



Supporting Early Reading Development Through Kipintar Media: a Classroom-Based Study in Indonesian Primary Education

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Abstract

Early reading proficiency is a fundamental literacy skill that supports students' subsequent academic development. This study aimed to examine the application of KIPINTAR media in early reading instruction for third-grade students at SDIT Salafiyah Syafi'iyah, Sorong Regency. A non-experimental quantitative approach with a descriptive observational design was employed involving seven third-grade students. Data were collected using observation sheets for early reading ability and student engagement, along with validation instruments for the research instrument and the KIPINTAR media. The validation results indicated that the research instrument achieved an average validity score of 81.67% (valid), while the KIPINTAR media obtained a feasibility score of 95.00% (very feasible) and a practicality score of 86.87% (very practical). Observations of students' early reading performance demonstrated a consistent improvement across four learning sessions, with the average class achievement increasing from 66.07% at the first meeting to 70.83%, 83.33%, and 91.07% in subsequent meetings, resulting in an overall average of 77.83%. In addition, students demonstrated a high level of engagement throughout the learning process, with an average enthusiasm score of 3.68 out of 4. These findings suggest that the implementation of KIPINTAR media effectively facilitates progressive improvement in early reading skills while fostering active student participation. The media supports letter recognition, word formation, and simple word reading through interactive learning activities, indicating its potential as an effective instructional medium for strengthening early literacy instruction in elementary schools.

Keywords: Basic Reading Skills, Elementary School, KIPINTAR Media, Learning Media

Mendukung Pengembangan Kemampuan Membaca Permulaan melalui Media Kipintar: Studi Berbasis Kelas di Sekolah Dasar Indonesia

Abstrak

Kemampuan membaca permulaan merupakan keterampilan literasi dasar yang berperan penting dalam mendukung keberhasilan belajar siswa pada jenjang pendidikan selanjutnya. Penelitian ini bertujuan untuk mendeskripsikan penerapan media KIPINTAR dalam pembelajaran membaca permulaan pada siswa kelas III SDIT Salafiyah Syafi'iyah Kabupaten Sorong. Penelitian menggunakan pendekatan kuantitatif non-eksperimental dengan desain observasi deskriptif yang melibatkan tujuh siswa kelas III sebagai subjek penelitian. Instrumen yang digunakan meliputi lembar observasi kemampuan membaca permulaan, lembar observasi antusiasme siswa, serta lembar validasi instrumen penelitian dan media KIPINTAR. Hasil validasi menunjukkan bahwa instrumen penelitian memperoleh rata-rata persentase sebesar 81,67% dengan kategori valid, sedangkan media KIPINTAR memperoleh persentase kelayakan sebesar 95,00% dengan kategori sangat layak dan persentase kepraktisan sebesar 86,87% dengan kategori sangat praktis. Hasil observasi kemampuan membaca permulaan menunjukkan adanya peningkatan yang konsisten pada setiap pertemuan, yaitu dari 66,07% pada pertemuan pertama menjadi 70,83% pada pertemuan kedua, 83,33% pada pertemuan ketiga, dan 91,07% pada pertemuan keempat, dengan rata-rata keseluruhan sebesar 77,83%. Selain itu, antusiasme siswa selama proses pembelajaran tergolong sangat tinggi dengan skor rata-rata 3,68 dari skor maksimum 4. Temuan penelitian menunjukkan bahwa penerapan media KIPINTAR mampu mendukung peningkatan

kemampuan membaca permulaan secara bertahap sekaligus mendorong keterlibatan aktif siswa dalam pembelajaran. Melalui aktivitas mengenal huruf, menyusun huruf menjadi kata, dan membaca kata sederhana secara interaktif, media KIPINTAR berpotensi menjadi alternatif media pembelajaran yang efektif untuk memperkuat pembelajaran literasi dasar di sekolah dasar.

