



Development of SITEX: A Scratch-Based Interactive Web Media to Enhance Elementary Students' Reading Interest in Explanatory Texts

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Abstract: This study aims to develop interactive learning media based on the Scratch website (SITEX) to promote reading interest among fifth-grade students at SDN 1 Singonegoro in learning explanatory texts and to evaluate its feasibility and effectiveness. The study employed a Research and Development (R&D) methodology using the ADDIE model, comprising five stages: analysis, design, development, implementation, and evaluation. The research instruments included a questionnaire measuring students' reading interest in the instructional materials, student and teacher response questionnaires, and validation sheets completed by media, content, and language experts. Data were analyzed using descriptive qualitative and quantitative techniques, including normality testing and paired-samples t-tests. The validation results indicated that the media achieved feasibility scores ranging from 0.82 to 0.97, placing it in the "Very Feasible" category. Small- and large-group trials demonstrated significant increases in students' reading interest. In the small-group trial, the mean score increased from 41.6 to 52.4 (Sig. 2-tailed = .018), while in the large-group trial, it increased from 42.0 to 53.1 (Sig. 2-tailed < .001). By integrating audio, visual elements, quizzes, and interactive features, SITEX provides an engaging learning experience and encourages student participation. The findings indicate that SITEX is a feasible interactive learning medium for Indonesian language instruction in elementary schools and has the potential to promote students' interest in reading explanatory texts.

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Introduction

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System affirms that education aims to develop individual potential and shape national character to create an intelligent national life. Achieving these goals at the elementary school level is supported by the implementation of the Independent Curriculum, which emphasizes contextual learning, differentiation, and strengthening literacy. In this regard, Indonesian plays a strategic role, as reading skills serve as a foundation for mastering various fields of knowledge and serve as a means of developing critical and reflective thinking skills. (Sumaryamti, 2023).

At the elementary school level, reading is not simply the act of pronouncing words in a text, but rather a cognitive process involving understanding, interpretation, and meaning-making (Nurfadillah, 2023). The success of this process is greatly influenced by reading interest, a student's internal affective aspect. Reading interest is defined as a tendency accompanied by pleasure, attention, and encouragement to engage in reading activities voluntarily without pressure (Suantara et al., 2019). Providing students with engaging



materials that are appropriate to their ability level can be an important prerequisite for successfully encouraging their reading interest (Montón, 2017). Students with a strong reading interest generally demonstrate more active learning participation and better academic achievement.

Empirically, the results of the 2025 National Assessment through ANBK indicate that elementary school students' basic literacy competencies, particularly in understanding and interpreting information from spoken and written texts, are still in the "requires additional intervention" category in a number of schools (Afiati et al., 2024). This finding demonstrates a gap between the demands of the curriculum, which is oriented towards strengthening literacy, and the actual condition of students' reading abilities (Saputri & Rochmiyati, 2024). This challenge becomes even more complex in learning explanatory texts, which require the ability to understand cause-and-effect relationships systematically and analytically. This demand requires higher-order thinking skills, as students are expected not only to read the information presented but also to analyze and logically construct relationships between events.

An explanatory text is a type of text that describes how a phenomenon, either natural or social, happens in a clear and organized way (Sulistiani & Noor Amalia, 2022). Typically, its structure includes a general statement, a sequence of explanations, and an interpretation (Budi, 2017). These characteristics require students to be able to identify factual information, understand cause-and-effect relationships, and structure their understanding coherently. Therefore, increasing reading interest in explanatory text material is a crucial aspect in supporting the achievement of literacy competencies. However, explanatory texts are often considered difficult by elementary school students because they require understanding cause-and-effect relationships and organizing information logically. This demands higher-order thinking skills, such as analyzing relationships between events and constructing meaning systematically. These difficulties are exacerbated when learning is delivered through conventional text-based methods without sufficient visual and interactive support, leading to low engagement and limited comprehension.

This problem was also found in learning practices at SDN 1 Singonegoro. Initial observations showed that fifth-grade students had relatively low reading interest in explanatory texts. Students showed little enthusiasm for reading, were not yet accustomed to reading independently, and had difficulty understanding the cause-and-effect structure of texts. Furthermore, the learning process was still dominated by the use of conventional media with limited variations, so the reading experience was not fully interactive and meaningful. This condition indicated a mismatch between the curriculum orientation that emphasized literacy and the implementation of learning in learning environment.

