Designing and Evaluating Educaplay Multimedia to Improve Reading Comprehension in Grade IV Elementary Students

I Nyoman Sindhu Yasa[1*], Ida Ayu Oka Purnami[2] , Ketut Herya Darma Utami[3]

[1,3] Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia
[2] Pendidikan Bahasa Inggris, IKIP Tabanan, Tabanan, Indonesia
*E-mail addresses: sindhu.yasa@undiksha.ac.id

A B S T R A K. Penelitian ini didasarkan pada aktivitas membaca yang merupakan bagian integral dalam setiap tema pembelajaran. Namun, dalam pelaksanaannya, aktivitas membaca sering kali dilakukan hanya sebatas melafalkan kata-kata tanpa disertai pemahaman yang mendalam terhadap isi bacaan. Tujuan penelitian adalah menciptakan multimedia Educaplay untuk meningkatkan kemampuan membaca pemahaman siswa. Penelitian ini menggunakan model pengembangan ADDIE yang meliputi analisis, perencanaan, pengembangan, implementasi, dan evaluasi. Metode pengumpulan data menggunakan kuisioner dan tes objektif. Subjek penelitian ini adalah 4 orang ahli, 2 guru dan 3 siswa, serta siswa di kelas IV yang berjumlah 25 orang. Penelitian ini menggunakan desain one group pre-test posttest. Hasil penelitian menunjukkan produk yang telah dihasilkan memperoleh validitas sebesar 3,6 dengan kualifikasi sangat baik, kepraktisan produk memperoleh hasil penilaian uji siswa sebesar 94% (sangat praktis) dan uji guru sebesar 100% (sangat praktis), nilai signifikansi pada uji-t berkolerasi menunjukan angka 0,05 atau p kurang 0,05 sehingga Multimedia Educaplay valid, praktis, dan efektif. Simpulan penelitian ini yaitu Multimedia Educaplay efektif untuk meningkatkan kemampuan membaca pemahaman siswa. Implikasinya, hasil penelitian ini memberikan wawasan bagi guru dalam merancang pembelajaran berbasis teknologi yang lebih menarik dan sesuai dengan karakteristik siswa sekolah dasar.

A B S T R A C T. This research is based on reading activities integral to every learning theme. However, in practice, reading activities are often carried out only by pronouncing words without being accompanied by a deep understanding of the content of the reading. This research aims to create Educaplay multimedia to improve students' reading comprehension skills. This research uses the ADDIE development model, which includes analysis, planning, development, implementation, and evaluation. The data collection method uses questionnaires and objective tests. The subjects of this research are 4 experts, 2 teachers, and 3 students, and students in grade IV, totaling 25 people. This research uses a one-group pretest-posttest design. The results show that the product that has been produced has a validity of 3.6 with very good qualifications, the practicality of the product obtained the results of the student test assessment of 94% (very practical) and the teacher test of 100% (very practical), the significance value in the t-test correlates showing the number 0.05 or p less than 0.05 so that Multimedia Educaplay is valid, practical, and effective. This research concludes that Multimedia Educaplay effectively improves students' reading comprehension skills. The implication is that the results of this study provide insight for teachers in designing technology-based learning that is more interesting and appropriate to the characteristics of elementary school students.

1. INTRODUCTION

Language skills taught in the Indonesian curriculum include reading, listening, speaking, and writing. Reading is a language skill that must be mastered at the beginning of education, namely, elementary school (SD) (Alfira & Siregar, 2024; Widyantara & Rasna, 2020). Students' inability to master reading skills will result in difficulties following the learning process in all subjects (Dewi et al., 2020; Ginayah et al., 2024). Reading activities are always present in every learning theme; this shows the importance of mastering reading skills. This means that with high reading comprehension skills, students can obtain a variety of information relatively quickly (Azmi & M, 2023; Rahman et al., 2024; Yuniari &

Juliari, 2021). Reading is crucial for knowledge development because the largest percentage of knowledge transfer occurs through reading. Reading comprehension is a reading skill that is ranked higher. When reading for comprehension, readers are required to understand the content of the text (Meishar-Tal & Kesler, 2023). The reading comprehension stage no longer requires readers to pronounce letters correctly and combine each sound into words, phrases, and sentences. Instead, they are required to understand the content of the text. Indicators of reading comprehension include the ability to grasp the meaning of words and expressions used by the author, grasp explicit and implicit meanings, determine the main idea, main ideas, and supporting ideas, and the ability to conclude.

