

Increasing Early Childhood Education Teacher Creativity Based on Mastery of Electronic Storybooks to Improve Early Childhood Literacy in Surabaya City

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Abstract

This study aims to analyze Early Childhood Education (PAUD) teachers' creativity in developing early childhood literacy through electronic storybooks (e-storybooks) and examine the role of teachers' digital media mastery in supporting children's reading, writing, speaking, and listening skills. A qualitative case study was conducted at RA Daarun Najah and TK ABA 40 in Krembangan District, Surabaya, involving two school principals, four teachers, and six children selected through purposive sampling. Data were collected through observations, interviews, and documentation and analyzed using Miles, Huberman, and Saldaña's interactive model. The findings show that teachers' e-storybook mastery, combined with creative strategies such as expressive storytelling, varied intonation, interactive questioning, drawing, and simple writing, created engaging learning experiences. These strategies increased children's participation, enriched vocabulary, improved story comprehension, and supported the integrated development of reading, writing, speaking, and listening skills. The findings indicate that e-storybook effectiveness depends not only on technology but also on teachers' creativity and competence in designing developmentally appropriate learning experiences. Continuous professional development is needed to strengthen teachers' digital competence and creativity in e-storybook-based literacy instruction.

Keywords

E-Storybook; Early Childhood Literacy; Electronic Story Books

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1. INTRODUCTION

Quality early childhood education supports children's holistic development, including cognitive, language, social, emotional, and literacy skills. In the digital era, technology integration is increasingly important for creating meaningful learning experiences. As literacy expands beyond printed texts to include digital and media literacy, teachers need competencies in integrating technology into classroom instruction. Advances in information and communication technology therefore offer opportunities to strengthen early childhood literacy through innovative digital media (Amelia, 2023; Boiliu & Messakh, 2024; Jannah et al., 2026).

In PAUD, technology functions not only as a learning tool but also as a medium for fostering children's creativity and learning interest (Jauza & Albina, 2025; Siregar & Sapri, 2025). Teachers need adequate technological competence to integrate digital technology into engaging activities (Cendana &



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Suryana, 2022). However, many teachers still face challenges in mastering digital technology (Latief et al., 2025), while limited digital competence, inadequate infrastructure, and insufficient professional development remain barriers to ICT integration (Anisa et al., 2023). These limitations hinder the effective use of technology-based media, leaving instruction largely dependent on conventional media (Bintang et al., 2024).

Teacher creativity is reflected in designing engaging activities, using varied instructional media, and adapting teaching methods to children's needs (Yuwono, 2021). Creative teachers foster enjoyable learning environments that encourage participation and enhance children's motivation, understanding, and literacy skills (Kunta et al., 2025).

Preliminary observations at RA Daarun Najah and TK ABA 40 in Krembangan District, Surabaya, revealed variations in teachers' creativity in literacy learning, particularly in teaching methods, materials, and techniques. Although some teachers had incorporated e-storybooks, their use was not fully optimized and depended on teachers' understanding of children's characteristics and learning needs.

Although previous studies have shown that e-storybooks enhance children's literacy, vocabulary, story comprehension, and learning engagement (Liu et al., 2024), most have focused on digital media effectiveness rather than how teachers' creativity and mastery of e-storybooks support the integrated development of reading, writing, speaking, and listening skills (Zakiah et al., 2025). Moreover, empirical evidence from Indonesian early childhood education, particularly Surabaya, remains limited. Therefore, this study explores how teachers' creativity and mastery of e-storybooks support children's literacy development across these four dimensions.

This study aims to analyze PAUD teachers' creativity in developing early childhood literacy through e-storybooks and examine the role of digital media mastery in supporting children's reading, writing, speaking, and listening skills. The findings are expected to contribute to innovative literacy practices and support early childhood education in the digital era.

2. METHODS

Krembangan District, Surabaya, Indonesia, from February to June 2026. The sites were purposively selected because both had implemented electronic storybooks (e-storybooks) in literacy learning. Participants comprised two school principals, four early childhood education teachers, and six children selected through purposive sampling. Data were collected through in-depth interviews, classroom observations, and documentation to examine teachers' creativity in using e-storybooks to support children's literacy development.

