study was conducted with fifth-grade students at SD Negeri 85 Parepare. The subjects of this research included material experts, media experts, one class teacher, and fifth-grade students at the school. The resulting product is a digital book of branching fiction stories that can be accessed in portable document format or PDF. This product allows students to determine the storyline through the available choices. This product features colorful illustrations, story texts appropriate for elementary school students, and quiz activities developed with Wordwall and Google Forms to strengthen students' understanding of the reading content. The product developed has been deemed highly valid by both material and media experts. The practicality test of this product was deemed very practical by both teachers and students. Therefore, the branching model of digital fiction storybooks has been deemed worthy of development to facilitate reading comprehension in learning. This research product makes an important contribution to the development of innovative reading comprehension and digital literacy instruction in elementary schools.*

Keywords: *Digital books; fiction stories; branching stories; reading comprehension*

INTRODUCTION

Reading comprehension is a basic skill for elementary school students because it is the key to the learning process. Reading comprehension is an active process of examining the content and meaning of a text in depth, enabling readers to understand the main idea, interpret information, and connect main ideas in a coherent, structured manner. (Fadlilah, 2025; Medranda-Morales et al., 2023; Smith et al., 2021). Furthermore, mastery of reading skills from an early age plays a very important role, as reading is the main gateway to obtaining information, broadening horizons, and achieving future success. (Smith et al., 2021; Snowling et al., 2022; Syajida et al., 2024).

In elementary school Indonesian instruction, fictional stories are one of the relevant materials for developing reading comprehension skills. To write good fiction, students need to be able to organize ideas, develop characters and settings, and create an engaging storyline (Gasser et al., 2022; Widayanti et al., 2024). This demonstrates that teaching fiction not only focuses on the outcome but also on the process of understanding the content. However, students' reading comprehension remains suboptimal. One cause is low interest in reading, which is influenced by the use of less engaging learning media. Haslinda et al. (2022) revealed that students are generally less interested in reading textbooks because they perceive the content as boring. This is reinforced by Mustikawati (2024), who stated that low reading

interest among students significantly impacts education, as it can limit their knowledge and even affect the quality of their graduation.

Technological developments in the digital era demand innovation in learning. Today's students are more attracted to visual, interactive, and entertaining media. This aligns with Indonesian Government Regulation No. 19/2005, Article 19, which states that the learning process in educational units is conducted interactively, inspiringly, and enjoyably, and that it fosters creativity, interest, and the psychological development of students. One effort to achieve this is through the use of educational games or the concept of learning through play. (Nopirianti, 2021). In this context, learning media plays a crucial role in supporting the success of the learning process. Nurrita (2018) states that learning media are tools that support the teaching and learning process, ensuring clarity of messages and achieving educational or learning objectives effectively and efficiently. One form of media relevant to technological developments for reading lessons is digital textbooks. (Lim & Toh, 2020). Textbooks play a crucial role in education, providing systematic and structured guidance for delivering learning materials in accordance with the curriculum. (Azhar et al., 2024). However, in the digital era, textbooks need to transform into more dynamic and adaptive media to meet students' learning needs. (Duarte Da Costa et al., 2025; LI Feng et al., 2023).

One innovation for digital book development is the use of a branching story model. The branching story model allows students to determine the storyline according to their preferences, making the reading process more active and participatory. (Finley, 2022; Smed et al., 2021). Mufassir & Lestari (2021) stated that the branching narrative story structure allows for choice of storyline, making it more engaging. Luwinda & Widasro (2017) revealed that the majority of respondents also found *branching stories* and *multiple endings* appealing. Thus, this model has the potential to increase student engagement and comprehension of the reading content. Several previous studies have shown that using story media can improve students' literacy skills. Makmun (2024) developed an illustrated storybook that proved effective in improving learning outcomes, while Hanan (2022) developed a multimedia digital book that engaged students through a combination of media. Furthermore, Mahendra et al. (2024) found that multimedia use effectively improved students' reading comprehension skills.

