Revolution in Fable Universe: Introducing Technology in Children's Literature

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Abstract: This research explores the integration of technology into fable narratives as a means of introducing digital literacy to children, thus, it aims to investigate the perspectives of three experienced literature lecturers on how technology can be embedded within fable stories, focusing on narrative structure and moral conflicts. Employing a qualitative research design with a narrative approach, data were collected through in-depth interviews with literature. Thematic analysis was used to interpret the findings. Results reveal a shared view that technology should not merely serve as a narrative backdrop but should catalyze critical reflections on ethical, social, and personal dimensions of digital life. Fables are seen as an adaptable medium to instill both traditional values and modern critical thinking about technology. The study concludes that technologically infused fables have the potential to enrich children's literature, balancing aesthetic integrity with the demands of digital literacy. It is suggested that future research expands into creating and testing specific fable models within educational settings.

Keywords: fable, technology, children's literature, digital literacy

INTRODUCTION

This decade, narratives have evolved significantly; fairy tales no longer merely traverse jungles, grand palaces, or magical villages; they now navigate digital circuits, reside in cyber clouds, and traverse invisible networks. In a landscape dominated by algorithms and artificial intelligence, integrating technology from a young age is essential rather than optional. What if the journey toward understanding technology is crafted through narratives, where animals engage in dialogue and interact with the realms of machines and networks? This study centers on connecting fable literature with the introduction of technological concepts to children, utilizing an aesthetic, narrative, and educational framework. This study aims to examine the perspectives of literature lecturers regarding the incorporation of technology within the fable genre, and how these technological components can seamlessly

integrate into the narrative and conflict. This study delves into the metaphorical representation of the digital world through fables, aiming to capture its complexity while preserving the inherent moral and aesthetic values that define the essence of fables.

In this technological-progressive world, children are encountering computer-based technologies at an earlier age and with increased frequency compared to earlier generations. For instance, Carson et al., 2013) found that children aged 2 to 4 years typically engage with computers for an average of 8.4 minutes each day. Kabali et al., (2015) discovered that 60% of parents allow their children to engage with mobile media during errands, 73% do so while completing household chores, and 65% utilize mobile media as a means to soothe their children. At this point, the early engagement of young children with technology or digital devices is a widespread occurrence (Goldfarb & Krynski, 2016). The baseline premise to propose here is literary work, without any doubt, can be integrated with technology because it is not a new term for children (Świerczyńska-Kaczor, 2024). It is not just about the transformation from paper to screen practically, but substantially, technology can be introduced through the narratives.

Narrative serves not merely as a means of entertainment, but as an essential medium for fostering children's comprehension of their evolving environment. Many parents, today, also expose their kids to technology from early on so they are calm and not fussy if in the past playing together was the primary option. However, parents must be wise in teaching digital literacy to young kids in this digital age since the growth of digital literacy among youngsters is also advancing quite quickly (Panjaitan et al., 2023). Leaping to another issue, various studies have emphasized the incorporation of contemporary themes in children's literature, including climate change, gender identity, and multiculturalism. Nevertheless, there is a notable scarcity of studies that have explicitly examined the intersection of fables as a traditional genre with the contemporary, technological landscape—an area that, paradoxically, requires significant investigation (Axell, 2017; Donohue, 2019; Sultan & Ammari, 2022). The current body of work on fables often highlights their educational, ethical, and symbolic roles. In the classical tradition, fables serve as allegorical realms where animals impart life lessons through straightforward narratives (Tasić-Ranđelović, 2023). In today's environment, children inhabit a reality influenced not just by natural laws, but also by virtual reality, artificial intelligence, and automation (Fleer, 1992; Pan et al., 2021; Papadakis, 2021; Wood et al., 2016). It is imperative to broaden the fable framework, transforming it into a narrative landscape that can effectively embrace the complexities of the digital realm.

The pressing nature of this study arises from the understanding that children's technological literacy is frequently presented through uninspiring and purely instructional cognitive approaches. Indeed, it is the consequence of confusion regarding the meaning of technology education for young children, limited resources, and concerns about the already heavy curriculum burden (Stables, 1997). Children perceive the world through a combination of thought, emotion, imagination, and dreams, consequently, integrating technology through fables presents a more relatable, imaginative, and supported educational approach, enabling children to perceive technology not as an abstract or intimidating concept, but as an integral part of a vibrant, storytelling world. Amid the complexities of the

disruption era, the endeavor to connect technology with the narrative of fairy tales serves as a means to bridge between tradition and innovation.