Observations at Selat 4 Elementary School indicate that students often read without comprehending what they read. When asked to answer questions about their readings, students are sometimes unable to answer due to a lack of understanding of the content. Students tend to focus on reading each line but ignore the meaning and purpose of the reading. Students' lack of interest in learning and reading, and the learning environment implemented by teachers, cannot motivate students to learn. The presentation of topics in learning must be designed in such a way that the media used makes learning more interesting. Generally, children like illustrations and cartoons (Arwati & Oktaviani, 2023; Dafit & Mustika, 2021). Reading is crucial for understanding what is being read and what one wants to know when reading a text. Understanding can be defined as an ability that involves students' thinking and analysis. The activity of understanding something is carried out by students using their cognitive abilities to try to grasp the meaning of what is being encountered or studied (Tahmidaten & Krismanto, 2020). Based on the results of tests conducted on fourth-grade students at SD Negeri 4 Selat, it was found that the students' reading comprehension skills were still relatively low, based on their scores adjusted to the National Qualifications (KKTP). Of the 25 students who took the test, 11 were in the very poor category, while 9 were in the poor category. Only 3 students had reading comprehension skills in the adequate category, while 2 were in the good category. No students achieved the excellent category. Based on this, it indicates that most students still experience difficulties in reading comprehension, so efforts are needed to improve reading comprehension skills through more effective learning strategies. If students' reading comprehension skills at the fourth-grade level are still very lacking, they will experience difficulties when continuing to the next level of education. Fourth-grade students still do not have fluent and excellent reading comprehension skills. Of course, students who are learning to read must understand the relationship between reading and the language being studied. Reading instruction must make children understand that reading must produce understanding; therefore, reading comprehension skills are needed by students (Almadiliana et al., 2021).

Knowing this, students need to improve their reading comprehension skills to understand various types of texts well and be able to interpret the information conveyed. As stated, reading comprehension is an active and complex process that involves interactions between the reader, the text, and the socio-cultural context (Apriliani & Radia, 2020; Tantri, 2016). This ability depends not only on technical reading skills but also on background knowledge, vocabulary, and cognitive strategies used by the reader in understanding a text. Furthermore, it emphasizes that reading comprehension results from the interaction between mental representations of words in the text and the individual's capacity to construct coherent meaning (Syarmadana, Aisyah, 2024). If students do not have good reading comprehension skills, they will have difficulty understanding more complex concepts at the next level of education. Therefore, various learning approaches are needed to help students improve this ability, such as using interactive media, metacognitive-based reading strategies, and contextual learning relevant to everyday life. One learning media, namely Educaplay multimedia to improve students' reading comprehension skills, is one media that can be applied. Educaplay multimedia encompasses activities that can be carried out by students and teachers, including reading and comprehension activities (Hanifah, 2024; Vargas-Saritama & Celi, 2024). Educaplay multimedia can assist teachers in providing effective reading comprehension lessons to fourth-grade students. Using Educaplay, students can learn more enjoyably, improving their reading comprehension skills (Kurniawan et al., 2021; Sukariasih et al., 2020; Vargas-Saritama & Celi, 2024). Previous research findings indicate that this multimedia can positively impact students' reading comprehension skills (Khairo & Hairani, 2024; Oh, 2019; Susantini & Kristiantari, 2021). Therefore, Educaplay multimedia was developed to improve students' reading comprehension skills, which will be applied to science subjects. The development of Educaplay multimedia as a solution to improve students' reading comprehension skills is important, especially in facing the challenge of low reading comprehension results at the elementary school level.