Keywords: Kemampuan Membaca Permulaan, Media KPINTAR, Media Pembelajaran, Sekolah Dasar

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INTRODUCTION

Beginning reading is a basic skill that students must master at elementary school level because it is the foundation for the development of advanced reading skills (Solihah et al., 2025). At this stage students learn to recognize letters, connect letter symbols with their sounds, arrange letters into syllables, and read simple words (Lyytinen et al., 2024). Beginning reading skills have an important role in supporting learning success because most learning information is presented in text form (Rosnani et al., 2026). Students with good early reading skills tend to be more likely to understand course material, follow teacher instructions, and participate in learning activities. Good reading skills early in education significantly impact the development of students' academic skills later in life (Daryanti, 2022). It is crucial to identify and address the challenges students face in learning to read. Therefore, early reading mastery requires special attention during elementary school as a foundation for developing literacy skills and learning success at subsequent levels (Lestari et al., 2025).

In early reading instruction, student engagement during the learning process is an important aspect that needs to be considered. Student engagement reflects active participation, attention, and enthusiasm in participating in learning activities. Students with high engagement tend to be more active in the learning process, participate in class activities, and show greater interest in the material being studied. Conversely, low student engagement can lead to reduced participation in learning activities, potentially impacting learning outcomes. According to (Faristin et al., 2023) Students' learning activities are influenced by internal and external factors. Internal factors include students' physical and psychological conditions, such as attention, motivation, and response to learning (Muliani, 2022). Meanwhile, external factors include the learning environment, school facilities, and support provided during the learning process. Therefore, student engagement deserves special attention because it plays a crucial role in supporting the success of the beginning reading learning process.

One of the efforts that can be made to create interesting learning and increase student involvement is through the use of learning media (Pandita & Kiran, 2023). Learning media are tools used by teachers to help deliver material so that the learning process becomes more effective, efficient, and easier for students to understand (Tlili et al., 2023). In the context of learning in elementary schools, the use of interactive learning media is important because it allows students to be actively involved through visual, manipulative, and participatory activities during the learning process (Kuswandi & Fadhli, 2022). The use of learning media can increase students' interest in learning, concentration, and participation in learning activities (Prasetya et al., 2023). In addition to serving as a means of delivering material, learning media can also create a more engaging and enjoyable learning environment. Therefore, teachers need to select learning media that are appropriate to the characteristics of elementary school students so that learning objectives can be optimally achieved (Ulfa et al., 2025).

The problems in the world of education is the weak learning process in the classroom, which can be caused by the use of inappropriate learning methods (Han, 2022). A similar condition was found based on initial observations in class 3 of SDIT Salafiyah Syafi'iyah, Sorong Regency, which showed that students' initial reading skills still needed attention. During the learning process, teachers tended to use the lecture method in delivering material, resulting in monotonous learning (Ssemugenyi, 2023). As a result, students passively receive information rather than actively participate in learning activities. This condition causes some students to easily become bored, lack concentration, and show low enthusiasm for learning (Johar et al., 2023). Low student involvement during learning has the potential to affect understanding of the material provided and the learning outcomes obtained (Utami et al., 2024). Furthermore, a lack of varied learning can reduce students' motivation to participate in learning activities. Elementary school students tend to be more interested in learning activities that involve pictures, colors, games, and the direct use of learning aids (Ali et al., 2025). Therefore, efforts are needed to create a more engaging, active, and appropriate learning environment suited to the characteristics of elementary school students so that the learning process can proceed optimally.

KIPINTAR is a learning tool designed to support students' early reading activities. It combines elements of a smart wheel and a smart board into a single reading learning activity. To capture students' attention throughout the learning process, KIPINTAR is designed with engaging fonts, colors, and visual displays (Alamsyah et al., 2023). Through activities such as spinning the letter wheel, arranging letters, and reading simple words directly, students get the opportunity to be actively involved in the learning process (Quane, 2025). This activity allows students not only to listen to the teacher's explanation, but also to interact directly with the learning media (Sugiarti et al., 2025). The visual and manipulative characteristics of KIPINTAR media make it potentially suitable for supporting early reading activities, particularly in letter

recognition, word formation, and simple word reading practice. Therefore, KIPINTAR media was chosen as an alternative learning medium that can be used to support the implementation of early reading learning in elementary schools.