The identified gap in the literature is the absence of studies that specifically investigate the potential of fables as a means to introduce technological literacy to children. A significant number of studies on children's literature are far from integrating technology into the narrative. Many studies issue character learning main point to discuss in fable ((Afandi & Juanda, 2020; Afriyanti et al., 2018; Dwi Apriliani et al., 2023; Jurahman, 2022; Khilmi et al., 2020; Manshur, 2023; Wati & Gularso, 2022) and others which are caught propose issues of culture and environment ((Candra Dewi, 2011; Kusmana et al., 2021; Wissang et al., 2023; Yektiningtyas & Silalahi, 2020)

Thus, this study presents an approach by *shackling* polars, classical and contemporary literature, traditional and technology, to edify an insight into storytelling for children: fable-technology. This study delves into the perspectives of literature lecturers, mapping the narrative potential of fables in the context of technology introduction. It also suggests innovative models for designing these stories, considering aesthetic, ethical, and pedagogical dimensions. Therefore, this study enhances both the advancement of children's technological literacy and the rejuvenation of fables as a literary genre that evolves with the times. This study aims to explore and record creative insights from literature lecturers regarding the incorporation of technology within the fable genre. It seeks to pinpoint narrative principles that can effectively shape fables designed to introduce technology concepts to children in an engaging and significant manner. This study also seeks to establish a conceptual framework that can assist educators, storywriters, and children's literacy practitioners in the creation of fable-technology-based materials. Drawing from the robust theoretical framework established in these discussions, this study aims to address essential inquiries regarding the interplay between literary traditions and technological advancements; fables, originating from a rural and mythical context, serve as a platform for discussion regarding rapid advancements in digital technology and it can be a disruption. The articulation of this research problem can be expressed in the following manner:

1. What perspectives do literature lecturers have about literature and technology?
2. How is the perspective of the literature lecturers in introducing technology in children's literary works?
3. What are the challenges of integrating technology in children's literary works?

METHOD

This study employs a qualitative methodology with a narrative framework, focusing on the perspectives of literature lecturers about integrating technological components into fables as a means of presenting technological ideas to young audiences. The study involved three seasoned literature lecturers, each hailing from a distinct university, all possessing over five years of experience in teaching literature. To ensure the privacy of the participants, the initials Paris, Berlin, and Milan were utilized.

The technique of data collection is an in-depth interview that is aimed to delve deeply into and capture the participants' perspectives on the interplay between literature, fables, and technology. The interviews were designed to be semi-structured, enabling participants to

articulate their responses in a narrative and organic manner, aligned with their thought processes. The primary questions are:

1. What is your perspective on the connection between classical literature and the advancement of contemporary technology?
2. In what ways can the fable genre be modified to effectively convey technological concepts to children?
3. Which technological elements do you believe should be integrated into fables?
4. In what ways can conflicts in fables be shaped by issues pertaining to technology?
5. What are the aesthetic and ethical dilemmas involved in integrating technology into fables?
6. Drawing from your experience in teaching literature, what approach do you find most effective for crafting fable stories that preserve moral values within a technological context?
7. Do you believe there are specific risks associated with introducing technology to children through fables?

Furthermore, there are some steps of data collection to operate this research, and the steps can be seen as follows.

1. Preparing interview
2. Executing the interviews
3. Documenting the complete interview process
4. Transcribing the interview.

On the other side, the technique of data analysis is thematic analysis and the are some steps to consider:

1. Familiarizing with the data
2. Generating initial codes (assigning labels with relevant meanings)
3. Searching for themes (transforming codes into themes)
4. Reviewing themes (assessing the themes with the data)
5. Defining and naming themes
6. Writing thematic narratives.

The used data validity is through member checking; the interview transcript was shared with participants for verification of accuracy. Afterward, source triangulation was conducted by analyzing the responses of the three participants who were from diverse institutional backgrounds. Third, reflective notes were made throughout the interview and analysis process to mitigate interpretative bias.