An alternative approach is to create digital-based interactive learning media. This type of media enables students to actively engage with the content through a combination of text, images, audio, animations, and interactive assessments (Abdullah et al., 2021). Research has shown that using interactive media can enhance students' motivation, participation, and comprehension of learning materials (Cahyaningtias & Ridwan, 2022). In this context, one platform that can be utilized is Scratch, which, although originally designed for visual programming, can be adapted as an interactive learning medium. Scratch integrates text, images, animations, audio, and interactive features, allowing explanatory texts to be presented in a more engaging and meaningful way. Through animations and interactive elements, abstract concepts and cause-and-effect relationships become more concrete and easier to understand. Additionally, its use supports constructivist learning by encouraging



active student interaction, thereby enhancing reading engagement and comprehension. However, it is important to note that the effectiveness of learning media depends on its alignment with learning objectives, material characteristics, student needs, and classroom context (Go et al., 2023). Therefore, the development of interactive learning media should not focus solely on technological and visual aspects but must also be grounded in strong pedagogical principles to effectively meet learning goals and continuously foster student interest and engagement.

Multiple prior studies indicate that creating digital interactive learning media can help enhance both the motivation and academic performance of elementary school students. Research conducted by Alviano et al. (2025) showed that Scratch-based learning media has been identified as a feasible and effective medium in facilitating Indonesian language learning through the integration of animation and interactive assessment features. Similarly, research conducted by Bahagia et al. (2025) stated that website-based learning media has been reported to be practical and effective in strengthening fifth-grade students' understanding of learning content. Furthermore, researcher Nurfadillah (2023) concluded that visual media such as picture storybooks have been proven to significantly increase students' interest in reading at the elementary school level. These studies largely emphasize cognitive learning outcomes or mastery of specific subject matter, and have not explicitly integrated Scratch-based website platforms designed to foster student interest in reading explanatory texts. These findings suggest an opportunity to design interactive media that support both cognitive and affective aspects, particularly reading interest. In the digital era, SITEX (Scratch-based Interactive Explanatory Text) transforms conventional passive reading into active exploration through its interactive features, enabling students to engage more deeply with explanatory texts.

Based on this background, conducting this research is considered important for developing SITEX media using Scratch as a tool to support students' interest in reading explanatory text materials. Accordingly, this study aims to create Scratch-based website learning media to foster fifth-grade students' reading interest in explanatory texts at SDN 1 Singonegoro. The research also seeks to examine the effect of using SITEX media on students' reading interest and to evaluate the feasibility of the developed media. This development is expected to provide a more interactive and engaging learning experience, thereby enhancing students' interest in reading explanatory text materials.

Research Method

This research utilized a Research and Development (R&D) method following the ADDIE model introduced by Branch (2009), which includes five phases: Analysis, Design, Development, Implementation, and Evaluation. This design was chosen because of its systematic structure and focus on producing learning products that meet student needs. The analysis stage involved observation and interviews to determine student and teacher needs. In the design stage, an interactive media based on the Scratch website was planned, and research instruments were developed, including a needs questionnaire, expert validation questionnaire, response questionnaire, and reading interest questionnaire (pretest-posttest). The development phase involved creating the product, conducting validations by media, content, and language experts, and carrying out trials with a small group. The implementation phase was carried out through field trials involving the entire population. The evaluation phase was based on the outcomes of the feasibility tests and the media's impact, which were used to revise and finalize the product.