Research on the use of smart wheel media and smart boards in early reading learning has been conducted by several previous researchers. (Juredah et al., 2025) showed that the use of smart windmill media was related to increased scores on learning completeness, student activity, and the quality of the learning process in classroom action research. Similar findings were also conveyed by (Fatimatuzzahro et al., 2022) which states that smart windmill media can support the reading activities of second-grade elementary school students. Meanwhile, (Rosalina & Kasriman., 2022) found changes in the reading ability of first grade students after using smart board media in Indonesian language learning. Another study by (Ilham et al., 2024) shows that smart board media is considered suitable and practical for use in early reading instruction for elementary school students. In addition, (Nurkhofifah, 2022) stated that there was a positive response from students, demonstrated through learning motivation, enthusiasm, and better reading comprehension during the learning process. Although various studies have examined smart wheel and smart board media separately, research that integrates the two media into one learning medium is still limited. Therefore, this study focuses on the application of KIPINTAR media as an integration of smart wheel and smart board media to describe its use in early reading learning in elementary schools.

These limitations indicate the need for research that provides an overview of the application of integrated learning media in the context of real-life learning in elementary schools. Such studies are important because early reading learning requires not only engaging media but also media that can accommodate the learning characteristics of elementary school students who tend to be active, visual, and require direct involvement in the learning process. Interactive learning media that are tailored to students' needs can increase their motivation and engagement in the learning process, thereby supporting the early reading learning process (Raudah et al., 2024). Furthermore, empirical evidence regarding the application of integrated media in the classroom can provide a more comprehensive understanding of how these media are used to support early reading activities. Therefore, this research is necessary to enrich the study of the use of integrated learning media and provide references for teachers in designing early reading learning that is appropriate to the characteristics of elementary school students.

The use of learning media in the educational process has shown a significant contribution in supporting student engagement during the learning process (Wijaya et al., 2025). Various previous studies have shown that engaging learning media can help facilitate understanding of material, especially in the early stages of reading in elementary school (Exley & Hoyte, 2024). Therefore, learning media are needed that not only attract students' attention but also facilitate their active involvement in each stage of learning to read early. Media that combine visual elements, hands-on activities, and interactions are expected to provide a more meaningful learning experience according to the characteristics of elementary school students. Based on these considerations, this study uses KIPINTAR media, a combination of smart wheel media and smart boards as a learning medium for learning to read early. This media is designed to facilitate more interactive learning activities by involving students in recognizing letters, arranging letters into words, and reading simple words. Thus, this study aims to describe the application of KIPINTAR media in learning to read early for grade 3 students of SDIT Salafiyah Syafi'iyah, Sorong Regency.

METHODS

This study uses a non-experimental quantitative methodology with an observational descriptive design to describe the application of KIPINTAR media in reading learning, beginning on students 3rd grade at SDIT Salafiyah Syafi'iyah, Sorong Regency (Syahrizal & Jailani, 2023). Because the data collected is in the form of numerical data, a quantitative approach was chosen to describe the application of KIPINTAR media in early reading learning and to describe reading skills. Student's beginning 3rd grade at SDIT Salafiyah Syafi'iyah, Sorong Regency (Lim, 2025). The population of this study consists of all 7 students from Grade 3 of Salafiyah Syafi'iyah Islamic Elementary School in the 2025–2026 academic year. The sampling technique used was total sampling, meaning all members of the population were used as research samples. This technique was chosen due to the limited population and characteristics of the students. Students which is relatively homogeneous, namely both in class 3 and reading ability beginning which still needs to be improved. Thus, through out students used as a sample so that the data obtained can describe actual conditions in the field.

This study uses content validity (content validity) which was assessed by three expert validators. The validators consisted of two learning media experts and one language expert. The validation process was

conducted to assess the suitability of the research instrument, the appropriateness of the media, its practicality, and the clarity of the language used in the observation instruments. Input and suggestions from the validators were used as a basis for revising and refining the instrument and media before use in the research (Dameis, 2023). This research activity did not use large-scale trials because the number of research subjects was limited and there was no comparable comparison group. Instrument reliability is carried out using inter-rater reliability techniques (Latipah et al., 2026). Observations were conducted by two observers: the homeroom teacher as the first observer and the researcher as the second observer. Both observers conducted observations simultaneously using the same observation sheet throughout the learning process. The use of two observers aimed to increase the consistency of observation results and minimize subjectivity in assessments. The results of the two observers were then compared to determine the appropriateness of the assessments to students' beginning reading abilities.