RESULTS

The findings from the study on the integration of technology via literature are presented here, with fables serving as the literary reference for the discussion. Fables were selected due to their popularity among children, serving as an effective medium for learning and introducing new concepts in civilization, including technology, from an early age. This document

presents an exposition of the thematic analysis derived from the interview results with the informant [data has been translated into English] and based on the interview, it has resulted that there are three points that can be seen from the table below:

Table 1: Codification of Interview Data

No	Source	Question	Codification
1	Paris	Q1	Views on the relationship between literature and technology
2	Paris	Q3	Relevant technology in fables
3	Paris	Q6	Moral values in fables that contain technology
4	Berlin	Q2	Adaptation of fables to introduce technology
5	Berlin	Q4	Conflict in fables related to technology
6	Berlin	Q5	The aesthetic and ethical challenges of the technology fable
7	Milan	Q7	The risk of introducing technology in fables

The presentation of data or statements from sources is chosen based on the requirements of the study, which clarifies the focus of the investigation, ensuring that the most relevant statements from the sources are related to the questions highlighted in the results. In this focal point, based on this interview, the main themes that emerge are: Literature and Technology (Q1 & Q3), the Depiction of Technology as a Narrative Element (Q2, Q4, Q5, & Q6), and the challenges of integrating technology in children's literature (Q7).

Literature and Technology

This part presents the result of the interview related to the correlation between literature and technology from the perspective of the sources. Question 1: What is your perspective on the connection between classical literature and the advancement of contemporary technology?

> "In my view, traditional literature, particularly fables, is a narrative form rich in moral and aesthetic value. However, we cannot ignore the fact that our world today is moving at a rapid pace, driven by the rapid development of technology. Literature, including fables, must be able to respond to this challenge by adapting. I believe that fables can be a highly effective medium for introducing technology to children. However, not merely as information or facts about technology, but as a tool for introducing the social and ethical impacts that arise from technology itself. Fables have great potential to encapsulate children's feelings and fears about the rapidly changing world in a form of metaphor that is easily understood." (Paris, Q1).

Paris' Statement emphasizes that fables, as a valuable part of traditional literature imbued with moral and aesthetic significance, ought to transcend their classical forms. In the face of rapid technological progress, literature, including fables, must undergo creative adaptations to maintain its relevance. Paris emphasizes that fables can function beyond merely transmitting technological information; they should evolve into narrative tools that illustrate the social consequences and ethical challenges that arise with technological progress. Fables possess a remarkable capacity to transform children's curiosity, anxiety, and fears regarding the contemporary world into narratives that resonate with them on both emotional and intellectual levels. Consequently, adapting fables to technological themes

involves more than merely refreshing the content; it also requires preserving the fundamental role of literature as a reflective mirror for the transformations of the era.

Furthermore, Question 3: Which technological elements do you believe should be integrated into fables?

> "I see relevant technological elements to be included in the fable are artificial intelligence (AI) and communication technology. For example, we could have a bird that relies on technology to communicate with other birds, or even a mouse that interacts with a machine that can predict certain events. These elements can serve as a metaphor for children's anxiety and excitement towards the digital world. The conflict can arise when technology that relies too heavily on algorithms begins to influence important decisions in the lives of these animals, such as when a young bird prefers to seek answers from a machine rather than following its instincts" (Paris, Q3).

Paris' statement highlights an innovative perspective in constructing a narrative universe that adapts to modern technological advancements. By introducing artificial intelligence and communication technology as narrative components, Paris broadens the scope of imaginative storytelling, reflecting the anxieties and joys of children as they navigate the digital age. Technology emerges not just as an accessory, but as the central element of a compelling narrative conflict: exploring our reliance on machines and the tension between innate instincts and decisions driven by algorithms. This concept illustrates how fables can function as a narrative medium to explore the complexities of contemporary society for children, utilizing familiar and symbolic animal characters. Consequently, Paris argues that fables that integrate technology have the potential to rejuvenate the tradition of children's literature in a significant, thoughtful, and pertinent manner for a generation raised in a digital environment.

The Depiction of Technology as a Narrative Element

This part presents the result of the interview about how technology is introduced in the narrative. Question 6: Drawing from your experience in teaching literature, what approach do you find most effective for crafting fable stories that preserve moral values within a technological context?