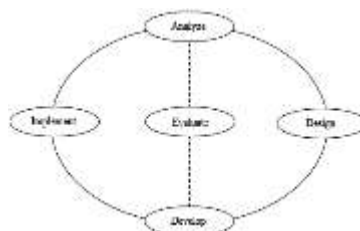


Figure 1. ADDIE Model Research Flow according to Branch (2009)

This study was carried out at SDN 1 Singonegoro in Blora Regency between January and February 2026. The participants consisted of 25 fifth-grade students, elected using total sampling, as they represented one complete class. The independent variable was Scratch-based interactive media, whereas the dependent variable was the students' interest in reading explanatory text materials. Data collection techniques included classroom observation and interviews with fifth-grade teachers. At the development stage, a small group trial was conducted on 5 fifth-grade students in other equivalent schools, with varying cognitive abilities (high, medium, and low). The feasibility of the media was analyzed using the Aiken's V formula calculated from the validation results carried out by experts and response questionnaires, and the influence of the media was measured by comparing the results of the initial (pre-test) and final (post-test) reading interest questionnaires. The analysis of pre-test and post-test data was performed using SPSS version 27, including normality tests and paired sample t-tests. The following are the criteria for interpreting the reading interest questionnaire for teaching materials.

Table 1. Interpretation Criteria for Reading Interest Scores

Score	Category	Information
81 – 100	Very High	Interest in reading is very high, students are very enthusiastic about reading
61 – 80	High	High interest in reading, students are quite motivated to read
41 – 60	Currently	Reading interest at a moderate level, students are sometimes motivated to read
21 – 40	Low	Low interest in reading, students are less interested in reading
0 – 20	Very Low	Reading interest is very low, students are not interested in reading

(Mirnawati, 2020)

These criteria are used as a reference in interpreting the results of the student reading interest questionnaire on explanatory text teaching materials. In this study, reading interest refers to interest in reading the teaching materials. The reading interest indicators used as the basis for compiling the questionnaire include: (1) need for teaching materials, (2) actions to search for teaching materials, (3) enjoyment of the teaching materials, and (4) desire to read the teaching materials, and (5) following up on what is read (Rosdiani & Puspitasari, 2022). These indicators form the foundation for evaluating students' reading interest levels both before and after the use of the learning media. The reading interest questionnaire uses a Likert scale with a scale of 1 – 4. Below are the criteria for feasibility data, which will guide the assessment of expert questionnaires and feedback on the learning media.

Table 2. Data Eligibility Criteria According to Aiken's

Presentation	Criteria
$V \geq 0,80$	Very Feasible
$0,60 - 0,79$	Feasible



0,40 – 0,59	Decent enough needs revision
< 0,40	No Feasible

(Fauziyah & Sabtiawan, 2025)

Results and Discussion

The development of interactive website-based Scratch media was carried out based on the ADDIE stages. Development only progressed to the small group pilot test and large group testing stages. The outcomes of developing Scratch-based interactive website media are presented as follows.

1) Analyze

The analysis phase is the first step in the ADDIE model, aimed at identifying learning challenges and student needs prior to product development (Kurnia et al., 2019). From performance and needs analyses conducted through interviews with fifth-grade teachers at SDN 1 Singonegoro, it was found that explanatory text learning is still dominated by the use of long reading texts with limited media variations. This approach has led to low student focus, participation, and interest in reading during lessons. This observation aligns with findings that the use of monotonous media can decrease student motivation and engagement in learning (Susanti et al., 2024). Additionally, elementary students, who are in the concrete operational stage, benefit from visual supports and interactive activities for more meaningful learning experiences. Based on this analysis, it was concluded that there is a need to develop innovative, interactive learning media tailored to student characteristics. Therefore, website-based scratch learning media was developed as a solution to encourage student reading interest and support more effective and enjoyable Indonesian language learning. The effectiveness of this approach can be explained through cognitive theory of multimedia learning proposed by Richard E. Mayer (2009), which states that students learn better from a combination of words and visuals than from text alone. The integration of audio, visuals, and interactive elements in the SITEX media helps reduce students' cognitive load when understanding explanatory texts, thereby supporting better comprehension and increasing reading interest.

2) Design

The design phase represents the second phase of the ADDIE model and emphasizes systematic planning of product development based on the results of the needs analysis (Rachma et al., 2023). In this phase, learning media developed using the Scratch website platform are carefully structured by collecting relevant references, selecting a media platform that suits student characteristics, and organizing explanatory text material that includes definitions, structures, examples, and interactive quiz activities. Scratch provides a social platform for its users to share projects, receive feedback, and learn from projects created by other users (Arfiansyah et al., 2019). During its development, the visual design of the Scratch website-based media was created using the Canva and Gemini applications before being transformed into an engaging learning medium that suits the characteristics of fifth-grade students. In addition to the visual display, the Scratch website-based learning media is also equipped with audio that reads all the text contained in the media. This feature allows students not only to read but also to listen to the entire text, thereby helping to encourage reading interest, concentration, and student engagement in the learning process. This is in line with Sari (2021) who stated that the use of interactive

multimedia-based learning media that combines visual and audio elements can significantly encourage reading interest and involvement of elementary school students.