The research instrument used was a checklist observation sheet which was assessed by three expert validators (White et al., 2022). Data collection methods in this study in the form of (direct observation) (Ardiansyah et al., 2023). Researchers conducted direct observations in the field and recorded data in a sheet instrument. observation (checklist) that has been prepared (Lim, 2025). Observations were conducted during four meetings on the 16th, 18th, 19th, and 20th using a checklist observation sheet that had been compiled based on initial reading ability indicators. Observations were carried out by two observers, namely the homeroom teacher as the first observer and the researcher as the second observer, who observed students' reading abilities during the use of KIPINTAR media in learning activities. Apart from observation, documentation was also carried out in this research to collect data (Permatasari et al., 2025). Through this technique, researchers can collect information about the ongoing research activity process. Observations were carried out directly by researchers by observing activities students when using media KIPINTAR reading activities. This observation sheet is compiled based on reading ability indicators student's beginning which includes: (1) the ability to mention letters (2) ability to compose letters (3) ability to read simple words. In addition, researchers also observed the enthusiasm of students during the use of KIPINTAR media as supporting data to illustrate the application of media in learning. Each indicator of initial reading ability is assessed using a scale of 1–4 with the following criteria:

Table 1. Indicator of KIPINTAR

Score	Category	Description
1	Less	Unable to perform the task.
2	Sufficient	Performs the task with many errors and requires assistance.
3	Good	Performs the task fluently with some assistance.
4	Very Good	Performs the task fluently and independently.

This instrument uses a modified four-category Likert scale without a neutral option to increase data reliability. This is done to prevent the phenomenon of Central Tendency Bias, which is the tendency for respondents to choose safe or uncertain answers, which can result in inaccurate research results and bias toward the center (Azfaruddin, 2024). This research data analysis used quantitative descriptive statistics. Data was obtained through observations of reading ability. Student's beginning class 3 during the use of KIPINTAR media and the results of media validation by the validator. The aspects observed include they ebutan letters, letter arrangement, reading simple words, and student enthusiasm with a score range of 1–4. Data from the research was used to determine the level of media effectiveness, while validation data was used to determine the practicality and feasibility of the learning media.

Table 2. Percentage Formula and Interpretation Criteria

Component	Description
Percentage Formula	$Pesentase = \frac{\text{Actual Score}}{\text{Maximum Scoreal}} \times 100$
Actual Score	The score obtained from students' observation results and validators' assessments.
Maximum Score	The total number of assessment aspects × the highest possible score × the number of respondents (or validators).
Interpretation Criteria	85–100% = Very Good; 70–84% = Good; 55–69% = Fair; <55% = Poor

RESULTS AND DISCUSSION

RESULTS

KIPINTAR media is a modified version of two learning media, namely the smart wheel and the smart board, which are integrated into one learning media for early reading. The combination of these two media aims to create a more interesting and interactive learning experience, as well as help students recognize letters, arrange letters into words, and read simple words. KIPINTAR media consists of several components, namely the vowel letter wheel, the consonant letter wheel, the smart board, two letter stick storage drawers, and a media usage guidebook. The letter wheel is used to obtain letter sticks, while the smart board functions as a place to arrange letters into simple words. The combination of these two media makes the learning process not only focused on improving early reading skills, but also supports students' cognitive, motoric, and affective development.

Before the KIPINTAR media was used in the learning process, validation was conducted to ensure that the media and research instruments met the eligibility criteria. This validation aimed to assess the media's suitability for the initial reading learning objectives, the practicality of using the media during the learning process, and the feasibility of the research instruments used in data collection. The validation process was conducted by three validators, consisting of two learning media experts and one linguist. Each validator assessed predetermined aspects to obtain results that could be used as a basis for determining the feasibility of the media and research instruments. The assessment results from the three validators were then processed to obtain an average score as a basis for determining the eligibility category. Based on the validation results, information was obtained regarding the level of validity of the research instruments, the feasibility of the KIPINTAR media, and the practicality of the KIPINTAR media. The complete results of the assessments from the three validators are presented in the table following.