Data were analyzed using Miles, Huberman, and Saldaña's interactive model, comprising data condensation, data display, and conclusion drawing/verification. Trustworthiness was established through source and technique triangulation by comparing information from principals, teachers, observations, and documentation.

3. FINDINGS AND DISCUSSIONS

Findings

Early Childhood Teachers' Creativity in Using Electronic Storybooks to Foster Young Children's Writing Literacy

a. Teachers' Competence in Developing Writing Activities Using Electronic Storybooks (E-Storybooks)

The findings indicate that teachers used e-storybooks not only for storytelling but also for follow-up writing activities. Through story content, teachers encouraged children to recall events, learn vocabulary, and connect stories with daily experiences, supporting structured and developmentally appropriate literacy learning.

"I paused the story at certain pages to introduce new vocabulary, colors, or encourage the children to predict what would happen next based on the illustrations. I also invited the children to imitate the characters' voices or the sound effects featured in the electronic story. After the storytelling session, I displayed several illustrations on the laptop and asked the children to retell the plot in their own words."
(RDNWG1/01/11022026)

Interview findings showed that teachers acted as facilitators who guided children from story comprehension to writing activities. They strengthened oral language skills as a foundation for writing, progressing from comprehension and recall to oral expression before written activities.

Classroom observations at RA Daarun Najah, Surabaya, supported these findings. Teachers presented stories, explained illustrations and vocabulary, maintained children's attention, and ensured that devices and audio functioned properly. Children responded enthusiastically to interactive questions and simple discussions, although some needed guidance to maintain focus. Observation and documentation data confirmed that e-storybooks supported story comprehension and engagement.



Figure 1. Teachers' Use of E-Storybooks in Early Childhood Literacy Instruction

Therefore, teachers' mastery of e-storybooks supports children's writing literacy through a sequential process from story comprehension to expressing ideas in simple written forms.

b. Teachers' Creativity in Stimulating Young Children's Writing Literacy

The findings showed that teachers' creativity in using e-storybooks was reflected in follow-up activities that supported writing literacy. Teachers used story content to encourage children to express ideas, learn new vocabulary, and practice simple writing, indicating that creativity was important in developing early writing literacy.

Interview findings showed that post-reading activities strengthened children's language skills through vocabulary repetition, discussions, and story retelling. Teachers encouraged children to retell stories in their own words before writing activities, as reflected in the following statement:

"I try to repeat the new words introduced in the story and then ask the children to pronounce them together. After the story ends, the children are given the opportunity to retell the parts they remember

using their own words. I also encourage them to talk about the characters, the setting, and the moral of the story so that their speaking, listening, and vocabulary skills can gradually develop" (RDNWG2/01/11022026).

Teachers therefore developed writing literacy gradually by strengthening language skills first. Children learned vocabulary, recalled story sequences, and retold stories orally before writing, showing that teacher creativity involves both effective media use and developmentally appropriate learning stages.

Classroom observations at RA Daarun Najah, Surabaya, supported these findings. After reading the e-storybook, teachers engaged children in writing letters, story-related words, and drawing characters. They demonstrated each task and provided step-by-step guidance and feedback, particularly to children who had difficulty forming letters and handling writing tools. Documentation also showed teachers' active support throughout the activities.



Figure 2. Teachers' Practices in Developing Children's Writing Literacy

Therefore, teachers' creativity in developing children's writing literacy lies in designing sequential, interactive, and developmentally appropriate follow-up activities using e-storybooks.

c. Children's Responses to Writing Literacy Activities

The findings indicate that children responded positively to writing literacy activities following e-storybook use. They participated actively, showed greater interest in stories, acquired new vocabulary, understood story content, and retold stories, indicating that e-storybooks supported foundational writing literacy.

"There was a turtle that wanted to fly, but it couldn't fly by itself because a pigeon helped it. The turtle bit a stick, and the pigeon carried it while flying. The turtle became arrogant, opened its mouth, and then fell." (RDNWS1/01/11022026)

"The turtle flew up into the sky with the help of the pigeon. They used a stick to fly. Then the turtle talked, and after it spoke, it fell because it was arrogant." (RDNWS2/01/11022026)

Interview findings showed that children could retell e-storybook stories in their own words, demonstrating their ability to comprehend, remember, and reorganize story information. Although writing skills were still emerging, story retelling provided an important foundation for early literacy development.