> "I believe that in designing fables that contain technology themes, moral values should not be sidelined. Technology in fables should be seen as a tool that can either help or hinder, depending on how the characters in the story interact with it. I prefer to develop characters who learn through their interactions with technology. For example, a character who initially relies heavily on technology but then learns about the importance of human and natural relationships. Fables, in this case, can serve to introduce the idea of balance—that technology is not the ultimate goal, but rather a tool that should support life" (Paris, Q6).

Paris' statement highlights the significance of preserving the moral core in fables, even as technology takes center stage in the narrative. He believes that technology ought to be viewed not as a neutral force, but as an influential element that compels individuals to confront ethical dilemmas. Paris highlighted that the character's journey — transitioning from total reliance on technology to recognizing the importance of human connections and

harmony with nature — represents the essential moral message that should be communicated. Therefore, technological narratives not only honor innovation but also impart valuable lessons on its application. This concept enhances fables as a vehicle for value education, illustrating to children that technology ought to be viewed as a tool to enhance life, rather than an ultimate objective that overlooks the core of humanity.

Furthermore, Question 2: Based on your opinion, in what ways can the fable genre be modified to effectively convey technological concepts to children?

"I think fables have long been proven effective in teaching children's important values such as honesty, cooperation, and courage. However, fables must move forward and start addressing the realities that children face today, namely the digital world. One way to do this is by introducing animal characters who use gadgets, such as phones or tablets, to solve their problems. For example, a rabbit that uses a navigation app to help its friends find their way home. This allows children to understand that technology is not something to be feared, but rather a tool that can be used for good. In this story, of course, there is a conflict—can technology be fully relied upon, or is natural instinct sometimes more important?" (Berlin, Q2).

Berlin's statement underscores the significance of adapting fables to resonate with the experiences of contemporary children who are actively immersed in the digital landscape. Berlin asserts that the enduring power of fables in imparting moral values like honesty, cooperation, and courage should be preserved, yet it requires enhancement through the integration of a contemporary element: technology. The concept of animal characters employing gadgets to address challenges illustrates the potential for technology to be portrayed favorably in stories, serving as a means to foster unity and benefit the collective. Nonetheless, Berlin highlights the significance of integrating narrative tension by posing critical inquiries regarding reliance on technology in contrast to faith in innate instincts. Consequently, contemporary fables serve to not only familiarize children with technology but also cultivate a more nuanced perspective on the appropriate contexts and methods for its application in daily life.

Additionally, Question 4: In what ways can conflicts in fables be shaped by issues pertaining to technology?

"Conflicts in fables involving technology should focus more on ethical and social challenges. For example, I once designed a story about a dog that was given a sophisticated device by humans to track food in the forest. The main conflict arises when the dog begins to feel isolated from its friends because it becomes too dependent on the device and loses the ability to interact directly. This is a representation of a larger problem faced by humanity today, where we often sacrifice our social relationships for the convenience of technology." (Berlin, Q4).

Berlin highlights that conflicts in technology-themed narratives should extend beyond mere practical tensions, urging a deeper exploration into ethical and social dimensions. Berlin illustrates, through the narrative of a dog whose social connections diminish due to reliance on technological devices, how fables can mirror the existential challenges faced by contemporary individuals. This narrative demonstrates that while technological progress

provides efficiency and convenience, it can also disrupt the intricate web of relationships that constitute social life. Consequently, Berlin perceives fables as an essential narrative framework through which children can be led to recognize that technology offers both advantages and repercussions for the nature of human connections. Contemporary fables, from this perspective, should actively contribute to raising awareness about the necessity of achieving a balance between technological advancement and fundamental human emotional requirements.

In a deeper point, Question 5: What are the aesthetic and ethical dilemmas [challenges] involved in integrating technology into fables?

"Aesthetically, the biggest challenge is to ensure that technology does not become the centre of the story, but still functions as a tool to develop themes and characters. Fables are a genre rich in symbolism and metaphor, and I believe technology can be a part of that. However, we must be careful that technology does not diminish the moral values we want to convey. Ethically, there is a responsibility to ensure that technology is depicted in a realistic manner. We cannot ignore its negative impacts, such as excessive dependence or the loss of basic skills." (Berlin, Q5).