Table 3. Validation Results of KIPINTAR Instruments and Media

No	Aspect Indicator	Data Type	Validator I	Validator II	Validator III	Flat-Combined Average	Interpretation criteria
1	Instrument	Actual Score	34	24	40	-	VALID
		Maximal Score	40	40	40	-	
		Maximal Percentage	85,00%	60,00%	100,00%	81,67%	
2	Eligibility Media KIPINTAR	Actual Score	38	36	40	-	VERY ELIGIBILITY
		Maximal Score	40	40	40	-	
		Maximal Percentage	95,00%	90,00%	100,00%	95,00%	
3	Practicality Media KIPINTAR	Actual Score	25	24	24	-	VERY PRACTICAL
		Maximal Score	28	28	28	-	
		Maximal Percentage	89,29	85,71%	85,71%	86,87%	

Based on Table 3, the research instrument obtained an average percentage of 81.67% with valid criteria, while the KIPINTAR media obtained a percentage of 95.00% with very feasible criteria. In addition, the practicality aspect of the media obtained a percentage of 86.87% with very eligibility criteria. These results indicate that the KIPINTAR media has met the feasibility and practicality criteria based on the validators' assessment, making it suitable for use in the research implementation stage.



Figure 1. Student Activities Using KIPINTAR Learning Media

Based on the results of observations of the beginning reading skills of third-grade students during the four days of the research, assessment data was obtained for each research subject based on the aspects that had been determined on the observation sheet. The data obtained included each student's score, the average percentage, and the categories of the results of the observation of the beginning reading skills. The observations were conducted to provide an overview of the students' beginning reading skills during the learning process using the KIPINTAR media. The results of the observations showed variations in the reading ability achievements of each student according to the scores obtained during the learning activities. The data were then summarized to facilitate the analysis process of each student's beginning reading skills. A summary of the results of the observations of the students' beginning reading skills is presented in the table following:

Table 4. Reading Ability Observation Results Beginning of the Disciples

No	Student Initials	Research Date				Amount	Average	Category
		16	18	19	20			
1	ADA	70,83	75,00	87,50	95,83	329,16	82,29%	GOOD
2	I	54,17	58,33	75,00	87,50	275,00	68,75%	GOOD
3	AT	37,50	41,67	45,83	66,67	191,67	47,92%	POOR
4	ARS	41,67	50,00	91,67	87,50	270,84	87,71%	FAIR
5	NFMR	95,83	95,83	91,67	100,00	383,33	95,83%	VERY GOOD
6	MD	91,67	100,00	100,00	100,00	391,67	97,92%	VERY GOOD
7	MH	70,83	75,00	91,67	100,00	337,50	84,38%	VERY GOOD
TOTAL		462,50	494,83	583,34	637,50	-	-	
AVERAGE		66,07%	70,83%	83,33%	91,07%	-	77,83%	GOOD (Class Average)

Based on Table 4, the observation results show that each student's initial reading ability varied during the four meetings. This variation is evident in the scores and percentages of each student at each meeting. In general, most students showed changes in their initial reading ability during the learning process. To provide a clearer picture of the changes in the average percentage of the class' initial reading ability at each meeting, the data is visualized in the following diagram.