The urgency of this innovation lies in the need for more engaging learning methods that align with the learning characteristics of 21st-century students. Digital-based learning is increasingly relevant in today's technological era, where students are more familiar with interactive media than conventional text-based methods. By utilizing Educaplay, students not only read text but also engage in game-based activities, interactive practice exercises, and simulations that help them better understand the content of the reading. Educaplay can be developed in the learning context by incorporating materials based on everyday life and local wisdom, so that students can more easily connect what they read with their surroundings. The novelty of this research lies in the application of Multimedia Educaplay in the Science and Science material on the topic of Indonesian Cultural Wealth, which proves that the integration of technology in learning not only supports improved reading comprehension but also enriches the way the material is delivered to better suit the learning characteristics of elementary school students. This is very important because context-based learning has been proven more effective in helping students understand the material more deeply. This research aims to create a multimedia Educaplay to improve the reading comprehension of fourth-grade elementary school students. Thus, the

development of Educaplay multimedia is an innovation in teaching methods and a strategy that can positively impact improving students' learning outcomes in reading comprehension.

2. METHOD

The model used in this research is the ADDIE model. The development of Multimedia Educaplay to improve students' reading comprehension skills will be applied to the fourth-grade Indonesian Cultural Riches science subject in elementary schools. The ADDIE research model consists of five stages: analysis, design, development, implementation, and evaluation (Almadiliana et al., 2021). The analysis stage is carried out by analyzing student characteristics, student needs, and the media used. The design stage begins with preparing materials that will later be developed in Multimedia Educaplay, then selecting and determining the Educaplay website, and compiling questions. The development stage involves activities to realize the designed product. The implementation stage, namely the Multimedia Educaplay learning media, will be trialed in target schools using a one-group pretest-posttest design to determine the effectiveness of the Multimedia Educaplay learning media in the Indonesian Cultural Riches science subject in improving students' reading comprehension skills. The evaluation stage consists of formative and summative evaluations. The subjects of this study were 4 experts, 2 teachers, and 3 students, as well as 25 students in grade IV, while the objects of this study were the validity, practicality, and effectiveness of the developed learning media. The data collection methods used in this development research were questionnaires and tests. The questionnaire was in the form of a rating scale sheet for testing the validity of the media by two media experts and two material experts, as well as a rating scale sheet for testing the practicality of the media by teachers and students. The test was in the form of a multiple-choice question sheet to collect post-test and pre-test data related to the effectiveness of the media on students' reading comprehension abilities. The outline of the questionnaire and test instruments used can be seen in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Media Expert Validity Instrument Grid

No.	Aspect		Indicator	Number of Item
1.	Media Appearance	a.	The attractiveness of the media's appearance or design	6
		b.	The clarity and completeness of the media's content	
		c.	The harmony of the composition and color combinations	
		d.	The attractiveness of the images presented	
		e.	The suitability of the text color to the background	
		f.	The clarity of the images in the media	
2.	Media Suitability	a.	The suitability of the media to the Learning Objectives (TP)	3
		b.	The suitability of the media to the characteristics of the students	
		c.	The accuracy of the material presented in the media	
3.	Ease of Use	a.	The ease of use of the media	3
		b.	The media can be used repeatedly	
		c.	Encourage students to improve their reading comprehension skills	
		Total		**12**

(Source: Modified from Putra dan Suniasih., 2021)

Table 2. Grid of Subject Matter Expert Validity Instruments

No.	Aspect		Indicator	Number of Item
1.	Curriculum Suitability	a.	Alignment of the material presented with the Learning Outcomes (CP)	3
		b.	Alignment of the material with the Learning Objectives (TP)	
		c.	Alignment of the learning material with the Learning Objective Achievement Indicators (IKTP)	
2.	Material Eligibility	a.	Clarity and depth of the material presented.	5
		b.	Appropriateness of the material presented in the media to the scope of learning materials on Indonesian cultural richness in grade IV.	
		c.	The material presented in the media contains concepts that are easy for students to understand.	
		d.	The material presented in the media stimulates students' reading comprehension skills.	
		e.	Interesting presentation of the material in the media.	
3.	Language Assessment	a.	Appropriateness of sentence structure.	2
		b.	Appropriateness of language use to student development.	
4.	Evaluation	a.	Appropriateness of questions to the material and learning objectives.	2
		b.	Availability of instructions for answering the questions.	
		Total		**12**

