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Interactive Multimedia Development to Strengthen Reading Skills in Transitive and Intransitive Sentence Material for Grade IV SDN Terondol

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Abstract

This study aims to develop interactive multimedia in the form of a Word Arrangement Board, Animated Videos, and Wordwall to improve the reading skills of fourth-grade elementary school students, especially in understanding the differences between transitive and intransitive sentences. The main problem found in the analysis stage was the low ability of students to recognize sentence structures because the learning media used previously was still limited to verbal explanations and conventional exercises. This study used the Research and Development (R&D) method with the ADDIE model through the stages of needs analysis, media design, product development, implementation in micro-teaching and real teaching, as well as formative and summative evaluations. The results showed that the three media developed were deemed feasible by material experts and media experts and effective in helping students understand sentence structures through concrete, visual, and interactive activities. The word arrangement Board provided direct experience in composing sentence elements, while the Wordwall strengthened reading skills through digital exercises. Implementation in small classes showed stable learning outcomes, while large classes showed variation in ability but still led to increased understanding. These findings confirm that interactive multimedia can be a strategic alternative to strengthen basic reading and literacy skills in elementary schools.

Keywords : *Interactive Multimedia, Word Arrangement Board, Reading Skills, Transitive and Intransitive Sentences, Wordwall.*

INTRODUCTION

Learning Indonesian is a crucial foundation for developing students' language skills, particularly in understanding, processing, and communicating information effectively. Skills develop optimally when students possess strong literacy skills from elementary school onward. According to Wiwikana et al. (2024), Literacy plays a very important role in improving the reading skills of elementary school students because literacy is a basic tool to help students master reading skills, which are the foundation of

the entire educational process.

Reading skills are a fundamental skill that students must possess to understand various subjects at the elementary school level. Reading involves more than just recognizing words, but also requires an understanding of the meaning and linguistic structure of the material being read. This is in line with the opinion expressed by Dasar (2023), that interactive multimedia has been proven to be effective in improving students' reading comprehension skills. A similar sentiment is also expressed by Wulandari et al. (2017), interactive multimedia is considered highly suitable for use in elementary school learning to strengthen students' literacy and understanding of sentence structure. Based on this description, it can be concluded that the use of interactive multimedia has been proven to help improve reading skills and is also considered suitable for strengthening literacy and understanding of sentence structure at elementary school level.

In fourth grade, students are required to understand sentence structure correctly, including distinguishing between transitive and intransitive sentences, as a foundation for understanding more complex reading materials. Without good reading comprehension skills, students will have difficulty grasping material in various subjects. This demonstrates the importance of providing engaging, interactive learning media tailored to the characteristics of elementary school-aged students to optimize literacy achievement.

According to data from the 2023 Education Report Card based on the National Assessment, only around 61.53% of elementary school students achieved literacy competencies above the minimum standard. Furthermore, the Ministry of Education, Culture, Research, and Technology's policy report states that literacy in Indonesia remains a major challenge. Indonesia's PISA reading scores (age 15) are also relatively low compared to several ASEAN countries. Based on these two data points, it is clear that basic literacy at the elementary school level still needs to be strengthened.

At one elementary school in Serang City, SDN Terondol, researchers conducted observations and found that several students still had difficulty distinguishing between transitive and intransitive sentences. Many students were still confused about whether an object was present in a sentence, often misclassifying it. Teachers also revealed that learning was still dominated by lectures and textbooks, causing students to quickly become bored and less actively engaged. The lack of visual and interactive media made it difficult for students to understand sentence structures, which actually require concrete examples, visual explanations, conceptual reinforcement, and repeated practice. This



condition indicates that the learning process has not fully met students' needs.

Based on interviews with teachers and lecturers, as well as analysis, a solution to this problem has been identified: the development of interactive multimedia that combines various forms of learning media. The products developed include a SUKA (Arrange Words) board to help students structure sentences, an animated video to visually explain the difference between transitive and intransitive sentences, and an interactive Wordwall game that provides practice questions with automatic feedback. The combination of these three media is designed to create a more engaging learning experience, making it easier for students to understand concepts and improve their reading comprehension skills through varied and interactive activities.

This research was conducted at Terondol Elementary School, an elementary school that has begun implementing the Merdeka Curriculum but still has limited use of digital learning media. Fourth-grade students were selected as research subjects because transitive and intransitive sentences are core competencies at this level. The classroom's reliance on textbooks and limited availability of innovative media makes this school an ideal location for the implementation and development of interactive multimedia to improve students' reading skills.