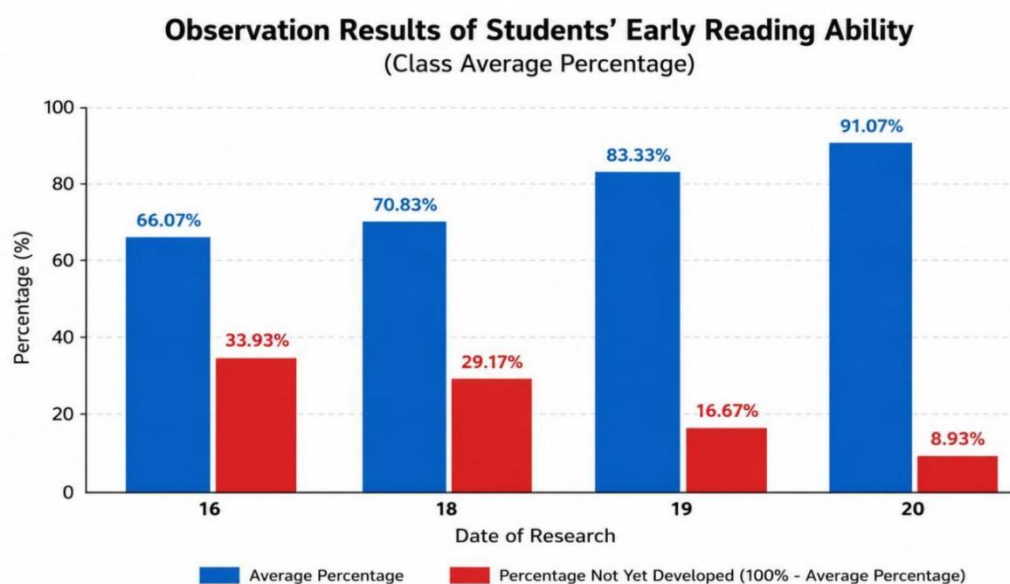


Figure 2. Diagram of Early Reading Observation Results Using KIPINTAR Learning Media

Based on Figure 2, the average percentage of the class's early reading ability shows a tendency to increase at each meeting. The average class percentage of 66.07% at the first meeting increased to 70.83% at the second meeting, then reached 83.33% at the third meeting and 91.07% at the fourth meeting. Overall, the results of observations of students' early reading ability obtained a class average percentage of 77.83%. These results show that there is development in students' initial reading abilities during the implementation of learning using KIPINTAR media.

Table 5. Enthusiasm Observation Results Student

Research Time	Total Score	Average
May 16, 2026	26.0	3.71
May 18, 2026	25.0	3.57
May 19, 2026	24.5	3.50
May 20, 2026	27.5	3.93
Overall Average	103.0	3.68

Based on Table 5, the observation results show that the average student enthusiasm during the four meetings obtained an overall score of 3.68 out of a maximum score of 4.00. At each meeting, the average student enthusiasm was 3.71 in the first meeting, 3.57 in the second meeting, 3.50 in the third meeting, and 3.93 in the fourth meeting. These results illustrate that students demonstrated good engagement during learning using the KIPINTAR media.

DISCUSSION

KIPINTAR Media Demonstrated High Feasibility for Early Reading Instruction

The expert validation results confirmed that the KIPINTAR media met the criteria for validity, feasibility, and practicality, indicating that it is appropriate for classroom implementation. The integration of appropriate content, visual design, language, and usability provides a reliable instructional medium that supports teachers in delivering early reading lessons. These findings suggest that KIPINTAR is not only theoretically sound but also practically applicable in elementary school classrooms, providing a strong foundation for its implementation in beginning reading instruction.

Based on the validation results presented in Table 3, the KIPINTAR media was declared to have met the criteria for validity, feasibility, and practicality, making it suitable for use in early reading instruction. These results indicate that the developed media underwent an expert assessment process to ensure the suitability of its content, appearance, usage, and language before being implemented with students. This validation process is a crucial step because the quality of learning media will influence the smooth implementation of classroom learning. Media that meets the validity and practicality aspects provides

confidence that learning activities can be carried out according to the planned objectives. This finding aligns with research ([Ilham et al., 2024](#)), which states that learning media categorized as valid and practical have met the requirements for use in learning. This similarity in findings suggests that the expert validation process is a crucial step in ensuring that the KIPINTAR media meets the feasibility and practicality criteria before being used in research.

KIPINTAR Media Facilitated Progressive Development of Students' Early Reading Skills

The implementation of KIPINTAR media resulted in a consistent improvement in students' early reading abilities across successive learning sessions. The sequential learning activities including letter recognition, selecting letters, arranging letters into words, and reading simple words enabled students to construct reading skills gradually through direct manipulation and repeated practice. This integrated learning sequence supports the characteristics of elementary school learners, who learn more effectively through concrete, interactive, and student-centered activities. The findings indicate that KIPINTAR provides a structured learning experience that promotes the systematic development of beginning reading skills.