(Source: Modified from Putra dan Suniasih., 2021)

Table 3. Grid of Teacher Response Practicality Instruments

No.	Aspect	Indicator	Number of Item
1.	Material Presentation Aspect	a. The suitability of the Indonesian Cultural Heritage material to the Educaplay Multimedia learning design b. The clarity, ease, and completeness of the Indonesian Cultural Heritage material in Educaplay Multimedia c. The ease of delivery in Educaplay Multimedia d. The suitability of the language used in Educaplay Multimedia	4
2.	Media Display Aspect	a. The suitability of the graphic design selection in Educaplay Multimedia b. The suitability of the format, size, and language selection in Educaplay Multimedia c. Overall, Educaplay Multimedia is engaging d. The durability of Educaplay Multimedia	4
3.	Evaluation Question Aspect	a. The adequacy and relevance of the questions to the Indonesian Cultural Heritage material, thus motivating students to improve their reading comprehension skills	1
		Total	**9**

Table 4. Grid of Student Response Practicality Instruments

No.	Aspect	Indicator	Number of Item
1.	Material Aspect	a. The relevance of the Indonesian Cultural Heritage material contained in Educaplay Multimedia to the Learning Objectives and Outcomes b. The material presented in Educaplay Multimedia is easy for me to understand c. The language used in Educaplay Multimedia is clear and consistent	3
2.	Media Usage Aspect	a. Students' interest in using Educaplay Multimedia b. The writing or text in Educaplay Multimedia is clearly legible c. The image quality in Educaplay Multimedia is clear and engaging d. Ease of use of Educaplay Multimedia e. Educaplay Multimedia can be used repeatedly, thus motivating me to improve my reading comprehension skills	5
		Total	**8**

Table 5. Grid of Student Reading Comprehension Instruments

Reading Comprehension Ability Indicator	Type of Question	Question Indicator	Cognitive Level	No. of Questions	Number of Questions
Analysis	Objective	Students are able to identify the various cultural diversities that exist in Indonesia.	C4	1, 2, 3, 4, 5	5
		Students are able to cite the factors that contribute to diversity in Indonesia.	C4	6, 7, 8, 9, 10	5
		Students are able to analyze examples of the application of respect for diversity in their environment.	C2	11, 12, 13, 14, 15	5
		Students are able to cite wise ways to utilize the natural resources in their area.	C3	16, 17, 18, 19, 20	5
		Total			**20**

To ensure the validity of the designed questionnaire, a content feasibility test is required by judges competent in the variables being studied. This content validity test is conducted using the Gregory formula. Meanwhile, for the multiple-choice test instrument in the form of a pre-test and post-test, the point biserial correlation method (γpbi) is used to determine the validity of the items, followed by a reliability test using the Kunder Richadson 20 (KR-20) formula. In addition, discriminant power and difficulty level tests are conducted. After each instrument is declared suitable for use in data collection, the data obtained from experts and practitioners is analyzed.

3. RESULT AND DISCUSSION

Result

This research is a development study of Educaplay multimedia to improve students' reading comprehension skills. The model used in the research is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The analysis stage involves analyzing student characteristics, needs, and the media used. The analysis of student characteristics shows that students often only read without truly understanding the content of the reading. When asked to answer questions related to reading, many students have difficulty because they do not understand the meaning and purpose of the text being read. Based on the needs analysis, students at SD Negeri 4 Selat need media to improve their reading comprehension skills more interactively and interestingly. So far, reading learning has been conventional, where students only read texts without any additional stimulation that helps them understand the content of the reading in depth. Based on the media analysis, reading comprehension learning at SD Negeri 4 Selat is still dominated by conventional methods, such as reading text directly from books without any supporting media. Based on this, one of the media that can be developed is Educaplay multimedia to improve students' reading comprehension skills.