Thus, the completed scratch-based interactive media design will be realized at the development stage to ensure that the planned concept is effectively transformed into a learning media product that meets student needs and learning objectives. Meanwhile, the assessment grid from material and language experts on the reading interest questionnaire instrument for the teaching materials to be used includes (1) Indicator suitability aspect, (2) Statement construction aspect, (3) Language aspect, (4) Context relevance aspect, (5) Content suitability aspect, and (6) Usability aspect. In addition, material and language expert assessment indicators for learning media include (1) material suitability, (2) accuracy and completeness of material, (3) coherence of material presentation, (4) clarity and accuracy of language, and (5) support for reading interest in teaching materials (Imroatana et al., 2022). Meanwhile, media expert assessment indicators include (1) linguistic aspect, (2) media design, (3) content quality, (4) enjoyment, and (5) evaluation aspect (Suhailah et al., 2021). The entire grid will be developed into an assessment sheet at the development stage.

3) Development

In the development stage, the product is created according to the design formulated in the previous design stage. The development stage is a product trial process carried out before the media is widely implemented in learning (Febrianto & Puspitaningsih, 2020). This stage includes the creation of SITEX media based on the Scratch website, conducting feasibility tests on the learning media, and a questionnaire instrument for reading interest in teaching materials. The following is the SITEX media based on the Scratch website that has been developed from the design:



Figure 2. Display of the Scratch Website-Based Learning Media Design
 The Scratch-based SITEX media can be accessed through the following link.
<https://scratch.mit.edu/projects/1271406768>

Furthermore, the evaluation was conducted by media, material, and language experts using a predetermined assessment questionnaire. The purpose of this validation was to obtain suggestions and input for improvement so that the product could be improved in accordance with expert recommendations. The assessment instruments by material and language experts. The assessment instruments in this study included a



validation sheet for learning media and a questionnaire on reading interest in teaching materials. Material and language experts assessed two types, namely learning media with 15 statement items and a reading interest instrument for teaching materials with 10 statement items, while media experts assessed the media developed using 15 statement items. The following table presents a summary of the validation results of media, material, and language experts.

Table 3. Average results of expert validators for media, materials and language

Validator	Validation	Total	Score	Category
Media expert validator	Media	38	0,84	Very Feasible
Material and language expert validator	Media	37	0,82	Very Feasible
	Reading interest questionnaire instrument	27	0,9	Very Feasible

According to the evaluations by expert validators, the developed media received a total score of 38, corresponding to a validity value of 0.84. Assessments by material and language experts yielded a total score of 37 with a validity value of 0.82, while the reading interest instrument received a total score of 27 with a validity value of 0.9. These results indicate that both the learning media and the reading interest instruments are categorized as highly suitable for use in the learning process, as reflected by the high average validity scores across all assessment aspects. This is in line with the opinion of Sugiyono (2016), who stated that development products that have gone through the expert validation stage with a high feasibility value can be declared suitable for the next stage of testing after revisions are made according to the validator's suggestions.

At this stage, the revised Scratch website-based learning media, based on suggestions from media, material, and language experts, was tested through a small group trial involving 5 fifth-grade students. This trial was conducted to evaluate the implementation of learning, students' reading interest in the teaching materials, and the ease of using the media. Prior to the lesson, students completed a pretest in the form of a reading interest questionnaire to assess their initial interest in the materials. They then participated in learning activities using the Scratch website-based media, followed by a posttest and a response questionnaire. The questionnaire results indicated a feasibility score of 0.83, falling into the "Very Feasible" category. Pretest and posttest data were analyzed to examine the impact of the media and were summarized through a normality test, serving as a basis for refinement before conducting a larger-scale trial.