Classroom observations at RA Daarun Najah, Surabaya, showed active participation in tracing and writing letters, writing simple words, and drawing story characters. Some children completed tasks independently following teacher demonstrations, while others needed assistance with letter formation. Their enthusiasm was also evident in questions about letter shapes and word writing. Documentation of their drawings and written work further demonstrated emerging writing abilities.



Figure 3. Children's Work Following the Writing Literacy Activities

Therefore, children's active responses to e-storybook-based activities increased their interest and motivation while supporting early writing development.

Teachers' Creative Use of Electronic Storybooks to Develop Young Children's Reading Literacy

a. Teachers' Mastery in Using Electronic Storybooks

The findings indicate that teachers' mastery of e-storybooks supports children's reading literacy through engaging and developmentally appropriate instruction. Visual illustrations, audio features, and narrative content captured children's attention and made literacy learning more interactive and meaningful.

"My experience of using e-storybooks to teach literacy has been very enjoyable. The children can see vivid illustrations and better understand the storyline that I present. Therefore, e-storybooks greatly support my literacy instruction in the classroom." (TA4WG1/01/13042026)

Interview findings showed that teachers effectively integrated visual and audio features into reading instruction rather than relying solely on written text, facilitating story comprehension and improving the quality of literacy learning.

The principal of RA Daarun Najah similarly reported that e-storybooks were integrated into literacy instruction to respond to technological developments and young children's characteristics. Their visual and interactive features increased children's interest and engagement.

"Our main reason is to keep pace with technological developments in this digital era and to respond to the characteristics of young children, who are highly receptive to digital visual media. We also recognize that e-storybooks offer attractive color combinations, engaging illustrations, and interactive features that cannot be found in conventional printed books. Therefore, we aim to foster children's reading habits from an early age through enjoyable learning media, although the current implementation is still adjusted to our existing conditions and available resources." (RDNWKS/01/11022026)

Thus, e-storybook integration requires not only teacher creativity but also institutional support and consideration of children's digital-era learning needs. Although limited facilities and resources constrain implementation, teacher-school collaboration remains important for effective digital media use.

Classroom observations at TK ABA 40 showed that teachers could manage story files, navigate pages, adjust audio, and use illustrations to support comprehension. Children remained attentive and engaged throughout the storytelling session, as documented during the activity.



Figure 4. Teacher's Use of an E-Storybook During Classroom Reading Activities

Therefore, teachers' mastery of e-storybooks supports engaging, interactive, and developmentally appropriate reading literacy instruction.

b. Teachers' Creativity in Presenting Electronic Storybooks

The findings indicate that teachers' creativity in presenting e-storybooks enhanced children's engagement through expressive intonation, facial expressions, body movements, and direct interaction.

"Because the laptop screen is too small for all children to see clearly at the same time, I arrange them to sit in a circle around the laptop so everyone can view the story more easily. While telling the story, I combine the visuals on the laptop with expressive storytelling by using dramatic voice intonation, facial expressions, and body movements. I also allow the children to take turns pressing the 'next' button so they feel directly involved in the storytelling activity." (RDNWG1/02/11022026)

Teachers addressed media limitations through creative storytelling and verbal and non-verbal interaction, creating engaging learning experiences. Classroom observations at TK ABA 40 confirmed the use of varied facial expressions, voice intonation, body movements, and interactive questioning to clarify the storyline and encourage participation. Children appeared enthusiastic and followed the story attentively.



Figure 5. Teacher Using E-Storybooks Through Expressive Storytelling and Varied Voice Intonation

In conclusion, teachers' creativity in presenting e-storybooks creates interactive, enjoyable, and developmentally appropriate literacy experiences.

c. Children's Responses to Electronic Storybook-Based Reading Literacy Activities

The findings indicate that e-storybooks positively influenced children's responses during reading literacy activities. Attractive illustrations and storylines increased their interest, comprehension, and attention while encouraging active responses to teachers' questions.