Multimedia is a learning medium that combines several media elements presented on a computer. Interactive multimedia is a solution that makes it easier for students to learn material compared to monotonous textbooks or e-books (Armansyah et al., 2019). This is in line with research Pribadi et al., (2024) which states that interactive multimedia has a characteristic within it that can involve student participation during the learning in order to foster student activeness. Interactive multimedia is a learning medium that combines text, images, sound, animation and user interaction, so that students can learn independently. In the context of language learning, interactive media has been proven to help students understand language structures concretely because visualization and animation provide a real Figure of linguistic concepts.

Reading is the pronunciation of words and the acquisition of words from printed materials. Reading activities involve analyzing and organizing various learning-related skills, thinking, considering, integrating, and solving problems, which means providing information for the reader (Harianto, 2020). Reading is the process of pronouncing and acquiring words to understand reading material. The use of interactive media can improve reading skills because students are given the opportunity to see visual representations of words and sentences, making it easier to understand structure



and meaning.

Transitive sentences require an object to complete their meaning, while intransitive sentences do not. This material is crucial in learning Indonesian at fourth grade because it relates to the correct construction of sentence structures. Using media such as word-arranging boards (SUKA boards) can help students understand sentence patterns by directly arranging the elements of subject, predicate, and object.

The use of interactive multimedia in reading lessons can help students understand sentence structure through visualizations and interactive activities such as sentence selection, word grouping, and educational games. The use of animated video also facilitates the delivery of learning and makes it easier for students to understand the lesson (Zahra et al., 2025). Wordwall media can help students reinforce reading and understand the general overview of learning materials (Suarmini & Nurjaya, 2023).

METHODS

This research is . This study used the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) approach to develop interactive multimedia in the form of word boards, animated videos, and word walls. The ADDIE approach was chosen because of its systematic, proven to have a clear structure and framework for developing learning media (Tesalonika, 2022). The research was conducted at SDN Terondol. The research subjects were fourth grade students, who are the primary users of the media. The media trial time was at 10:00 a.m. WIB, adjusting to the fourth-grade learning schedule

This study used the ADDIE development approach, which includes analysis, design, development, implementation, and evaluation. During the analysis stage, the researchers conducted classroom observations and interviews with fourth-grade teachers at Terondol Elementary School to identify students' difficulties in understanding transitive and intransitive sentences. This approach aligns with the opinion of Dewi & Handayani (2021) which confirms that the analysis stage in the ADDIE model allows researchers to gather student needs and material characteristics in the development of animated video media in elementary schools. Based on the results of this analysis, researchers entered the design stage, namely compiling learning media designs in the form of word boards, animated videos, and interactive Wordwall games. At this stage, video storyboards, visual flows, and grammar designs related to transitive and intransitive sentences were created. This stage is consistent with the design steps described by (Diri et al., 2021) which states that media design must be based on analysis of the needs and characteristics of students.



The next stage was development, the process of producing suamedia products: a physical word board, an animated video with illustrations and audio appropriate to the developmental level of fourth-grade students, and a Wordwall quiz like a match-up. The developed media were then validated by material experts and media experts using a validation questionnaire. This validation process is a standard procedure in ADDIE-based development research. After validation and revision, the implementation stage was carried out by testing the media on fourth-grade students at SDN Terondol at 10:00 a.m. WIB. At this stage, students first participated in a pretest through a micro-teaching activity, a small-scale learning trial involving approximately ten students as an initial sample. In this micro-teaching stage, the researchers used the developed learning media, the word board, animated video, and Wordwall, to see how students understood the material on transitive and intransitive sentences under limited trial conditions. The purpose of this pretest was to obtain an initial Figure of students' level of understanding before full learning was carried out.

The researchers conducted the posttest through real teaching activities, namely actual learning involving all fourth-grade students at Terondol Elementary School. In the real teaching stage, the same learning media were reused sequentially in a real classroom situation. This posttest was given after the learning process had taken place to measure learning outcomes and compare the increase in student understanding after participating in the full interactive multimedia learning process. During the implementation, the researchers also observed learning activities as part of the data collection techniques, as recommended in the study (Tesalonika, 2022) which emphasizes the importance of observation during the implementation of learning media.

The final stage was evaluation, which was conducted both formatively and summatively. Formative evaluation involved product improvements based on expert input at each validation and revision stage, while summative evaluation was conducted after implementation through analysis of pretest and posttest results and classroom observation findings. Furthermore, data from interviews and observations were analyzed using a qualitative approach through the stages of data reduction, presentation, and conclusion drawing. This analysis technique aligns with the methods used by Tesalonika (2022) which applies qualitative descriptive analysis to questionnaire data, interviews, and documentation in research on the development of interactive learning media.