Further findings in this study indicate an improvement in students' early reading skills during the learning process using the KIPINTAR media. This improvement is evident in students' ability to recognize letters, arrange letters into words, and read simple words, as measured by indicators on the observation sheet. Although each student's achievement level varies, the study results show that early reading skills develop gradually with each session. This indicates that the KIPINTAR media provides students with opportunities to learn through manipulative and visual activities. Improved reading observation results at each session indicate that students are becoming more accustomed to following the learning stages using the KIPINTAR media. The characteristics of the KIPINTAR media, which integrate all these activities into one learning medium, provide sequential learning experience and encourage students to actively participate during early reading lessons. When students spin the letter wheel, select letters, and then arrange them into words, they not only passively receive information but also construct understanding through direct experience. This activity aligns with the learning characteristics of elementary school students, who understand concepts more easily through concrete objects and active involvement. This sequence of activities demonstrates that the KIPINTAR media not only facilitates early reading practice but also encourages active student engagement throughout the learning process.

The results of this study indicate that the characteristics of the KIPINTAR media, which integrates the activities of spinning the letter wheel, recognizing letters, arranging letters into words, and reading simple words, provide a sequential learning experience. This active involvement demonstrates that students not only act as recipients of information but also as key actors in each stage of reading learning. While using KIPINTAR, students could recognize letters, select the appropriate letters, arrange them into words, and then read the resulting words in a series of activities. This structure of activities allows the learning process to occur gradually, so that each activity supports each other in helping students understand the relationship between letters, words, and early reading activities. This finding aligns with research ([Fatimatuazzahro et al., 2022](#)) which states that the use of interactive learning media can support elementary school students' early reading skills. These results are also consistent with research ([Rosalina & Kasriman., 2022](#)). This suggests that learning media designed in an engaging and interactive manner can support early reading learning. Furthermore, research ([Juredah et al., 2025](#)) shows that the use of learning media is associated with the creation of higher-quality classroom activities, resulting in students being more actively involved in the learning process. These similar findings indicate that interactively designed learning media not only supports early reading activities but also creates a learning atmosphere that encourages active student involvement throughout the learning process. These characteristics demonstrate that integrating multiple reading activities into one medium provides students with the opportunity to practice repeatedly without having to switch to another medium. This continuous learning process helps students maintain focus throughout the lesson and progress through the initial reading stages more systematically.

KIPINTAR Media Promoted Active Student Engagement During Learning

Students demonstrated a high level of enthusiasm and active participation throughout the learning process. Their involvement in manipulating the media and completing each reading activity created a more interactive and meaningful classroom environment. Rather than functioning as passive recipients of information, students actively participated in every stage of learning, which contributed to sustained attention and engagement. These findings suggest that integrating multiple reading activities into a single

interactive medium not only supports literacy development but also enhances student motivation and participation, making KIPINTAR a promising instructional alternative for early reading education.

The next finding in this study shows that students exhibited a high level of enthusiasm while learning using the KIPINTAR media. This enthusiasm was evident in their involvement in every stage of learning, from spinning the letter wheel, recognizing letters, arranging letters into words, to reading simple words. This condition indicates that the characteristics of the KIPINTAR media can create an engaging learning atmosphere and encourage active student participation throughout the learning process. This finding aligns with research (Nurkhofifah, 2022) which states that the use of learning media can support student motivation, enthusiasm, and understanding of learning materials. The similarity of these findings indicates that learning media designed in an interesting and interactive manner not only supports student engagement in learning activities but also helps create a more active and meaningful learning atmosphere. The enthusiasm of students in this study was reflected not only in their interest in using the media but also in their willingness to follow all learning stages to completion. Consistent engagement in each activity indicates that the KIPINTAR media provides opportunities for students to participate directly in the reading learning process. These conditions support more active learning, as students not only observe but also engage in every beginning reading activity conducted during the lesson.