The design phase of Educaplay multimedia includes preparing the materials that will be developed within it, followed by determining the Educaplay website to be used. Figure 1 shows some examples of the design results for the Educaplay multimedia that have been created.

Figure 1. Educaplay Multimedia Display

The process continues to the Educaplay multimedia development stage, where the validity and practicality of the learning media are tested. In the development stage, the validity and practicality of the learning media are tested. This is the initial step to assess whether the product design that has been created is valid and practical for use. The multimedia validity test stage is assessed by four experts, including two media experts and two material experts. After receiving assessments from the four experts, the assessment data are analyzed using the mean formula to obtain a validity index for the developed Educaplay multimedia. The analysis results using the mean formula can be seen in Table 6.

Table 6. Results of the Educaplay Multimedia Validity Test

Expert	Item	Assessor		M	Qualification
		I	II		
Media	1-12	44	44	3.6	Very Valid
Material	1-10	44	44	3.6	Very Valid

After being declared valid, the multimedia practicality test was continued. The practicality test was seen from the responses of teachers and students. The media practicality test was assessed based on a questionnaire distributed to teachers as practitioners in learning and students as practitioners in using learning media. This included responses from two teachers and three students. After the assessment was obtained, the assessment data were analyzed using a percentage formula to obtain the level of media practicality achievement by teachers and students and the practicality qualification of Multimedia Educaplay. The analysis results can be seen in Table 7 and Table 8.

Table 7. Results of Teacher Responses to Educaplay Multimedia

Practically by Teacher	Score	Percentage	Average Percentage	Category
Teacher I	36	100%	100%	Very Good
Teacher II	36	100%		

Table 8. Results of Student Responses to Educaplay Multimedia

Practically by Student	Score	Percentage	Average Percentage	Category
Student I	32	100%		
Student II	29	91%	94%	Very Good
Student III	29	91%		

The next stage is implementation, which is carried out after the multimedia is declared valid and practical for use in learning. At this stage, the Educaplay multimedia was trialed in the target school, grade IV of SD Negeri 4 Selat, using a one-group pretest-posttest design. This trial aimed to analyze the effectiveness of the Educaplay multimedia that had been developed on students' reading comprehension skills on the material on the Social Sciences topic of Indonesian Cultural Wealth. Data analysis was carried out using a correlated t-test, with prerequisite tests in the form of a normality test to determine data distribution and a homogeneity test to determine data distribution. The normality test was carried out using the Shapiro-Wilk method. Data is considered normally distributed if the significance value is greater than 0.05. The normality test results showed a significance value of 0.156 for pre-test data and 0.078 for post-test data, which means the data is normally distributed. The results of the homogeneity test obtained a significance value of 0.173. Based on these results, the Sig. value is > 0.05. It can be stated that the variance of the data is homogeneous. Furthermore, the hypothesis test was conducted using the correlated sample t-test method. In contrast, the results of the Paired Sample T-Test analysis of correlated samples obtained a significance value in the Sig. (2-tailed) column of 0.001. Based on these results, it can be seen that the Sig. Value <0.05. So it can be stated that H_0 is rejected and H_a is accepted. So there is a significant difference in students' reading comprehension abilities before and after using Educaplay multimedia. So the use of this media is effective in improving students' reading comprehension abilities.

The final stage in this development research is evaluating the product developed after going through the implementation stage in the fourth grade of SD Negeri 4 Selat. Formative evaluation was carried out by assessing the learning media, including validation by experts and practitioners, and student trials. Meanwhile, summative evaluation was conducted at the end of the program to determine the effectiveness of the developed learning media. All stages in this research model have been implemented because all problem formulations have been answered, and the research objectives have been achieved. During these stages, the research process encountered obstacles, mainly related to limited time and resources for developing the product.