Berlin highlights the importance of maintaining a careful balance between aesthetic and ethical considerations when integrating technological elements into fables. He posits that technology ought not to dominate the narrative, but instead function as a catalyst to enhance themes and character development. Within the realm of symbolism and metaphor, which are defining strengths of fables, technology can be seamlessly woven in without undermining the fundamental moral values that lie at the heart of the narrative. Berlin serves as a reminder of the obligation to depict technology in a realistic manner, highlighting the potential drawbacks such as over-reliance and the erosion of fundamental skills. Therefore, contemporary fables should effectively integrate technology as a significant narrative component—not merely as decoration—while staying dedicated to the principle of critical examination of the social realities encountered by the younger generation.

Challenges of Integrating Technology in Children's Literature
This part presents the result of the interview which is relevant to the issue of challenges of integrating technology in children's literature. Question 7: In your opinion, do you believe there are specific risks associated with introducing technology to children through fables?

"The main risk I see is that technology might be viewed by children as a solution to all problems. In fables, technology is often depicted as a character that gives power to animals, but I think we should still show its dark side. For example, a story about animals using technology to avoid social tasks or solve problems instantly. This can teach children that they don't need to work hard to solve their problems. In the fables I teach, I always try to emphasize that although technology can help, hard work and wisdom remain the keys to solving problems." (Milan, Q7).

The conclusion of Milan's statement underscores the significance of a measured strategy when integrating technology into children's lives. While technology can provide effective solutions, it is essential to approach it with a critical understanding of its possible

adverse effects. Milan uses fables to demonstrate that while technology can offer power, it may also serve as a means to evade responsibility or pursue quick fixes, ultimately undermining the significance of diligence and insight. Consequently, it is essential to convey to children that while technology can serve as a helpful tool, it is ultimately effort and wisdom that are crucial in addressing challenges.

DISCUSSION

The integration of technology within the domain of literature, especially fables, presents a fascinating area for investigation. Through comprehensive interviews with seasoned literature professors, insights were uncovered that enhance the comprehension of the interplay between literature and technology, while also revealing new avenues for pedagogical and aesthetic changes in children's education. This discussion explores these findings, refining them through theoretical perspectives and scholarly methods, while highlighting the important contributions of this work to the domains of literature and education.

Literature and Technology

In discussions with the three sources, Paris, Berlin, and Milan, a notable commonality emerges: the recognition that literature, rooted in ancient traditions, is inextricably linked to the evolution of the modern world, which is becoming ever more saturated with technology. These three sources, while presenting varying perspectives, converge on the idea that literature, particularly in the realm of fables, possesses significant potential to evolve in response to the modern landscape characterized by technological challenges. Paris, with his incisive and articulate approach, expressed that fables can serve as a *metaphorical bridge* linking traditional values to contemporary challenges, including the rise of artificial intelligence and algorithms that increasingly influence everyday existence. He believes that fables not only convey the moral lessons of their era but also provide an opportunity for readers, particularly the youth, to contemplate the effects of technological progress on society and the values they cherish.

Meanwhile, Berlin perceives fables as a creative medium that can connect abstract technological concepts to tangible experiences that children can grasp. In Berlin, narratives have the power to reshape technology, making it less daunting and more approachable. By weaving in elements of fantasy and wonder, these stories create a bridge to our current reality, allowing for a deeper understanding and acceptance of the complex and unfamiliar. By utilizing fable characters that frequently embody human traits, young audiences can engage with innovative concepts surrounding technology in a manner that feels inclusive and approachable. Therefore, fables function not only as a tool to expose children to the external environment but also as a method to aid their comprehension of the transformations taking place in the digital realm.

Conversely, Milan indicated that within the realm of fables, technology ought not to be viewed solely as a tool or quick fix, a perspective frequently encountered in narratives employing deus ex machina. In Milan's view, the integration of technology within fables ought to be woven into a broader conflict, profoundly influencing the characters and acting

as a catalyst that enhances their emotional journeys and moral growth. Milan suggests that fables possess the ability to impart moral lessons while also delving into intricate ethical considerations, particularly those concerning the societal effects of technology. In this scenario, technology transcends its role as a mere tool for problem-solving and becomes an essential component of the ethical and societal dilemmas encountered by the characters within the narrative.