"There was a turtle that wanted to fly, but it couldn't fly by itself, so two pigeons helped it. The turtle bit a stick while the pigeons carried it through the sky. Then the turtle became arrogant, opened its mouth, and fell down." (RDNWS1/03/11022026)

"The turtle flew into the sky with the help of the pigeons. It held onto a stick while flying. Then it talked, and after it opened its mouth, it fell because it was arrogant." (RDNWS2/02/11022026)

Children could recall and retell stories in their own words, demonstrating comprehension of the plot and content. Classroom observations at TK ABA 40 further showed active participation through attending to stories, responding to questions, expressing positive emotions, imitating character voices, and retelling stories in simple language.



Figure 6. Children's Work Following the Literacy Activity

In conclusion, e-storybooks promote positive responses and support early reading literacy through interactive and developmentally appropriate activities.

Early Childhood Teachers' Creativity in Using Electronic Storybooks to Develop Young Children's Speaking Literacy

a. Teachers' Mastery in Using E-Storybooks as a Communication Medium

The findings indicate that teachers' mastery of e-storybooks supports children's speaking skills by encouraging responses, opinions, and verbal interaction, making literacy learning more interactive.

"Many aspects can be stimulated through this activity. For example, frequent storytelling and question-and-answer sessions with children can stimulate their language development."
(TA4WG1/02/13042026)

"The children are very enthusiastic during the e-storybook storytelling activity. They pay closer attention to the story, actively answer questions, and often express their opinions about the characters or the storyline." (TA4WG2/01/13042026)

Interview findings showed that teachers used e-storybooks to encourage children to speak, answer questions, and express opinions, indicating that their mastery extended beyond operating digital media to facilitating classroom communication.

Classroom observations at TK ABA 40 supported these findings. Teachers encouraged dialogue during storytelling, while children answered questions, expressed opinions about characters, and took turns speaking, indicating increased verbal participation.



Figure 7. Teacher Using an E-Storybook in Children's Speaking Literacy Activities

In conclusion, teachers' mastery of e-storybooks supports children's speaking skills through active and developmentally appropriate communication.

b. Teachers' Creativity in Stimulating Children's Speaking Skills

The findings reveal that teachers' creativity in developing children's speaking skills is reflected in dialogue, questioning, and story retelling that connect story content with verbal communication and encourage active participation.

"I encourage children to name objects or characters in the story, repeat new vocabulary, and retell the story using their own words. I also ask open-ended questions, such as 'What do you think will happen next?' or 'Why did the character do that?' so that children are encouraged to speak, think critically, and improve their speaking skills." (TA4WG2/02/13042026)

Interview findings showed that the teacher used e-storybooks interactively to stimulate speaking by encouraging critical thinking and expression of opinions. Thus, teacher creativity involves not only using digital media but also facilitating meaningful verbal interaction.

Classroom observations at TK ABA 40 supported these findings. The teacher consistently used questions during storytelling; children responded enthusiastically, mostly in simple sentences, while some retold stories in their own words. Positive feedback also increased their confidence to speak.



Figure 8. Teacher–Child Question-and-Answer Interaction Following the E-Storybook Activity

In conclusion, teachers' creativity enhances classroom interaction, children's confidence, and their ability to express ideas verbally.

c. Children's Active Participation in Expressing Stories and Opinions

The findings indicate that e-storybooks encouraged children to express stories and opinions actively. Visual illustrations and audio features increased their confidence in answering questions and retelling stories, supporting active participation in speaking activities.

"I like it." (TA4WS1/01/14042026)

"I'm very happy." (RDNWS2/03/11022026)

Interview findings showed that children responded positively to e-storybook-based speaking activities. Although their responses were simple, they reflected growing confidence in expressing ideas verbally. Classroom observations at TK ABA 40 further showed that children confidently answered questions and attempted to retell stories with teacher guidance. Praise and encouragement strengthened their confidence and supported interactive verbal communication.



Figure 9. Children Answering the Teacher's Questions and Retelling the E-Storybook

In conclusion, children's active expression of stories and opinions demonstrates that e-storybooks support the gradual development of confidence and speaking abilities.

