



## Development and Validation of Digital-Based Preliminary Reading Media Instruments

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**Abstract:** This study aims to develop digital-based learning media instruments for first graders for beginner reading materials. This research used research and development method with the ASSURE model. The instrument used a questionnaire and validation sheet. Data analysis techniques are performed by calculating the value of the validity test results. The results showed that, 1). A digital-based learning media in the form of audio-visual has been developed using the kinemaster application for beginning reading material for grade I elementary schools which uses 3 stages, namely: Analyze Learning; State Standards and Objectives; Select Strategic Technology, Media and Materials; 2). The results of the validity test on digital-based beginning reading learning media products that have been developed, as a whole, are assessed by the material validator and media design. The results of the score by material experts are 89% in the "Very Valid" category, and for media design experts it is obtained with 94% in the "Very Valid" category. Thus, it can be concluded that digital-based early reading learning media in Indonesian lessons for grade I elementary schools is very valid to be used as one of the media in Indonesian subjects.

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## Introduction

School is an institution designed for teaching students under the supervision of educators or teachers. Basically a teacher must have a lot of skills in teaching, especially elementary school teachers. Elementary teachers must be creative in teaching in the classroom, such as in choosing learning methods, learning media, as well as teaching materials to be used. Learning is interpreted as a process of changing behavior as a result of individual interactions with their environment. Changes in behavior towards learning outcomes are continuous, functional, positive, active, and directed. The process of changing behavior can occur in various conditions based on explanations from educational and psychology experts (Izzatunnisa et al., 2021; Putri et al., 2022; Cholifah et al., 2022). Success in the learning and learning process can be seen through the level of success in achieving educational goals. By achieving the learning objectives, it can be said that the teacher has succeeded in teaching.

One of the subjects that need to be considered in the development of learning media is Indonesian. Learning Indonesian contains four language skills, namely listening, speaking, reading, and writing. However, reading is one of the most important reading skills besides the other three language skills (Irfansyah, 2022; Santika & Nasution, 2021). This is based because reading is a means to learn something so that it can expand knowledge and explore written messages in reading material. Reading this beginning begins with the introduction of vowels and consonants. After students recognize vowels and consonants, students are



introduced to stringing these letters into syllables. Furthermore, the syllables that have been introduced are then assembled into simple words and sentences (Nurhalisa et al., 2021).

The teaching and learning process will run effectively and efficiently if it is supported by the availability of supporting media. The provision of dynamic, conducive and dialogic educational media and methodologies is indispensable for optimally developing the potential of students (M. Kasmawati et al., 2022; Widahyu, 2021). This is because the potential of students will be more stimulated if assisted by a number of media or facilities and infrastructure that support the interaction process that is being carried out. The use of learning media by utilizing technology is very important to support student learning success, especially during a pandemic like today. Learning media is an integral part of the learning system, so the use of learning media affects student learning outcomes (Rahmatullah & Ghufro, 2021; Wargadinata et al., 2020).

Based on the description above, the researcher is interested in developing interesting and creative learning media, which is developed through the kinemaster application so that it can improve students' initial reading skills and help provide convenience for teachers in presenting material. So, this study aims to develop and validate digital-based learning media for first graders in beginning reading material.

## Research Method

The research employed Research and Development (R&D) method with the ASSURE model composed of 6 stages of development including Analyze Learning; State Standards and Objectives; Select Strategic Technology, Media and Materials; Utilize Technology; Require Learner Participation; Evaluate and Revise (Nurmala et al., 2021; Santika & Nasution, 2021). However, this research only reached stage three, namely strategic selection of technology, media and materials. Choosing strategy, technology, media & materials is a step in developing a media validation instrument. The designed validation instrument was developed in the form of a questionnaire (Haris et al., 2018; K. Kasmawati et al., 2022). Each validator will be given a validation sheet for each instrument to be filled with a check mark on a Likert scale 1-4 (Iskandar et al., 2022; Prasetyo et al., 2020; Ramadhani & Fitri, 2022). For the purposes of quantitative analysis, the answers are given a number or value. The explanation is as follows, less = 1, enough = 2, good = 3 and very good = 4 (Sidin et al., 2022).