The insights provided by these three sources indicate that the integration of technology within literature transcends the simple adaptation of contemporary themes into traditional narratives; it represents a significant broadening of literature's inherent purpose. Initially centered on conventional moral teachings, literature has now transformed into a more intricate platform for exploring ethical and philosophical inquiries regarding the rapidly advancing digital landscape. Just take a look at the development of virtual reality-based technology serves as a prime example. Due to advancements in the educational sector, there is a growing interest in exploring the application of VR technology in learning environments and students who engage with literature through VR demonstrate a superior understanding compared to their peers in traditional classroom settings. This is crucial for advancing contemporary educational approaches (Niu, 2021). Fables, with their adaptable storytelling and profound significance, hold immense potential to serve as a medium that not only entertains but also fosters critical reflection on the influence of technology on human existence, societal values, and the future of forthcoming generations. In this regard, literature functions both as a protector of tradition and as a catalyst for change, influencing our views on technology and the constantly changing world. However, once again, although AI can help, high-quality literature still requires human intelligence, because the human mind cannot be fully controlled by machines (Hou et al., 2022). The basic point is that fables, or any literary work, can be transformed with technology, but at the substantive level, the introduction of technology is also crucial, because many things will become blunders if technology takes over humans. Therefore, AI and other technological consequences should be instruments of collaboration, not tyrants over human intelligence and creativity. From technology-based literature, children become habituated to the practicality of technology. With fables integrated with the use of technology in conflict resolution, children become recognizable with the benefits of technology and its impact. Here, wisdom in the use of technology finds its essence.

The Depiction of Technology as a Narrative Element
The integration of technology into fables reflects a profound comprehension of the necessity to uphold a harmony between traditional elements and innovative advancements. The consensus was that despite the plethora of technological advancements in today's world, the fundamental framework of fables, characterized by *anthropomorphic* animal figures conveying moral lessons, continues to hold significance and cannot be overlooked. In one instance, a bird is illustrated utilizing communication technology to send messages to its companions, alongside a mouse engaging with a prediction machine. In context, technology serves not as a means to alter the fundamental nature of the narrative but instead acts as an enhancement of the inherent capabilities of the characters. The fundamental traits of these

birds and mice remain intact, yet technological advancements equip them with enhanced tools for engaging with their environment, thereby increasing their adaptability to contemporary challenges. This illustrates the concept that technology has the potential to enhance and support character while preserving their fundamental essence and moral integrity.

Berlin, adopting a comparable methodology, features a rabbit utilizing a navigation application to navigate through the forest. This narrative presents technology as a supportive tool that enhances the character's efficiency, rather than a dominating force within the story. Therefore, technology does not detract from the framework or message that the fable aims to communicate; instead, it enriches the narrative by illustrating how characters adapt and develop. In this instance, technology does not alter the fundamental nature of the fable but instead broadens the avenues for illustrating the interactions of characters within a world that is becoming more interconnected and rapid in its pace. This approach highlights that even contemporary fables should maintain the essential morals and messages that have historically defined these narratives.

Nonetheless, Milan offers a crucial caution about the possible aesthetic dangers that may arise if technology overly influences the narrative. He believes that an excessive focus on technology in fables can weaken the metaphorical power that defines this genre of literature. When technology occupies a central role in the narrative, it can overshadow the characters and ethical lessons of the fable, resulting in a loss of the human element that lends depth and significance to these stories. This highlights the significance of maintaining the narrative's emphasis on the characters and the moral lessons intended to be communicated, with technology acting solely as a means to enhance the story's dynamics. If technology takes precedence, the fable may jeopardize its core purpose as a narrative designed to impart life values.