Table 4. Pilot Test Normality Test (Small Group)

Shapiro Wilk		Statistics	Df	Sig
Pretest	Small-Group	0.809	5	0.096
Post-test	Small-Group	0.924	5	0.558

Table 4 presents the results of the Shapiro–Wilk normality test on the pretest and posttest data of student reading interest in the small-group trial. The analysis revealed that the pretest data from five students had a significance value of 0.096, which is above the 0.05 threshold, indicating that the initial data were normally distributed. Likewise, the posttest data showed a Shapiro–Wilk significance value of 0.558, also exceeding 0.05, confirming that the final data were normally distributed. Thus, both the pretest and posttest data from the small-group trial satisfied the normality assumption and were suitable for further analysis and for advancing to the large-group trial.



Since the assumption of normality was met, the analysis continued using a Paired Samples t-test. This test aimed to examine whether there was a significant difference between the average pretest and posttest scores after implementing the Scratch website-based learning media. The results of this analysis are presented in the following table.

Table 5. Paired Sample Test (Pilot test small group)

	t-statistics	df	Sig. (2-tailed)
Pretest – Post-test	-3.841	4	0.018

Table 5 shows the results of the paired sample t-test comparing students' initial and final reading interest, with a Sig. (2-tailed) value of 0.018, which is below the 0.05 significance threshold. According to the decision criteria, H_0 is rejected, and H_1 is accepted. This indicates a statistically significant difference between the average pretest and posttest reading interest scores in the small group following the intervention. Considering the outcomes of expert validation and the small-scale trial, the developed media is deemed both feasible and effective, making it suitable for advancement to the large-scale field test.

4) Implementation

This phase aims to evaluate the functionality, implementation level, and effectiveness of the product when applied directly by teachers and students during classroom learning (Anafi et al., 2021). After the Scratch website-based learning media was confirmed as feasible through expert validation and small-scale trials, the developers conducted a large-scale trial. The procedure mirrored that of the small-group trial, beginning with a pretest in the form of a reading interest questionnaire, followed by lessons using the SITEX media, and concluding with a posttest and a student feedback questionnaire.

The implementation phase of the research took place in the laboratory, using the Problem-Based Learning (PBL) model in accordance with the RPPM (Weekly Learning Program Plan) that had been prepared. Initially, students completed a pre-test questionnaire to assess their reading interest in the learning materials. Then, students engaged in learning activities in the computer laboratory, with each student using their own computer, and Scratch-based SITEX media was implemented for two sessions. After the lesson, students completed a post-test questionnaire to measure their reading interest in the final learning materials and completed a media evaluation questionnaire. The teacher also provided feedback on the SITEX media. Students showed high enthusiasm throughout the session, as the media integrated audio, visuals, quizzes, and interactive features, making the learning experience more engaging and encouraging active participation. The implementation of the Problem-Based Learning model in this study is strongly supported by the SITEX media, particularly in the investigation phase. Through interactive materials, explanatory text examples, and embedded quizzes, students are encouraged to explore information independently, analyze content, and construct their understanding. The audio-visual features also help students better understand problem contexts, making the investigation process more effective and meaningful. This supports the view of Rusman (2017) that interactive media can enhance the effectiveness of PBL by increasing student engagement and facilitating active learning.

5) Evaluation

The evaluation stage is conducted to measure the extent to which the developed learning product or program successfully achieves its stated objectives (Siregar & Rhamayanti, 2025). The ADDIE model evaluation stage aims to assess the effectiveness



and meaningfulness of a product (Branch, 2009). In this study, formative and summative evaluations were conducted through small and large group trials, measuring changes in students' reading interest before and after using the Scratch website-based learning media. The results of this evaluation stage were then obtained through questionnaires and trials, which demonstrated the media's feasibility and effectiveness in encouraging student reading interest.

The student questionnaire responses yielded a feasibility score of 0.88, while the teacher questionnaire received a score of 0.97, both categorized as "Very Feasible." This large-scale trial was designed to assess the media's effectiveness in a broader classroom setting and to evaluate the consistency of its motivation for student learning across a larger group of participants. The pretest and posttest results were then analyzed and summarized using a normality test, with the findings presented in the table below.