A meta-analysis confirms that interactive features in children's digital storybooks influence story comprehension and recommends additional research on the development of digital books designed according to children's cognitive principles, with interactive features that truly support comprehension (Bus et al., 2026). Several previous researchers have developed various developments in electronic or digital books to improve students' reading comprehension skills in elementary schools (Multifah et al., 2023; Rahmawati et al., 2023; Rifai et al., 2025; Wati & Istiq'faroh, 2025). However, these studies rely heavily on linear storytelling. Meanwhile, the integration of interactive branching story models into learning media is still in its infancy. In practice, branching storybooks are an urgent need for reading instruction, especially when integrated with digital technology. Based on this description, it is necessary to develop learning media in the form of digital books that feature branching fictional stories. This media is expected to

provide a more interactive, engaging, and tailored learning experience to meet students' needs. Storybooks will be developed digitally to be more flexible for students to read, complemented by a variety of supporting multimedia, and equipped with quizzes and games that encourage students to strive to understand the content. This will encourage their reading comprehension.

This research attempts to answer several research questions. First, how developing a digital fiction storybook with a branching model improves reading comprehension in elementary schools. Second, what are the product characteristics? Third, how is the validity and practicality of the product?

METHOD

The research method used is development research. This model is used to develop a product and test its feasibility before wider use. The development model used in this study is the ADDIE model. The ADDIE model was used, chosen for its systematic and flexible structure. (Okpatrioka, 2023; Spatioti et al., 2022). ADDIE development model consists of five main stages: Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation (Branch, 2009; Hamzah et al., 2022; Waruwu, 2024). However, in this study, the development process was only carried out up to the Development stage *due* to time, scope, and resource constraints.

This research was conducted at SDN 85 Parepare, South Sulawesi, Indonesia, involving fifth-grade students and homeroom teachers who served as test subjects. This research and development process includes three phases. The first phase involves conducting a needs analysis through teacher interviews and a student needs analysis questionnaire. In the second phase, the results of the needs analysis are used to design the product. The third phase includes validation by material and media experts and conducting practical tests to assess the product's feasibility.

In this study, the instruments included teacher interview guidelines to gather information on classroom learning conditions, a validation questionnaire to elicit expert assessments of product feasibility, and a practicality questionnaire administered to teachers and students to assess the product's ease of use, attractiveness, and learning benefits. The instrument grid used is summarized in Tables 1, 2, and 3.

Table 1. Media Validation Test Questionnaire Grid Instrument Modification from Melviany (2022)

Table 2. Material Validation Test Questionnaire Grid Instrument

Aspect	Indicator	Components assessed
Content suitability	Accuracy of material	Conformity of content with Basic Competencies (KD).
		The suitability of the fictional storyline with the learning material.
		The order of presentation of the contents of a fictional story.
		Values or messages are relevant to students.

	Completeness of materials	The characters are interesting and easy to recognize.
		Shows the setting of place and time.
		Having a complete conflict and resolution.
		Clear storyline.
	Suitability for students	In accordance with the characteristics of elementary school students.
		Able to attract the interest and attention of students.
		Describes situations that are close to students' lives.
		According to the students' understanding ability.
Aspect	Indicator	Components assessed
Learning aspects	Providing learning assistance	It can help students understand reading.
		Provide learning motivation to students.
		Provide a fun learning experience.
		Makes it easier and helps teachers in learning.
Language eligibility	Language compatibility	Use of diction/word choice
		Easy to understand language
		Language appropriate for elementary school students
		Writing according to language rules
Modification from Melviany (2022)		

Table 3. Practicality Test Questionnaire Grid Instrument

Aspect	Indicator
Content/Material	Fiction stories are easy to understand.
	The storyline is conveyed clearly.
	Interesting story display.
Presentation	Attractive digital book display
	The illustrations/pictures are clear and attractive.
	<i>Hyperlinks</i> work fine.
	The quiz is easy to use.
Linguistics	The language used is good and correct.
Ease of use	Digital books make learning easier.
	Easy-to-use navigation.
Modification from Marisa et al. (2020)	