RESULTS AND DISCUSSION

Results

Analysis Class IV observation and Teacher interview for Problem identification: Difficulty distinguishing transitive and intransitive sentences
Design 1. Word Board 2. Animated Video 3. Wordwall
Development 1. SUKA board (word arrangement) 2. Animated videos and Wordwall Validation by material experts and media experts (questionnaire)
Implementation Class IV trials: 1. Pretest: micro teaching 2. Posttest: real teaching
Evaluation Formative evaluation: product revision Summative evaluation: student assessment results

Figure 1. Summary of results

Discussion

The analysis phase was conducted on September 18, 2025, from 7:30 a.m. WIB until completion at SDN Terondol, specifically in class IV. The analysis was conducted through observations during class learning and continued with interviews with class teachers to map student difficulties in the material transitive and intransitive sentences. From the results of the observations, it was apparent that most students were unable to determine the presence of objects in sentences. They were still confused about differentiating basic structures and tended to guess when asked to classify sentences. Learning that took place with oral explanations and the use of textbooks made the material feel abstract for students, so their understanding was not fully formed.

The teacher stated that the limited supporting media quickly caused students to lose attention and become less engaged in analytical activities. The teacher-centered learning pattern also led to passive students who simply followed instructions without understanding core concepts. Based on these findings, the focus of the problem lies in a



weak understanding of sentence structure, which requires the support of visual media and more interactive activities to help students recognize the difference between transitive and intransitive sentences more easily.

The design phase was designed with the consideration that many students has not yet clearly understood sentence structure, so learning media that can provide visualization, interaction, and direct learning experiences are needed. Based on this need, three main media were selected: animated videos, Word Boards, and Wordwalls. Those three media were designed sequentially: animated videos serve as an introduction to concepts, Word Boards are used as practical activities, and Wordwalls are positioned as a medium for reflection and strengthening understanding after students have worked with physical media.

The Word Stacking Board was designed as a physical medium that students use in groups to arrange word fragments into meaningful sentences. Through this activity, students can directly observe how subjects, predicates, objects, and other elements form sentence structures. Furthermore, students have the opportunity to discuss before determining whether their sentences are transitive or intransitive. This type of activity provides space for students to understand concepts through real-world experiences, rather than simply memorizing definitions.



Figure 2. Word Stacking Board Media *Suku Kata* (SUKA)

Animated videos were used at the beginning of the lesson as a medium to deliver material in a coherent, simple, and easy-to-follow manner. Moving animations, narration, and examples relevant to everyday life help students gain an overview before moving on to the core activities. After students already completed the Word Board, a Wordwall activity was conducted as the final stage. Wordwalls serve to reinforce understanding through quizzes or games identifying sentence types and their elements. According to Ma'rifah & Mawardi (2021) shows that interactive multimedia assisted by Wordwall is able to improve students' critical thinking skills. This is in line with the



opinion of Hadi et al. (2024) which states that Wordwall increases enthusiasm for learning and creates a more enjoyable atmosphere for elementary school students.



Figure 3.1 Animation Videos



Figure 3.2 Wordwall

The entire design process was summarized in a storyboard, including the sequence of media usage, starting with the animated video, continuing with group activities using the Word Stack Board, and concluding with a Wordwall session. The storyboard helps ensure that each medium is placed according to the learning objectives, the flow of activities is consistent, and the learning time is well-managed. With a storyboard, the entire sequence of media usage is more structured and directed.

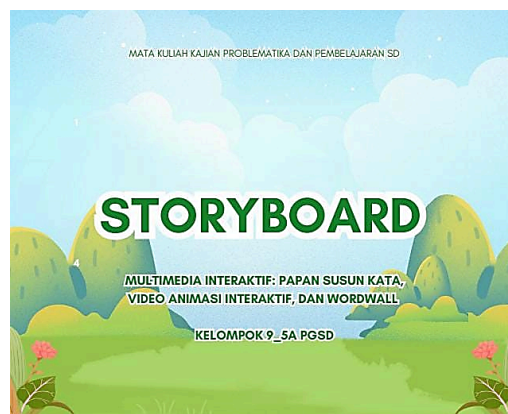


Figure 4. Story Board

The development phase began with the finalization based on the previous designed media: the SUKA (Word Structure) Board, animated video, and Wordwall. The SUKA Board was developed as a large, physical medium containing word fragments and sentence construction areas according to the storyboard's flow. The animated video was arranged according to the sequence of scenes in the storyboard, starting with the introduction, material explanation, and example sentences. After students worked with the SUKA Board, the Wordwall was used as a reinforcement medium to re-train their



ability to identify sentence structures interactively. The developed media were then validated by material experts and media experts using a questionnaire. The material experts assessed the accuracy of the content, clarity of the concepts, and the suitability of the example sentences with basic competencies. Meanwhile, the media experts assessed the visual appearance, color suitability, ease of use, and the media's suitability for elementary school students. Feedback from the validators became the basis for improvements, such as adjusting the font size of the word fragments and refining the video. After revisions were made, the media was declared suitable for use in the implementation phase.