The data analysis technique in this study is the analysis of product validation results through validation sheets is carried out with the following steps: (1) calculating the total score of each component assessed by the validator; (2) calculating the average score of each component of the assessment aspect using the formula:

$$X = \frac{\sum x}{n} \times 100\%$$

X = Percentage wanted

$\sum X$  = Total value of respondents' answers

n = the ideal value

(3) converting scores using categorization as a reference for changing scores into a scale of four can be seen in table 1.

**Table 1. Criteria for Product Validity and Revision Levels**

Percent (%)	Validation Criteria
76-100	Valid (no revision needed)
56-75	Valid enough (no revision needed)
40-55	Invalid (Revised)
0-39	Invalid (Revised)

## Results and Discussion

Media are all forms of intermediaries that are used by all humans to convey ideas, ideas or opinions so that the ideas, ideas or opinions expressed reach the intended recipient (Enawaty and Sari, 2010). Media has several advantages, including making abstract and complex concepts into something real, simple, systematic and clear (Wahyuni et al., 2015). Learning Media is a tool that is used as an intermediary for teachers in conveying information to students (Fitri and Ismulyati, 2016). Effective learning media is media that can make students interested so that students more easily understand the material (Lestari and Projosantoso, 2016).

Audio-visual media is one of the media that is believed to increase the enthusiasm of students' learning enthusiasm, Besides, audio-visual media is also an alternative means of optimizing the learning process (Harkoyo, 2009). Audio visual media is also called video media because in the video, there is a presentation of material in the form of sound and pictures. Interactive videos are videos that can lure students during the learning process so that students will respond to what they see and hear, Thus, students will be able to absorb messages from the material contained in the video (Izzudin et al., 2013). The advantage of using audio-visual media is that the message conveyed is easy to understand, understand, and retain in memory so that it will have a real effect on learning outcomes in both the cognitive, affective and psychomotor domains (Rosyidah and Winarni, 2016). In addition, the advantages of audio-visual media can also overcome the limitations of distance and time and can be repeated to increase understanding (Munandi, 2012).

Based on research conducted by Asmara (2015), it shows that learning using audio-visual media is more successful than learning without media. Then research by Fujiyanto et al. (2016) showed that the use of audio-visual media can help understand abstract material into concrete and can improve student learning outcomes, Further, research by Wahyuni et al. (2015) showed that students who were taught using audio-visual media had an average learning interest higher than students who were taught without media.

The validation instrument for digital-based beginning reading media was developed in the form of a questionnaire accompanied by a rubric. Media validation instruments are designed in two forms, namely content/material validation instruments and media validation instruments. The material validation instruments designed include content and audio-visual aspects. Before designing a learning media based on the results of the analysis, researchers need to conduct a validation test on the product or teaching material to be developed. The validation test consists of material validation, media design validation and user (teacher) validation. The following table 2. Revision of corrections to teaching materials in the form of digital-based learning media (audio-visual) from a team of expert validators.

**Table 2. Revision of Teaching Materials for digital-based learning media (Audio-Visual)**

Information	Before Revision	After Revision
The addition of children's songs as an opening learning media		
Adding letters to make it more attractive to students		
Diction in the material should be simpler		



Based on the results of the validity test through three experts and conducting revisions, the digital-based learning media for beginning reading in Indonesian for class I elementary schools is included in the "very valid" category. The following is table 3. The validation results of digital-based learning media (Audio-Visual) teaching materials from a team of expert validators.

**Table 3. Recapitulation of the Validity Results of Digital Based Learning Media Materials (Audio-Visual)**

No	Rated aspect	Mark	Information
1.	Font type and size		Valid
	a. Use of font size	3	
	b. The typeface used	3	
	c. Word usage	4	
2.	Space arrangement (layout text)		Valid
	a. Size of space and text	4	
	b. Layout of pictures as well as tables	3	
	c. Space size	4	
3.	Material content framework		Valid
	a. Able to recognize letters	3	
	b. Able to read words	3	
	c. Listen	4	
4.	Appropriateness of the description of the material		Valid
	a. The material used is in sync with the media	4	
	b. The material and media are easy to understand	3	
	c. The material is taken from school books	3	
5.	Conformity between basic competencies with indicators		Very Valid
	a. Indicators are taken from basic competence	4	
	b. Indicators according to basic competence	4	
	c. Basic competence becomes a benchmark indicator	4	
6.	Clarification of the examples given		Valid
	a. Easy to understand examples	3	
	b. Using simple things	4	
	c. Examples are easy for students to catch	3	

$$V = \frac{64}{72} \times 100\% \\ = 89\%$$

Based on the validation results of digital-based learning media (Audio-Visual) materials that have been carried out by experts and processed using the above formula, the results of the validity of learning materials with 89% of the very valid category are obtained. The following is table 3. The validation results of digital-based learning media designs (Audio-Visual) from a team of expert validators.