The collected data were analyzed qualitatively and quantitatively. Qualitative data were obtained from suggestions and responses from validators, teachers, and students, and analyzed descriptively to inform product improvement. Meanwhile, quantitative data were obtained through validation and practicality questionnaires, then analyzed using average and percentage calculations to determine the level of validity and practicality of the developed product. The results were then categorized according to the standards, as shown in Tables 4 and 5.

Table 4. Percentage Criteria for Validity Test Results

Interval	Criteria
81% - 100%	Very valid
61% - 80%	Valid
41% - 60%	Quite Valid
21% - 40%	Invalid
0% - 20%	Very Invalid

Adapted from Gulo & Harefa (2022)

Table 5. Percentage Criteria for Practicality Test Results

Presentation	Criteria
$80\% < \leq 100\%$	Very Practical
$60\% < P \leq 80\%$	Practical
$40\% < P \leq 60\%$	Quite practical
$20\% < P \leq 40\%$	Impractical
$0\% < P \leq 20\%$	Very impractical

Adapted from Gulo & Harefa (2022)

RESULTS

Needs Analysis, Design, and Development

Based on the interviews, it was discovered that fictional storytelling was taught through activities such as group reading, discussions, Q&A sessions, and story retellings. However, the implementation was not yet optimal, as some students still struggled to understand the story. Teachers have also used several learning media, such as picture story books, story videos, and student worksheets. These media are quite helpful in attracting students' attention, but their use remains limited and less varied than it could be. Apart from that, some students still lack focus when reading, which affects their understanding of the story's content.

Based on the student needs analysis questionnaire, most students responded positively to the use of media in learning fictional stories. Students find it easier to understand the material when teachers use learning media rather than just textbooks. However, some students still have difficulty understanding the story's content when learning only from textbooks. Furthermore, students stated that the media they had used so far was quite helpful in understanding the reading material. Furthermore, they demonstrated a strong demand for digital media, especially those that were engaging, colorful, and included elements of play, as they believed they could increase their enthusiasm for learning.

Based on the findings of the needs analysis, the design stage *focused* on developing a branching model for digital fiction storybooks to improve students' reading comprehension skills. The design includes crafting a fictional storyline, determining story branches, and designing the digital book's appearance. The digital book was designed in Canva, using the *hyperlink feature* in each story choice so

students can choose the storyline based on their choice. In addition, the digital book is equipped with attractive illustrations and quiz activities to strengthen understanding of the reading content.

At the development stage, the design of a digital book with a branching fiction model is transformed into a learning product. This product was developed for fifth-grade Indonesian language instruction, with a focus on reading comprehension. The resulting product is a digital book in PDF format containing a branching model fictional story with a *hyperlink feature* for each story choice. Digital books also include quizzes to strengthen students' understanding of the content. Learning activities are designed by combining reading stories, selecting a storyline, and answering comprehension questions to help students better understand the content. The branching model for the digital fiction storybook products developed is presented in Table 6.

Table 6. Digital Book Features Branching Model Fiction Stories

Feature Explanation	Sample Page	Feature Explanation	Sample Page
Cover: The cover page serves as an opening page that includes the story title, supporting illustrations, and identity.		Illustrations: Each part of the story is accompanied by illustrations to help students understand the content and increase the appeal of reading.	
Introduction: This page provides a brief introduction and instructions for using the book, designed to help students understand how to follow the storyline and make choices.		Quizzes are presented as part of a learning activity to strengthen students' understanding of the story's content. These quizzes were developed using Wordwall & Google Forms.	
The main part of the story. This section contains a fictional story structured in a branching format. In this section, students are given choices that will			

determine the continuation of the story.