The integration of technology in fables should be seen as a strategy to adapt literature to the transformation of civilization. Literary works, however, are still literary works; they are there to offer moral messages. In this context, fables are used for learning media, and through fables children are taught moral values. However, the issue to be raised is that moral values are not only about good and bad but also something that has an impact on their lives. Therefore, introducing technology and how to be wise in using technology are crucial (Huda, 2019; Mytton et al., 2010). Fables must be adapted and fables must adopt technology so that children know what technology is and how it is used. Many studies look at fables as fables in the old definition, meaning, many researchers use literary works for character learning (Sukirman, 2021; Suryaman, 2010)or moral values (good and bad) (Abrar, 2016), or something that is generally agreed upon. In other words, if you look at fables or literary works with such a function, then literature does not have a significant impact. Moreover, by integrating technology in the body of the story, the book sees that technology can enrich the storyline and increase relevance to the contemporary context, Milan reminded us, that technology takes the main role in the narrative, it may actually obscure the moral message that is the main purpose of the fable. In this case, technology should be seen as a complement, not as the core, so that fables can still express deep and relevant life values without reducing the depth of character and meaning of the story so that children can be introduced to

technology unconsciously through stories. Therefore, although technology has the potential to provide a lot of color and variety as well as the dynamics of the story, its use must still be regulated wisely so as not to damage the moral message that characterizes the fable itself (Danaher & Sætra, 2022; Iyanda, 2020; Klenk, 2021).

In summary, successfully integrating technology into fables necessitates a thoughtful balance between modern innovation and established frameworks. In this context, technology ought to act as a driving force for character growth, instead of overshadowing the narrative entirely. By employing a thoughtful strategy, fables can preserve their core as a literary form that imparts morals and ethics, all while evolving to resonate within our increasingly technology-driven society. The incorporation of innovative themes and technological elements has the potential to enhance the reader's experience. However, it is essential to approach this with careful consideration to ensure that fables retain their credibility as reflections of a vibrant world imbued with universal values.

Challenges of Integrating Technology in Children's Literature

A notable insight from the three sources is their identification of potential conflicts that may arise concerning the use of technology in fables. Traditionally, the conflicts depicted in fables frequently centered on fundamental themes like the quest for sustenance or rivalry for dominance. By integrating technology into the narrative, the resulting conflicts gain complexity and resonate more with modern realities. This conflict has transcended simplicity; it has developed into a more profound ethical dilemma. Technology generates not just concrete competition but also confronts established social and ethical principles. The tension between reliance on technology and the pursuit of autonomy has emerged as a significant conflict, alongside the larger social issue (Brey, 2018).

For instance, Berlin presents the depiction of a dog confined by its reliance on a tracking device, poignantly illustrating the increasing societal unease. Technology, originally intended to improve our lives, now prompts worries that the ease it provides frequently carries significant costs. The cost associated with this manifests as a decline in warm social connections, a reduced innate capacity for interaction absence of digital devices, and an interruption in personal self-assurance. From this perspective, fables illustrating the connection between humans and technology can reflect the conflicts present in everyday life. This invites an opportunity to contemplate the unforeseen impacts of technological progress on individual and societal experiences.

Paris and Milan reinforce this perspective by highlighting the necessity of educating children to recognize that technology does not serve as a panacea for every issue. They highlight that while technology provides convenience and efficiency, it can also lead to detrimental dependencies. In the realm of fables, technology ought to serve not as a character that supplants human roles, but as an instrument that enhances life experiences when utilized judiciously. Thus, fables can serve as a powerful tool for cultivating early recognition of the significance of maintaining a balance between the intricate digital landscape and the more human, emotional reality. Stories that integrate technology themes can effectively impart essential values to young audiences. In addition to functioning as a medium for imparting moral lessons, fables can also serve as a valuable resource for fostering critical literacy in

navigating the complexities of contemporary society (Nippold & Marr, 2022). This discourse enhances the existing body of work regarding the societal role of literature, which functions not only as a vehicle for imparting *good* values but also as a reflective instrument that stimulates critical awareness of social and technological transformations. In a universe that is inclined more intersected through technology, literature, particularly fables, significantly influences children's perceptions of the changing landscape, while also assisting them in cultivating the skills to evaluate and comprehend the effects of things, one of the most crucial, technology, on their lives. Of course, teachers also impart to take technological learning (Eteokleous et al., 2008).

The challenges intersect with the domains of technology, aesthetics, and ethics. This relates to the difficulty of interpreting the narrative of technology. The speaker emphasizes the aesthetic danger of superficial storytelling when technology is approached in a shallow manner — for instance, using it merely as a gimmick or a tool to create a *modern* feel without any depth of consideration. The focus on ethics becomes increasingly significant. It is crucial to recognize that the incorporation of technology in fables must go beyond mere promotion; it should also encompass a nuanced critique of its effects. It is essential for children, as the intended audience, to engage in thoughtful consideration of not just *how* technology functions, but also *why* it exists and *for whom* it is designed. In essence, integrating technology into fables enhances the reflective aspect of the narrative, broadens the interpretive possibilities, and fosters critical thinking skills in young readers from an early stage. This represents a significant advancement in the field of literature-based digital literacy.