Material expert validation assessment includes six aspects that are assessed, namely aspects of type and size of letters, text layout, content framework, material suitability, Basic Competences suitability and indicators, explanation of the examples given. Aspects of type and size of letters obtained a total score of 3, 3, and 4; layout aspect obtained 4,3, and 4; aspects of the material content framework obtained 3, 3, and 4; content framework material

3,3, and 4; the suitability of the material scores 4,3, and 3, the suitability of KD and indicators scores 4,3,4; explanation of the examples given obtained a score of 3,4,3.

Based on the validation results of digital-based learning media (Audio-Visual) which have been carried out by experts and processed using the formula above, the results of the validity of learning media are obtained with a very valid category of 94%. The percentage of media validation is quite high. This is in line with the results of Paradilasari's research (2019) concerning the development of audio-visual-based learning in 94.8% colloid material which is very suitable for use in the teaching and learning process and can increase student motivation and learning outcomes. The results of the material instrument validation show that learning media in the material aspect is very suitable for use by elementary school students. Media feasibility is measured based on the validation results of a number of indicators validated by material experts.

**Table 4. Recapitulation of the Validity Results of Digital-Based Learning Media Design (Audio-Visual)**

No	Rated aspect	Mark	Information
1.	Material		Very Valid
	a. Digital-based learning media (audio-visual) according to the learning material	4	
	b. Digital-based learning media (audio-visual) are used in accordance with the learning objectives	4	
	c. The use of digital-based learning media (audio-visual) is used in accordance with basic competencies	4	
2.	Illustration		Valid
	a. Digital-based learning media (audio-visual) can provide illustrations in accordance with the actual situation	3	
	b. Digital-based learning media (audio-visual) can make it easier for students to imagine	3	
3.	Quality and display of audio-visual media		Very Valid
	a. The appearance of learning media attracts students' attention	4	
	b. The learning media used is not easily damaged	4	
4.	Attractiveness		Very Valid
	a. The use of digital-based learning media (audio-visual) can reduce students' dependence on educators.	4	
	b. The use of digital-based learning media (audio-visual) can prevent misunderstanding of information that occurs in students.	4	

$$V = \frac{34}{36} \times 100\% \\ = 94\%$$

Based on the validation results of digital-based learning media (Audio-Visual) which have been carried out by experts and processed using the above formula, the results of the validity of learning media with 94% of the very valid category are obtained.





This research is a study that develops a learning media in the Indonesian subject of beginner reading material. The media developed by researchers is "Audio-Visual" media to make it easier for students to learn to read words and understand letters. Researchers develop media using the ASSURE model. Based on the conclusions from the results of the analysis phase, a digital-based (Audio-Visual) learning media for beginning reading was designed as a solution and effort to assist educators in the learning process so that students become more active and achieve maximum results. In addition, students can study independently through digital-based learning media both at school and at home without being bound by time and place. Regardless of all the limitations of the research, the results showed that digital-based learning media has aspects of media quality, as stated by (Wangsa et al., 2021; Isnaini et al., 2023) that a product developed is qualified if it meets the criteria, namely validation.

### **The validity of digital-based beginner reading learning media**

Digital-based initial reading learning media is said to be valid, because it has gone through a development process, It also has gone through the research and development process in the proper way.

#### **1. Material Validation of Digital Based Learning Media (Audio-Visual)**

The results of the validation test by an expert validator for learning material in digital-based early reading learning media in Indonesian language lessons for grade I elementary schools showed that the material obtained a score of 89% in the "Very valid" category. Based on the results of the material expert validator, it meets the validity category according to what has been determined in chapter III.

#### **2. Digital Based Learning Media Design Validation (Audio-Visual)**

The validation of media design experts on digital-based beginner reading learning media in Indonesian language lessons for grade I elementary schools obtained a value of 94% in the "Very Valid" category. Based on the results of the validator, the media design expert meets the categories as shown in table 4.