Product Characteristics

The branching model of the digital fiction storybook that was developed has several main characteristics. First, this product uses a branching story model that allows students to determine the storyline through available choices, leading to several possible endings. The branching pattern of the storyline in the book can be seen in Figure 1.

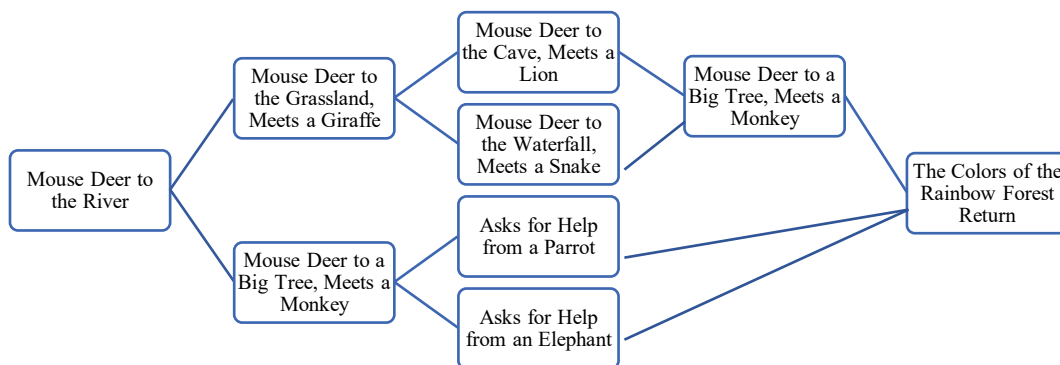


Figure 1. Branching Storyline Chart

Second, the content is structured according to the Indonesian language learning outcomes for fifth grade in the Independent Curriculum, with a focus on reading comprehension skills, such as understanding story content and identifying story elements. Third, the product is complemented by activities that support reading comprehension, such as determining the main idea, identifying important information, distinguishing facts from opinions, and summarizing the reading content, developed through Wordwall and Google Forms.

Structurally, this digital book consists of an opening, contents, and a closing section. The opening section includes the cover, introduction, and instructions for use. The core section contains a branching model fictional story equipped with a choice of storylines, while the closing section contains a comprehension quiz. The reading activities in this book are designed using a branching story model that encourages students to read carefully before deciding on a storyline. Additionally, the quizzes provided serve to strengthen comprehension of the reading content, as each activity is designed to practice various aspects of reading skills, such as understanding content, determining main ideas, and identifying important information. The quiz activities developed in this product are shown in Table 7.

Product Validation and Practicality

After product development was completed, a validity test was conducted to ensure that the branching model fictional story digital book developed met the eligibility criteria before being used in learning. The validation stage involves material experts and media experts who provide assessments using prepared

instruments. The validity value is obtained from the average results of expert assessments based on predetermined criteria. Next, a practicality test was conducted with teachers and students as product users, following a trial in learning, to determine the ease of use and implementation of the media.

Table 7. Quiz Activities to Encourage Students to Understand Stories

Activity	Student Activities	Examples in books
Understanding Text Structure	The student's task in this quiz is to arrange the sentences in the story text in the order they appear from beginning to end.	
Interpreting the Meaning of Reading	Student activities in this quiz include answering questions related to the reading content.	
Determining the main idea	The student activity in this quiz is to read several sentences to determine the main idea contained in the text.	
Identifying Important Information	Student activities in this quiz include sorting and grouping important and unimportant information from the text.	

Distinguishing Facts and Opinions	The students' activity in this quiz is to identify statements in the text and group them into fact and opinion categories.	
Re-conveying the Content of the Reading	The student activity in this quiz is to rearrange the story's contents in sequence.	
Summarizing the Content of the Reading	The student's activity in this quiz is to write a summary of the text they have read.	
Reading Comprehension	Students' activities in this quiz involve answering comprehension questions that cover various aspects of the reading content.	