Early Childhood Teachers' Creativity in Teaching Through Electronic Storybook Mastery to Develop Young Children's Listening Literacy

a. Teachers' Mastery in Presenting Electronic Storybooks

The findings indicate that teachers' mastery of e-storybooks supports children's listening skills through effective intonation, pauses, and visual and audio features that sustain attention and create a conducive learning environment.

"The children are very enthusiastic during the e-storybook storytelling activity. They pay close attention to the story, actively answer questions, and frequently express their opinions about the characters and the storyline." (TA4WG2/03/13042026)

Interview findings showed that effective e-storybook presentation encouraged active attention to story content rather than passive listening, supporting children's concentration and comprehension. Classroom observations at TK ABA 40 supported these findings. The teacher maintained children's attention through clear intonation, varied character voices, and emphasis on key story elements. Children listened attentively throughout the activity, indicating that the organized learning process supported listening skills development.



Figure 10. Children Listening to an E-Storybook Together in the Classroom

In conclusion, teachers' mastery of e-storybooks supports children's listening skills through structured, focused, and enjoyable activities.

b. Teachers' Creativity in Conducting Listening Activities

The findings reveal that teachers' creativity in listening activities is reflected in interactive storytelling, questioning, emphasis on key events, and predictions that sustain children's attention.

"I invite the children to sit in a circle so that everyone has an opportunity to view the story displayed on the mobile phone in turn. While telling the story, I use different voice intonations to match each

character, adjust my facial expressions, and encourage the children to imitate the characters' voices or movements. I also frequently pause the story to ask simple questions to ensure that the children remain focused and actively engaged." (RDNWG2/02/11022026)

Interview findings showed that the teacher actively involved children in storytelling and encouraged them to think and respond to story content. Thus, e-storybooks function not only as visual media but also as tools for active engagement that make listening activities more meaningful and support attention and comprehension.

Classroom observations at TK ABA 40 supported these findings. The teacher maintained children's attention through questions, varied intonation, and expressive facial gestures. Children listened attentively, responded to questions, and imitated characters' voices, demonstrating active participation in listening activities.



Figure 11. Teacher Asking Questions While Children Listen to an E-Storybook

In conclusion, teachers' creativity in listening activities enhances children's attention, concentration, and story comprehension.

c. Children's Ability to Comprehend Story Content

The findings indicate that children's listening skills are reflected in their ability to understand e-storybook content by recognizing characters, recalling event sequences, and understanding simple moral messages. Visual and audio features facilitated story comprehension.

"The turtle could fly in the sky because the pigeons helped it. It held onto a stick by biting it, and then it could fly. When it saw another turtle, it became arrogant and fell because it started talking." (RDNWS3/01/11022026)

Interview findings showed that children could comprehend and retell stories in their own words, demonstrating effective listening and recall of event sequences. Although their responses used simple sentences, they reflected developing language comprehension. Thus, e-storybook activities helped children understand and process story information.

Classroom observations at TK ABA 40 supported these findings. Children followed the storyline, answered questions about characters and events, and retold stories using simple language, demonstrating active listening and comprehension.



Figure 12. Children Answering Questions After the Story Listening Activity

In conclusion, e-storybooks support children's listening skills through engaging, interactive, and easily understandable storytelling.

Discussion

Mastery of Electronic Storybooks as a Basis for Early Childhood Education Teachers' Creativity in Developing Early Childhood Writing Literacy

The findings indicate that teachers' mastery of e-storybooks provides a foundation for developing young children's writing literacy through creative instruction. Teachers used e-storybooks not only for storytelling but also for vocabulary development, story retelling, drawing, and simple writing activities. Thus, effective use of digital media depends on teachers' ability to adapt e-storybooks to children's developmental needs and create meaningful literacy experiences.

Teachers' mastery is reflected in their ability to integrate visual, audio, and interactive elements into learning (Haryaningrum et al., 2023). Story illustrations capture children's attention and provide discussion prompts that help them connect visual information with personal experiences and generate writing ideas (Widyanti, 2025). This aligns with Rizkiyah & Ningrum (2022), who found that digital storybooks support early childhood literacy through engaging illustrations, narratives, and interactive features. Fatimah & Hasiana (2024) further emphasized that teachers' digital literacy enables them to function not only as technology users but also as designers of developmentally appropriate learning strategies. Similarly, the present study found that teachers used e-storybooks to facilitate literacy experiences progressing from story comprehension to early written expression.