Rofiqoh et al., (2020) state that a product developed is of high quality if it meets the criteria, one of which is the validity test. The validity test of digital-based beginning reading learning media was carried out well according to 3 validators including, 1 material expert validator, one media design expert validator and one practicality expert validator. According to the three validators, the digital-based beginning reading learning media stated that it was valid so that it could be used in grade I (one) elementary school level.

In the context of learning in class, the message conveyed can be in the form of teaching material delivered verbally (oral and written) and/or nonverbally (gestures). The use of digital media as learning has experienced significant development. The presence of digital media provides a variety of educational innovations, where conventional learning which is rigid and monotonous will be replaced by learning using digital media which is considered more practical, flexible, and not limited by space and time. Not only the teacher is a communicator, but students can also act as a communicator or message giver. This can happen in the midst of an increasingly modern learning system. Teachers are no longer the only source of learning, but students can explore themselves to dig up information from various sources and communicate it in the learning process (Misbah, et al., 2018).

The results of the assessment of experts, it is known that Digital-Based Preliminary Reading Media has been developed, is appropriate and feasible to be used in learning activities, especially to stimulate children's empathic abilities. This can be seen from several aspects. First, from the material aspect that Digital Digital-Based Preliminary Reading Media is in the Valid/Eligible category, which is seen from the content and text of the material, the



suitability of the material displayed with basic competencies, indicators and learning objectives, the correctness of concepts and theories and the use of appropriate grammar. Presentation of material on teaching materials developed, arranged according to basic competencies and indicators that are in accordance with the learning objectives to be achieved. Based on the validation from material experts, it can be seen that the digital-based Preliminary Reading Media that has been developed is feasible so that it can be used in children's learning activities.

Learning media is a tool that can clarify the presentation of messages and information so that it can expedite and improve learning processes and outcomes (Surachman, 2020; Puspitasari, 2017). Second, the aspect of learning media that digital Digital-Based Preliminary Reading Media is in the good category, in terms of the design of the media being developed and the suitability of the material with the media being developed in which there are pictures, audio which are designed to be attractive and in accordance with children's development, so that it is expected to be able to make children are eager to learn. Based on the assessment of media experts, it is known that the Digital-Based Preliminary Reading Media that has been developed, in terms of learning media, is appropriate and appropriate for use in learning activities to stimulate children's learning abilities. Digital-Based Preliminary Reading Media is one of the learning media that teachers can use during the learning process. Digital-Based Learning Media is able to provide children with reading activities in developing the potential of every aspect of child development. This potential, such as increasing children's language vocabulary and moral messages contained in stories, can stimulate children's social-emotional abilities, especially in children's ability to empathize with others. In addition, Digital-Based Preliminary Reading Media are books in which there are stories and are equipped with illustrated pictures, text or conversations delivered in light language so that they are easy to understand and contain moral messages that can be applied in everyday life (Nugraheni, 2019; Pratiwi, 2017). The role of learning media can be successful if it is able to change student behavior (behavior change) and improve student learning outcomes. The successful use of learning media is very dependent on how well the media is planned. Media will also be used effectively and successfully in the learning process if a comprehensive analysis is carried out by taking into account various aspects (Juliasih, et al., 2023; Ardhiniswari, et al., 2020).

## **Conclusion**

Based on the results of research, it can be concluded that: 1). A digital-based learning media in the form of audio-visual has been developed using the kinemaster application for beginning reading material for grade I elementary schools which uses 3 stages of the model, namely: Analyze Learning; State Standards and Objectives; Select Strategic Technology, Media and Materials; 2). The results of the validity test on digital-based beginning reading learning media products that have been developed, as a whole are assessed by the material validator and media design. The results of the score by material experts are 89% in the "Very Valid" category, for media design experts it is obtained with 94% in the "Very Valid" category. Based on these results it is concluded that digital-based early reading learning media in Indonesian lessons for grade I elementary schools is very valid to be used as one of the media in Indonesian subjects.

## **Recommendation**

Based on the results obtained in this study, there are several recommendations that researchers can put forward, namely: 1). It is hoped that in the learning process, educators



will not only use the open course in the learning process but can use learning media that has been developed so that they can assist researchers in the learning process and can increase the motivation and activeness of students; 2). It is hoped that future researchers will be able to carry out further research on digital-based (audio-visual) learning media for beginning reading materials in Indonesian language lessons in grade I elementary schools.

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