Aspects assessed in the validity and practicality test include the suitability of the content to the learning objectives, the presentation of the material, the visual appearance and design, the use of language, ease of use, and the clarity of instructions for using the media. The results of the validity and practicality tests were then used to determine the feasibility of the branching model for the digital fiction storybook that was developed. Next, the results of the recapitulation of the product validity and practicality tests are presented in Table 8.

Table 8. Summary of Product Validity and Practicality Test Results

Validity Test		Practicality Test	
Subject Matter Expert	Media Expert	Teacher	Learners

Average Score	85%	100%	81.25%	93.92%
Category	Very Valid	Very Valid	Very Practical	Very Practical

During the practicality test, several students appeared to be enjoying using a branching-based digital fiction storybook, as seen in several photos in Figure 2.



Figure 2. Students use development products in reading learning

DISCUSSION

Needs Analysis

The development process for a branching-style digital fiction storybook began with a needs analysis to identify challenges faced by fifth-grade students. The needs analysis was conducted through interviews with teachers and questionnaires distributed to students. The data obtained can serve as the basis for designing products tailored to learning needs. This aligns with the opinion of Muiz & Fitriani (2022), who argue that needs analysis is the primary foundation for program development. Through precise and accurate needs analysis, the designed program can be optimally tailored to existing needs. (Malahy et al., 2025).

Based on interviews, fictional storytelling has been taught through activities such as group reading, discussions, Q&A sessions, and story retellings. However, the learning process has not been fully optimized, as some students still struggle to understand the story. This is evident in the lack of focus students experience while reading, which affects their comprehension. This condition aligns with the opinion of Herawati & Rahayu (2025) that low student learning motivation is caused by the use of less varied learning methods. In the learning process, teachers have also used various media, such as picture books and videos. However, the use of these media is still limited and not maximally varied, so they are not fully capable of helping students understand the reading material in depth. Some students still lack focus when reading, resulting in poor comprehension of the story's content. This aligns with Annisah et al.'s (2021) finding that students' low comprehension skills are a barrier to learning.

Based on the questionnaire results, most students reported that they found it easier to understand the material when using interesting learning media. Students

also showed interest in colorful media and media with game elements. All students stated that they needed media in learning fictional stories. This indicates that students need innovative learning media that can increase motivation and aid comprehension of story content. This aligns with Agustira & Rahmi's (2022) The opinion that using learning media has various benefits, including making the learning process more engaging and helping students understand the material more easily.

In the Kurikulum Merdeka, Indonesian language learning in fifth grade emphasizes strengthening literacy skills, particularly reading comprehension. Students are expected to understand the content of fictional texts, identify story elements, and retell the story's content. However, given field conditions, these targets have not been fully achieved. Therefore, a learning medium is needed to help students better understand the story's content.

In implementing the Independent Curriculum, Indonesian language learning in grade V emphasizes strengthening literacy skills, especially reading comprehension. This ability plays an important role because it serves as a basis for students' understanding of various types of texts, including fictional texts, and provides a foundation for learning at the next level. So that students can understand the text, identify its elements, and convey its content effectively.

Design & Development Process

After collecting data on the problems and needs of learning media, a digital fiction storybook was designed based on the analysis results. The design of this book is structured around a branching story model that allows students to determine the storyline based on available choices. This digital book includes integrated quiz activities using Wordwall and Google Forms to support students' understanding of the story content. This digital book also features an attractive visual design, colorful illustrations, and a layout tailored for elementary school students. The simple, coherent presentation of the story is expected to facilitate students' comprehension of the material. The design of this book aligns with Pahrin et al.'s (2022) The view that using visual media in learning increases student motivation and serves as a communication tool to convey messages more concretely, thereby making the material easier to understand.

The development resulted in a digital fictional storybook designed using a branching narrative model. During the development process, the researchers designed a storyline that allows students to determine the story's course through available choices, creating a more active learning experience. Furthermore, the book features quiz activities developed using Wordwall and Google Forms to help students understand the story's content. The development of this digital book also used the Canva platform. The resulting product not only presents a story but also encourages student engagement in the learning process.