Discussion

Based on the analysis results, there are several reasons why Multimedia Educaplay received an excellent rating from experts and users and is effective in helping improve the reading comprehension skills of fourth-grade students at SD Negeri 4 Selat. Using multimedia in learning, which combines visual and audio elements, helps students process information more effectively, thus tending to improve reading comprehension skills (Razak, 2024). Viewed from several aspects. First, Multimedia Educaplay has various learning features such as audio, visuals, quizzes, learning videos, and interesting material summaries related to the material of Indonesian Cultural Wealth, so that it aims to improve students' reading comprehension skills. The ability to read comprehension is the key to a student's success in the learning process (Sarika et al., 2024). The use of Multimedia Educaplay is easy. It has interesting features that make Multimedia Educaplay users, especially fourth-grade students at SD Negeri 4 Selat, able to attract students' attention in learning, so that it can improve students' reading comprehension skills because Multimedia Educaplay is in accordance with students' learning styles.

Second, Multimedia Educaplay contains material for the Natural Sciences (IPAS) learning process, specifically Indonesian Cultural Heritage. Multimedia Educaplay offers engaging features, motivating students to learn during learning (Annisa et al., 2025; Jalinus et al., 2021; Tapingkae et al., 2020). Multimedia Educaplay, in the IPAS learning process, combines text, sound, images, and video simultaneously, making the learning process easier to understand. Multimedia Educaplay can also help students overcome difficulties in improving their reading comprehension skills. Multimedia Educaplay combines bright colors with engaging animations to engage students. Elementary school children prefer bright colors because they stimulate students' attention (Kahfi et al., 2021; Susanti, 2021). Multimedia Educaplay includes engaging quizzes and instructional videos to develop and facilitate students' understanding of the material. Learning videos have several advantages. Learning videos can demonstrate certain movements again, using certain effects can strengthen the learning process, and the information videos presented allow students to learn independently (Norma, 2021).

These findings are supported by previous findings suggesting that using Multimedia Educaplay in learning can be an effective strategy for improving fourth-grade elementary school students' reading comprehension. Combining visual and audio elements can enhance students' information processing (Fauziah & Ninawati, 2022; Rahmi & Alfurqan, 2021). Interactive multimedia can increase students' learning motivation and conceptual understanding (Kahfi et al., 2021). Multimedia-based learning media can create a more engaging and effective learning environment (Annisa et al., 2025). Consequently, the results of this study provide insights for teachers in designing technology-based learning that is more engaging and appropriate to the characteristics of elementary school students. Implementing Multimedia

Educaplay in fourth-grade elementary school students at SD Negeri 4 Selat proves that integrating interactive media in learning can increase student motivation and participation, thus improving their learning outcomes.

Furthermore, previous research also shows that implementing Multimedia Educaplay in fourth-grade elementary school students at SD Negeri 4 Selat proves that integrating interactive media in learning can increase student motivation and participation, thus improving their learning outcomes. However, this study still has several limitations. First, this study was conducted in only one school, so the results cannot be generalized to a wider population. Second, this study focused on improving reading comprehension without exploring other aspects such as critical thinking skills or students' long-term memory. Third, the duration of use of Multimedia Educaplay in this study was relatively short, so its long-term impact on student achievement could not be measured. Based on these limitations, future research is recommended to expand the scope of the study by involving more schools as samples to make the results more representative. In addition, further research can also explore the effect of Multimedia Educaplay on other aspects of learning, such as improving students' critical thinking skills and memory. Research with a long-term design is also recommended to see the extent to which the effectiveness of Multimedia Educaplay can be maintained in improving student learning outcomes over a longer period.

4. CONCLUSION

This study shows that the development of Educaplay multimedia effectively improves students' reading comprehension skills in its application in grade IV of SD Negeri 4 Selat for the Science material on Indonesian Cultural Wealth. The analysis results show that Educaplay Multimedia has excellent feasibility from the aspects of material and media, and is very practical based on teacher and student responses, through an attractive interactive display and quiz features that make it easier for teachers to measure student answer results. Recommendations for further research are to explore the effectiveness of this media in other learning aspects, such as the development of critical thinking skills, problem-solving, and its long-term impact on student learning outcomes.

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