However, e-storybook-based writing activities also presented challenges, as some children had difficulty expressing their own ideas and tended to imitate words or sentences from the story. Teachers addressed this through scaffolding, including guiding questions, vocabulary prompts, drawing activities, and discussions before writing. These strategies helped children connect story content with their experiences and gradually develop early writing abilities. Therefore, e-storybook effectiveness depends not only on digital media availability but also on teachers' creativity in adapting instruction to children's developmental characteristics.

From a theoretical perspective, these findings align with Vygotsky's sociocultural theory, which emphasizes development through social interaction and guidance from more knowledgeable individuals. In this study, e-storybooks served as mediating tools for teacher-child interaction, while teachers provided questions, explanations, and instructional guidance as scaffolding to support children's story comprehension and literacy development (Vygotsky, 1978).

Overall, teachers' mastery of e-storybooks extends beyond technical competence. Effective literacy instruction requires teachers to transform digital media into developmentally appropriate writing experiences through scaffolding, interactive communication, and meaningful follow-up activities. Teacher creativity is therefore essential to maximizing the educational value of e-storybooks for early childhood writing literacy.

Teacher Creativity in Developing Early Childhood Reading Literacy through Electronic Storybooks

The findings reveal that teachers' creativity in using e-storybooks is reflected in expressive storytelling, varied voice intonation, body movements, and continuous interaction with children. Digital media alone does not automatically enhance literacy; meaningful development depends on teachers' ability to use it creatively to create enjoyable and engaging reading experiences.

These findings are consistent with Anjarwati (2023), who reported that e-storybooks create engaging and innovative learning experiences through vivid visual representations that facilitate story comprehension and increase children's interest in literacy. E-storybooks also support reading literacy by helping children understand story content, recognize characters, comprehend story sequences, and relate stories to their experiences (Muna et al., 2026). Similarly, Widiyanti et al., (2025) found that digital

picture storybooks enhance early childhood literacy through visual stimulation that supports comprehension and language development.

Theoretically, early reading literacy develops gradually through children's interactions with language, images, symbols, and literacy-rich environments, as proposed by Emergent Literacy Theory (Qurbani & Nafingah, 2022). Literacy readiness develops through listening to stories, learning vocabulary, interpreting illustrations, and connecting information with prior experiences (Sinaga et al., 2025). In this study, e-storybooks provided a literacy-rich environment through shared reading between teachers and children (Whitehurst & Lonigan, 1998). These findings also align with Piaget's theory, which suggests that children in the preoperational stage understand information more effectively through visual and symbolic representations; thus, e-storybook illustrations and narratives support story comprehension and early reading literacy (Hasanah et al., 2025; Piaget, 1972). Therefore, teacher creativity is essential for maximizing the educational potential of digital storybooks (Alfiansari et al., 2026).

Maintaining children's attention during digital storytelling remained a pedagogical challenge, as some lost focus when stories were presented continuously without interaction. Teachers addressed this through expressive intonation, facial expressions, body movements, and interactive questioning, which sustained engagement, facilitated comprehension, and helped children connect stories with their experiences.

Overall, teachers' creativity transforms e-storybooks from passive digital media into meaningful reading experiences. Through interactive storytelling and responsive teacher-child interaction, e-storybooks can support story comprehension, language development, and emergent literacy.

Teacher Creativity in Developing Early Childhood Speaking Literacy through Electronic Storybooks

The findings demonstrate that teachers' creativity in developing children's speaking literacy through e-storybooks is reflected in meaningful storytelling interactions. Teachers encouraged children to answer questions, express opinions, and retell stories in their own words, making e-storybooks a medium for two-way communication and oral language development.

These findings are consistent with Anjarwati (2023), who found that e-storybooks create engaging learning environments and increase children's participation through visual stimulation that enhances story comprehension and encourages active responses. Similarly, children in the present study actively answered questions and interacted with teachers during literacy activities (Parapat et al., 2023). Widiyanti et al., (2025) further reported that digital storybooks support early childhood literacy by enabling children to understand, interpret, and communicate information through interactions with teachers and peers (Widiyanti et al., 2025). In this study, children demonstrated these abilities by retelling stories, identifying characters, and expressing simple opinions.