The development of this book aligns with the opinion that illustrated narrative texts are a popular medium for elementary school students, as they present not only text but also engaging images and help students imagine and understand the overall storyline of the story they are reading. (Arizpe et al., 2023; Evans, 2009; Pahrin et al., 2022; Thompson, 2023). Furthermore, according to Gee (Darwin et al., 2024) Games are an innovative learning medium capable of presenting complex

concepts interactively and enjoyably. Through games, students' cognitive abilities can be stimulated, helping them understand difficult subject matter more easily.

Product Characteristics

Based on the research findings, the development stages in this research have produced a digital book of branching-model fictional stories, including learning activities to strengthen students' reading comprehension of the stories' content. The characteristic of this digital book is its use of a branching story model, which allows students to determine the storyline through available choices. In its application, students not only read but are also directed to understand the story's content through decision-making in each part. This encourages students to focus more on reading and improves their comprehension. Reading learning strategies that involve student activity have been proven to simultaneously increase motivation and reading skills. (Barber & Klauda, 2020; Duke et al., 2021).

This book has the characteristics of a digital book containing fictional story text accompanied by colored illustrations and simple animations. The attractive presentation, use of easy-to-read fonts, and simple layout are designed to suit the characteristics of elementary school students. This aims to increase students' interest in reading while also helping them understand the story more easily. Illustrated narrative texts are preferred media by elementary school students because they present not only text but also engaging images. This helps students imagine and understand the overall storyline of the story they are reading. (Arizpe et al., 2023; Thompson, 2023).

This book includes activities that develop reading comprehension skills, such as understanding text structure, determining main ideas, identifying important information, distinguishing between facts and opinions, and summarizing the content of the reading. The activity is presented as a quiz developed in Wordwall and Google Forms to measure and strengthen students' understanding of the story content. Thus, the characteristics of this digital fiction storybook lie not only in its story presentation but also in its integration of activities that support students' comprehensive reading comprehension. Games are an innovative reading-learning medium capable of presenting complex concepts in an interactive and enjoyable format, and interactive games have the potential to improve reading comprehension skills (Al Ali et al., 2024; Ostovar-Namaghi et al., 2024). Through games, students' cognitive abilities can be stimulated, helping them understand difficult subject matter more easily. The quiz activities developed in this product are as follows. The text structure comprehension activity in this quiz is designed to train students' ability to recognize a coherent storyline by arranging sentences from beginning to end. Through this activity, students not only read but also identify relationships among text parts, thereby forming a complete understanding. To understand a text comprehensively, readers need to recognize the story structure and understand the interrelationships among the elements that make up the story (Duke et al., 2021; Gasser et al., 2022; Medranda-Morales et al., 2023).

The activity of interpreting the meaning of the reading in this quiz involves asking students to answer questions about the text they have read. Through this activity, students not only understand the explicit information but also process it to uncover the implied meaning in the reading. In line with the opinion of Ap et al.

(2025) the purpose of reading is to explore and obtain information, both factual and implicit, in a text. The main idea-determination activity in this quiz asks students to read several sentences and identify the main idea in each. Through this activity, students are trained to identify the main idea that underlies a reading. In line with Fauzi's (2020) opinion, when readers can determine the topic of a paragraph, it indicates they have understood the reading's context. The higher the reader's comprehension level, the more quickly they can summarize the content into main sentences and identify keywords. (Kim et al., 2021).