The use of Wordwall as part of development media is strengthened by relevant research results. Romdaniah et al. (2025) explains that Wordwalls help students understand material in a more structured way because of their simple and unambiguous interaction. In addition, Fiani et al. (2024) states that interactive media that combines concrete activities and digital exercises can strengthen conceptual understanding in elementary school students, especially when digital activities are placed after physical activities in class. These two findings are in line with the media development process in this study, which places Wordwall as reinforcement after students work directly with the SUKA Board. With improvements made based on validator input and literature support, the development stage produces learning media that is ready to be implemented in learning transitive and intransitive sentence structures. The final product has met students' needs according to the storyboard design and is suitable for use in classroom learning activities. This is also proven by the results of media validation conducted by two experts, consisting of a media expert and a material expert.

Based on the validation results from media and material experts, the developed learning media were declared suitable for use. This indicates that these three media meet the requirements of content suitability, accuracy, design, and attractiveness, allowing them to proceed to the use or implementation stage in the learning process or field trials. The implementation phase was conducted through two trials: microteaching with 10 students and real teaching with 55 students. In this phase, the primary medium used was the SUKA (Arrange Words) Board, while the Wordwall served as reinforcement exercises after concrete activities. The microteaching environment, involving only 10 students, made the classroom much more conducive, allowing teachers to monitor the use of the SUKA Board more intensively. The cognitive assessment results for the microteaching showed high achievement, as most students were able to identify sentence types and construct sentences correctly using the SUKA Board. Group 1



emerged victorious due to their excellent coordination in constructing word fragments and their speed in responding to questions in the TGT model. From the affective perspective, almost all students demonstrated a spirit of mutual cooperation, respect for their peers, and confidence while working with the board. In the psychomotor domain, students were shown to be able to manipulate word fragments quickly and accurately.



Figure 5. Micro teaching

A different situation was observed in real-life teaching, which involved 55 students. Large classes created more crowded learning environments, making students more easily distracted. This impacted the use of the SUKA Board, which was less than optimal because teachers had to organize the flow of activities for a larger number of groups. As a result, students' cognitive achievement varied more compared to microteaching. In the affective aspect, some students appeared less active or only participated when asked. This condition was also evident during the activities, particularly during sentence construction and group discussions. In the psychomotor domain, students' abilities in constructing sentences using the SUKA Board in real-life teaching appeared much more varied. Some groups took longer to organize word fragments, while others worked quickly but less consistently. Overall, the implementation showed that the SUKA Board is very effective in small classes, while in large classes, its effectiveness remains visible but requires stricter classroom management to ensure all students receive an optimal learning experience.





Figure 3.2 Real Teaching

The evaluation phase was conducted through two main stages: formative and summative evaluation, to ensure that the developed learning media have been truly suitable for use and effective in supporting students' understanding of transitive and intransitive sentences. Formative evaluation focused on refining the media based on expert advice and the results of initial trials. One of the most important revisions was to the word board, specifically the quality of the media's physical material. In initial trials, the word pieces were easily damaged because the plastic covering the paper was too thin. After receiving feedback, the components were laminated to make them more durable for repeated use. Furthermore, parts of the board that previously used small nails that easily came off were replaced with small thumbtacks, allowing all the word pieces to be attached and moved more stably during the learning process. These physical improvements are highly recommended because the media's durability determines its success in repeated learning.

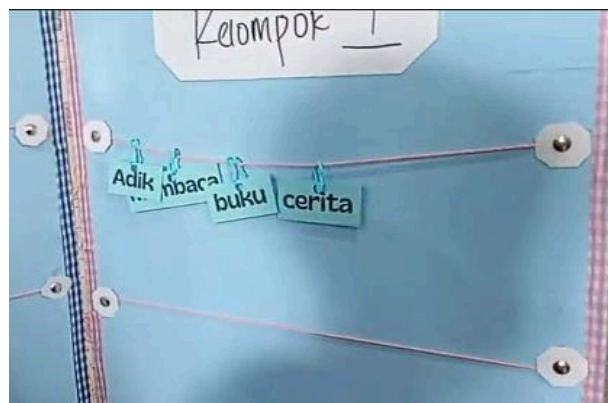


Figure 4.1 Word Arrangement Board Revision

In addition to physical improvements for the primary media, the formative evaluation also included a review of the animated video and the Wordwall game. At this stage, both media were deemed to have met the eligibility criteria from the initial trial. The animated video presented coherent material, provided clear audio, and provided