Encouraging children to speak actively remained challenging, as some were initially reluctant to answer questions or retell stories due to limited confidence or difficulty organizing ideas. Teachers addressed this through simple open-ended questions, positive reinforcement, and opportunities to respond according to their abilities. These strategies gradually increased children's confidence and participation in oral communication.

From a theoretical perspective, children's speaking literacy development aligns with Vygotsky's constructivist theory, which emphasizes language development through social interaction. Teachers acted as facilitators by providing guidance through questioning, discussion, and conversational support, enabling children to develop language abilities and use language in authentic social contexts (Vygotsky, 1978).

Overall, teacher creativity in utilizing e-storybooks extends beyond storytelling to creating interactive communication experiences. Through teacher-child interaction, appropriate questioning,

and positive encouragement, e-storybooks support children's confidence, oral language skills, and active participation in literacy learning.

Teacher Creativity in Developing Early Childhood Listening Literacy through Electronic Storybooks

The findings indicate that teachers' creativity in developing children's listening literacy through e-storybooks is reflected in storytelling that encourages children to attend, comprehend, and respond to stories. Teachers used questioning, appropriate intonation, and facial expressions rather than merely narrating, highlighting the importance of active teacher involvement in supporting listening comprehension.

These findings are consistent with Rizkiyah & Ningrum (2022), who reported that digital storybooks enhance children's engagement and comprehension by integrating visual and audio elements. Similarly, the present study found that e-storybooks helped teachers create interactive learning environments that supported story comprehension. Wideasanti et al., (2025) further argued that digital storytelling stimulates early childhood literacy, including listening skills, by enabling children to simultaneously hear, observe, and interpret information. This was reflected in children's ability to answer questions and retell stories using simple, developmentally appropriate language.

Maintaining children's attention during storytelling remained a pedagogical challenge due to their relatively short attention spans. Teachers addressed this through varied intonation, expressive facial expressions and gestures, pauses for comprehension questions, and prompts to predict subsequent events. These strategies sustained concentration, strengthened comprehension, and promoted active listening.

From a theoretical perspective, young children's listening abilities develop through language, social interaction, and learning experiences (Mulyani et al., 2025). Vygotsky's sociocultural theory explains that children construct knowledge through interaction with more knowledgeable individuals. In this study, teachers facilitated this process through storytelling, questioning, and meaningful conversations, while e-storybooks served as mediating tools providing visual and auditory stimulation (Vygotsky, 1978). The use of e-storybooks also aligns with Piaget's theory, which suggests that young children understand information through concrete and symbolic experiences (Saragih et al., 2024). Illustrations, narration, and audio elements supported story comprehension, while teachers' creative management of these features maximized literacy development (Ariyanto et al., 2023).

Overall, teachers' creativity is fundamental to maximizing the effectiveness of e-storybooks in developing children's listening literacy. Interactive storytelling, appropriate questioning, and expressive communication create meaningful listening experiences that support attention, comprehension, and active participation.

4. CONCLUSION

In conclusion, teachers' mastery and creativity in utilizing e-storybooks play a pivotal role in supporting early childhood literacy. E-storybooks function not only as storytelling media but also as a basis for follow-up activities that progressively develop children's reading, writing, speaking, and listening skills according to their developmental stages. Through interactive storytelling, expressive communication, appropriate intonation, questioning techniques, and integrated visual and auditory elements, teachers help children understand stories, communicate actively, and express ideas and information. Thus, supported by teachers' professional competence and creative instructional practices, e-storybooks can provide interactive, enjoyable, meaningful, and developmentally appropriate literacy experiences. However, this study was limited to two early childhood education institutions in Krembangan District, Surabaya, which may limit the transferability of the findings to other educational settings. Future research should involve broader institutions and participants from different regions,

while practitioners and policymakers should strengthen teachers' digital competence and creativity through continuous professional development to optimize e-storybook integration in early childhood literacy learning.

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