The activity of identifying important information in this quiz involves asking students to sort and group the text into important and unimportant sections. Through this activity, students are trained to focus on the main idea and to distinguish relevant information from that which does not support the reading's content. Reading comprehension is a reading activity that aims to grasp the meaning of a text in depth, enabling readers to obtain the various information and knowledge contained within (Duke et al., 2021; Medranda-Morales et al., 2023). The activity of differentiating between facts and opinions in this quiz involves asking students to identify statements in the text and then group them into the categories of facts and opinions. Through this activity, students are trained to distinguish between objective, verifiable information and subjective, opinion-based statements. In line with the opinions of Juliana et al. (2025) and Medranda-Morales et al. (2023), the ability to distinguish between facts and opinions not only supports reading and writing skills but also equips students with critical thinking skills for evaluating the information they encounter in everyday life.

The retelling activity in this quiz asks students to rearrange the story's content coherently. The ability to retell the content of a reading is an important part of reading comprehension because it shows that students are not only reading but also able to understand and re-express the text in their own words. In line with the opinion of Febrianti et al. (2023), indicators of reading comprehension skills include the ability to understand the content of the reading, summarize the text, answer questions based on the content, and retell information read. The reading summary activity in this quiz asks students to summarize the text they have read. Through this activity, students are trained to restate important information briefly and clearly without losing the main meaning of the reading. The ability to summarize is an important part of reading comprehension because it helps students understand the essence of a text effectively (Ramirez-Avila & Barreiro, 2021). The reading comprehension activity in this quiz involves asking students to answer questions covering various aspects of the reading content. Through this activity, students are trained to understand the information in the text comprehensively, both explicitly and implicitly.

Product Validity and Practicality

Based on the validation results, the material validation achieved a score of 85% and the category Very Valid, while the media validation achieved a score of 100% and the category Very Valid. In addition, the teacher's practicality test scored 81.25% in the Very Practical category, while the students' practicality test scored 93.92% and is also included in that category. Thus, the branching model digital fiction storybook developed is feasible and practical for learning. Thus, this

development research has successfully met the need for a learning medium to facilitate the development of reading comprehension for elementary school students. Although it still has weaknesses, such as limited large-scale testing and limited effectiveness, this medium can serve as an alternative for improving elementary school students' reading comprehension skills. Language experts recommend that teachers facilitate reading media that can provide challenges, activities, and relevance to students' worlds. (Al Ali et al., 2024; Day et al., 2023; Lim & Toh, 2020; Ostovar-Namaghi et al., 2024; Özdemir et al., 2025). Therefore, the branching model of digital fiction storybooks is one alternative.

This research product makes an important contribution to the development of innovative reading comprehension and digital literacy instruction in elementary schools, particularly by improving students' reading comprehension skills through interactive, adaptive media. The development of a branching-based digital fiction storybook provides a more active reading experience, as students are not merely passive readers but also involved in decision-making about the story's course. This strengthens students' critical thinking skills, emotional engagement, and reading motivation. The integration of digital quizzes via Wordwall and Google Forms also demonstrates that learning media can be combined with engaging, easy-to-use evaluation technology. Furthermore, this research enriches the study of the use of digital technology in Indonesian language learning in elementary schools. It can serve as a reference for teachers and researchers in developing technology-based literacy media that are innovative, practical, and appropriate to the characteristics of 21st-century learners.

CONCLUSION

This development research has successfully developed a branching-based digital fiction storybook to facilitate elementary school students' reading comprehension. The product allows students to determine their own storyline, increasing engagement and interactivity in reading. The digital book features engaging illustrations, text tailored to the characteristics of elementary school students, and Wordwall and Google Forms-based quizzes to strengthen students' reading comprehension. Validation results indicate that the product has a very high level of validity, as assessed by subject matter and media experts. Furthermore, practical tests indicate that the product is highly practical for teachers and students, making it suitable for elementary school reading comprehension instruction. However, this research still has weaknesses, including its untested effectiveness, limited reading scope, and limited use of a single application. Therefore, there is ample scope for further research, such as examining the impact of branching-based digital storybooks on other aspects, including reading motivation, critical thinking skills, and student creativity. This includes expanding the types and scope of reading texts and developing their designs by utilizing other, more accessible applications.

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