easy-to-follow example sentences. The Wordwall was also appropriate for the abilities of fourth-grade students and provided interactive exercises without the need for adjustments. After the reviews by material and media experts, both were immediately declared suitable for use because all visual elements, content, and difficulty levels were already appropriate. After the formative stage, the focus was on ensuring alignment between the word board, animated video, and Wordwall so that all three media could complement each other in learning activities.

The next stage was summative evaluation, which assessed student learning outcomes in microteaching and real teaching. Microteaching, which involved only 10 students, allowed for a more controlled classroom environment, allowing the teacher to provide closer support to each group. Assessment was conducted across three domains: cognitive, affective, and psychomotor. In the cognitive, affective and psychomotor domains, assessments were calculated using formula $“(score\ obtained)/(maximum\ score\ (10)) \times 100”$. From the calculation results, three students got a score of 100, four students got a score of 80, and three students got a score of 70. This shows that students understand the material fairly evenly in small classes. In the affective domain, most students demonstrated positive attitudes when working together, such as sharing tasks, helping friends, and respecting the opinions of other groups. Some students who were initially passive began to express their answers after being given the opportunity. Affective scores ranged from 92 to 100, indicating that students were able to participate in activities with a positive attitude. Furthermore, the calmer classroom environment made students more confident in participating in the TGT tournament. In the psychomotor domain, students' ability to correctly construct words was very evident, especially in group 1, which demonstrated the most stable performance, thus becoming the winner in the microteaching.



Figure 4. Assessment Results Activity in Micro teaching (images from left to right: cognitive, affective and psychomotor)



When entering real-life teaching with 55 students, the classroom dynamics changed significantly. With the larger group size, the teacher had to repeat instructions several times to ensure the entire group understood the steps. Even with the exact same group composition as in microteaching, their performance varied. Some groups appeared distracted by the noisy classroom atmosphere, while others were more focused because they were accustomed to working in larger classrooms.

In the cognitive assessment of real teaching, the results obtained were more varied. There were 8 students who scored 100, 19 students scored 90, 21 students scored 80, and the rest scored 70. Although the average class score was not much different from micro teaching, the variation in scores was greater because the large class conditions posed challenges in managing the rhythm of group work. In the affective domain, some students continued to demonstrate good cooperation, but there were several students who only participated after being directed by the teacher. In the psychomotor domain, some groups were able to compose sentences quickly and neatly, but others required more time to complete the task due to the less organized distribution of tasks.



Figure 5. Assessment Results Activity of Realteaching (images from left to right: cognitive, affective and psychomotor)

Furthermore, when students were given a Wordwall quiz as a reinforcement exercise, almost all groups were able to answer the questions correctly. Only two groups still made mistakes in constructing transitive and intransitive sentences using the elements of subject, predicate, object, and adverb. This indicated that most groups truly understood the material, and errors occurred only in a small proportion of the total participants. Therefore, it can be said that students' conceptual mastery is in the good category.





Figure 4.4 Wordwall Activities

In comparison, the average microteaching score was in the good-very good category, with an average cognitive score of 85, affective score of 93, and psychomotor score of 95. Meanwhile, in real teaching, the average score changed slightly to 83 for cognitive, 90 for affective, and 89 for psychomotor. A slight decrease in psychomotor and affective scores is quite normal considering that large class conditions affect student concentration and cooperation. However, overall, the evaluation results show that the SUKA Board as the primary medium remains effective, but requires reinforcement of instructions when used in large classes so that each group can work optimally. . . post-test questions.

CONCLUSION

This study shows that the development of learning media in the form of SUKA Boards, animated videos, and word walls can create a more focused, concrete, and enjoyable learning experience for elementary school students in understanding transitive and intransitive sentences while contributing to strengthening Indonesian language learning practices that emphasize accuracy, cooperation, and teamwork. The integration of concrete and digital media has been proven to help students develop thinking skills, attitudes, and skills in a balanced manner through an active and collaborative learning process. The results of this study are in line with the characteristics of students so that learning can take place more effectively. Future researchers are advised to explore variations of other relevant concrete and digital media and test their use on different language materials to broaden understanding of the effectiveness of learning in elementary schools.



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