Throughout the learning process, observations showed that students were actively involved in every stage of the KIPINTAR media use. This involvement was evident when students recognized letters, arranged letters into words, and read simple words according to the planned activities. Furthermore, students also demonstrated enthusiasm in participating in each learning activity, making the learning atmosphere more interactive and less monotonous. This environment provided opportunities for students to participate directly during the learning process (Rakhmawati et al., 2023). Based on observations at each meeting, students' beginning reading skills demonstrated good achievement. These results indicate that the use of KIPINTAR media can support the implementation of beginning reading learning through activities that involve direct interaction between students and the learning media. During the learning process, students not only observed the material presented by the teacher but also engaged in activities to recognize letters, arrange letters into words, and read simple words. These activities provided a more diverse learning experience in line with the characteristics of beginning reading learning in elementary schools and demonstrated that KIPINTAR media can be considered an alternative media for use in beginning reading learning. The findings of this study also contribute to the development of early reading instructional media in elementary schools. Unlike previous studies that examined smart wheels or smart boards separately, this study explains the application of KIPINTAR as an integration of both media in a single learning activity. This integration provides an alternative learning medium that combines letter recognition, arranging letters into words, and reading simple words in one learning sequence, thus enriching the variety of media that teachers can use in early reading lessons.

Based on the implications of the research, the use of interactive teaching materials in the form of KIPINTAR media adapted to the needs of elementary school students can provide an overview of learning strategies that support the process of teaching early reading. KIPINTAR media encourages the learning process to be more dynamic, interesting, and student-centered. In addition, teachers can facilitate student engagement in the learning process using learning resources that help create a more conducive learning environment. These findings can be considered by educators in developing and implementing creative and student-oriented learning media in teaching early reading in elementary schools. During the implementation of the learning, several conditions were found that need attention. Some students were able to recognize and distinguish the letters of the alphabet well but still had difficulty pronouncing the letters because their reading skills had not developed optimally.

These conditions indicate that the application of KIPINTAR media needs to be adjusted to the reading ability level of each student. Students who have recognized letters can use the media to practice word formation and simple reading, while students who still experience difficulties require more intensive assistance in the stage of recognizing letters and letter sounds. Thus, the use of KIPINTAR media is not uniform, but can be adapted to the learning needs of each student. Furthermore, there are transfer students who are indigenous Papuans (OAP) with unstable attendance, so they still experience difficulties in recognizing vowels and following beginning reading instructions. This situation indicates differences in beginning reading abilities among students, requiring a learning approach tailored to individual needs and characteristics. The use of KIPINTAR media continues to provide a positive picture, especially for students who have begun to recognize letters and are gradually able to interact with the media in the learning process. Therefore, the implementation of KIPINTAR media needs to be supported by ongoing teacher

guidance and adjustments to learning activities according to students' initial abilities. This approach allows each student to receive learning opportunities tailored to their needs, so that KIPINTAR media can optimally support the development of beginning reading skills in the context of elementary school learning.

CONCLUSION

The findings of this study demonstrate that the KIPINTAR media is a valid, highly feasible, and highly practical instructional medium for supporting early reading instruction in elementary schools. The progressive improvement in students' early reading performance across four learning sessions, together with the high level of student enthusiasm during the learning process, indicates that KIPINTAR provides an engaging and structured learning experience that encourages active participation in beginning reading activities. By integrating letter recognition, word formation, and simple word reading into a single interactive medium, KIPINTAR offers an innovative alternative for facilitating early literacy learning that aligns with the developmental characteristics of elementary school students.

This study contributes to the development of interactive learning media by introducing KIPINTAR as an integrated instructional tool that combines multiple early reading activities within one learning sequence. The findings provide practical implications for teachers by offering a student-centered learning medium that can enrich classroom instruction and create more engaging early reading experiences. This study was conducted in a single class with a limited number of participants using a descriptive observational design. Therefore, the findings describe the implementation of KIPINTAR within the context of this study and should not be interpreted as evidence of a causal effect on students' early reading achievement. Future studies are recommended to involve larger and more diverse samples across different school settings and to employ experimental or quasi-experimental designs to examine the effectiveness of KIPINTAR more rigorously and establish its impact on the development of early reading skills.

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