In an alternative opinion, Milan offers a significant concern regarding the *jeopardy*, or in a soft-written term, risk, of portraying technology as a one-size-fits-all *solution* in narratives. The potential risk exists that children, already immersed in a world of immediacy, may further solidify that instant mindset if technology is consistently presented as a panacea for every issue without the necessity of effort. Consequently, integrating technology into fables should be paired with education in digital literacy that emphasizes principles like effort, hard work, reflection, and ethical considerations. This reinforces the notion that technologically enhanced fables serve not only as thematic innovations but also as effective pedagogical strategies for fostering children's character development in the digital age.

The results of this study are consistent with recent publications in the area of digital literacy and children's literature. Several studies have highlighted the significance of integrating technology within a critical narrative framework, as a purely instructional approach and skill orientation, as an issue of digital literacy practices (Liu, 2022), and as an instrument for mental preparation (Meng et al., 2023). Technology-themed fables, in the pyramid idea of those three sources, touch in line with those issues. By providing a narrative space to integrate with technology, children can navigate their imaginative, cognitive, and practical compass of digital and technological things. Indirectly, this study erects earlier *ideas* in literary pedagogy, especially concerning critical digital literacy, by showing that classic fables can be *modernized* while maintaining their moral and aesthetic values. Of course, it elucidates the existence of novelty on two distinct levels. First, at the conceptual level, fables, regularly regarded as an obsolete tradition, can serve as an influential *tunnel*

for fostering critical digital literacy. Second, from a methodological perspective, employing a narrative approach in interviews enriches the data, uncovering not just the participants' viewpoints but also their reflective experiences in teaching and crafting literature.

This study also bridges literature and technology, demonstrating that their integration is not detrimental but mutually beneficial, enhancing one another within the framework of contemporary education. It is essential to consider the practical implications of the findings carefully. The first focus is on the development of a curriculum for children's literature. The curriculum for children's literature can be enhanced by integrating contemporary fables that explore themes related to technology, all while preserving essential moral and reflective values. The second is professional development for educators in literature and language. It is essential for educators to receive training on the integration of technology-enhanced narratives in order to effectively impart critical digital literacy while preserving the artistic essence of literature. Additionally, the development of groundbreaking new storybooks. Writers of children's literature are urged to craft innovative narratives that portray technology in a way that is both imaginative and reflective, rather than merely descriptive.

This discussion illustrates that integrating technology into fables is not merely *entertaining* but essential for aligning literature with contemporary demands. Nonetheless, this integration requires careful execution, ensuring a balance between thematic innovation and the preservation of the aesthetic and ethical values that define fables. Literature, in this context, functions not merely as a means of imparting traditional values but also as a domain for thoughtful examination of global transformations.

CONCLUSION

This study demonstrates that integrating technology into fables goes beyond thematic enhancement; it fundamentally alters the educational and artistic roles of children's literature. In narrative interviews conducted with three seasoned literature professors, it emerged that fables, as a classic literary form imbued with moral values, exhibit remarkable adaptability in mediating human experiences within the digital age. The sources concur that technology, when depicted in fables, ought not to serve as a quick fix or simply as a setting, but instead as a catalyst for thoughtful examination of its usage, risks, and effects in our lives. Narrative conflicts that integrate technology create opportunities for character education and digital literacy from a young age, demonstrating that even straightforward stories can enhance children's understanding of the complexities of today's world. Simultaneously, this integration should maintain the aesthetic integrity of fables — specifically, their symbolic simplicity, depth of values, and narrative beauty — ensuring that literature continues to be a realm of significant aesthetic experiences. Therefore, this study contends that technological fables not only revitalize the tradition of children's literature but also address the emerging necessity for critical literacy in the 21st century, offering narratives that both entertain and instruct on how to navigate the complexities of human wisdom in the face of relentless technological advancement.

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