Table 6. Normality Test (Large Group)

Shapiro-Wilk		Statistics	Df	Sig
Pretest	Large-Group	0.932	25	0.096
Post-test	Large-Group	0.921	25	0.054

Table 6 presents the results of the Shapiro–Wilk normality test for the pretest and posttest reading interest data from the large-scale trial using Scratch-based website learning media. The analysis showed that the pretest data from 25 students had a significance value of 0.096, which is above the 0.05 threshold, indicating that the initial scores were normally distributed. Likewise, the posttest data had a significance value of 0.054, also exceeding 0.05, confirming that the final scores were normally distributed. Therefore, both pretest and posttest data satisfied the normality assumption and were appropriate for parametric statistical analysis.

Following the normality confirmation, the data were analyzed using a paired sample t-test to determine whether there was a significant difference between the average pretest and posttest scores after students used the Scratch-based SITEX media. The results of this test are shown in Table 7.

Table 7. Paired Sample t-Test (Large Group)

	t-statistics	df	Sig. (2-tailed)
Pretest – Posttest	-37.204	24	<0.001

Based on Table 7, the results of the paired sample t-test show a Sig. (2-tailed) value <0.001, which is below the threshold of 0.05. Based on the decision criteria, H_0 is rejected, and H_1 is accepted. This shows a very significant difference between the average values of initial reading interest (pretest) and final reading interest (posttest) related to learning materials in the large group. Therefore, the treatment given has a clear and significant influence in encouraging reading interest and student learning outcomes in the large group. This is in line with the opinion of Sugiyono (2016) who stated that if the significance value of the hypothesis test results is less than 0.05, then the treatment given is stated to have a significant effect on the variables studied.

The findings of this study are supported by previous research indicating that interactive multimedia-based learning can enhance students' motivation and reading interest. A study conducted by Indraeni et al (2025) revealed that the use of audio-visual media significantly improves students' reading interest and learning outcomes. This finding is consistent with the characteristics of the Scratch-based SITEX media, which integrates audio, visual, and interactive elements to create a more engaging and non-



monotonous learning experience. In addition, the presence of interactive quizzes and user-controlled navigation encourages active student participation and engagement during the learning process. Therefore, the SITEX media not only facilitates students' understanding of explanatory texts but also effectively promotes reading interest through meaningful and interactive learning experiences.

Conclusion

Scratch website-based interactive learning media, namely SITEX, has been successfully developed and declared feasible and effective in increasing the reading interest of fifth-grade students of SDN 1 Singonegoro on explanatory text material. The validation results by media experts, material experts, and language experts, accompanied by trials in small and large groups, showed the category of "Very Feasible", with a student response score of 0.88 and a teacher response of 0.97. Normality test analysis showed that the pretest and posttest data were normally distributed, thus meeting the assumptions for parametric testing. Furthermore, the results of the paired sample t-test showed a significance value (Sig. 2-tailed) <0.001 which is smaller than 0.05, so it can be concluded that there is a very significant difference between the reading interest scores before and after using the media. These findings confirm that SITEX is statistically effective in increasing students' reading interest. The integration of audio, visual, quiz, and interactive elements features also creates an interesting and participatory learning experience, thus strengthening the use of Scratch-based media as an effective alternative in Indonesian language learning in elementary schools.

Recommendation

For future research, it is recommended to further develop the Scratch-based SITEX media by adding additional interactive features, such as adaptive quizzes or educational games, to further increase student motivation and engagement. Furthermore, testing the media on other subjects or at different grade levels can be conducted to determine its effectiveness more broadly. Researchers also need to consider potential barriers, such as limited computer laboratory facilities, limited learning time, and differences in student characteristics, which can affect the implementation results and effectiveness of the media.

Teachers are encouraged to integrate SITEX media into classroom instruction in a structured manner by aligning it with appropriate learning models, such as Problem-Based Learning, to promote active student participation. Teachers should also provide guidance to students in using the media, particularly in understanding the learning content and navigating its interactive features. In situations with limited facilities, the media can be implemented through group-based learning to maintain effectiveness. Continuous evaluation of students' responses and learning outcomes is also important to optimize the use of SITEX media in enhancing students' reading interest and engagement.

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