



CENDEKIAWAN:
JURNAL PENDIDIKAN DAN STUDI KEISLAMAN

Volume 4 Nomor 2 Tahun 2025 Page 723-733

<https://zia-research.com/index.php/cendekiawan>



**Development of Interactive-Based Learning
Modules on Main Idea Material to Improve Reading
Comprehension Skills of Grade IV Elementary School Students**

Pipi Andriani¹, Mardianto², Pangulu Abdul Karim³

^{1,2,3} Universitas Islam Negeri Sumatera Utara, Indonesia

Email: pipi306211005@uinsu.ac.id¹; mardianto@uinsu.ac.id²; panguluabdulkarim@uinsu.ac.id³

Abstract

The purpose of this study is to develop a valid, practical, and effective interactive learning module in the main idea material. The type of research conducted is development research or commonly known as Research and Development (R&D). This research methodology uses the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation. The population of this study was 20 fourth-grade students. Data collection instruments in the study used validation sheets, questionnaires, and tests. Data collection techniques in the study were by testing the validity of two validators, testing the practicality, and testing the effectiveness using normalized values (N-Gain). The results of this study indicate that: (1) The interactive-based learning module was declared "Very Valid" after going through a validation process by media experts with a percentage of 94.3% (Very Valid) and by material experts with a percentage of 80% (Valid), (2) the interactive-based learning module was declared "Very Practical" based on the results of trials by educators with a percentage of 98.4% and by students with a percentage of 100%, and (3) the interactive-based learning module was proven to be "Very Effective" in improving students' reading comprehension skills by obtaining a normalized gain value of 0.82, which is in the high category.

Keywords: *Interactive, Learning Module, Main Ideas, Reading Comprehension Skills.*

PRELIMINARY

The development of the 21st century demands that the education system actively re-evaluate the material that students need to learn and master to meet the needs of the times. Technological advances, social changes, and dynamic global challenges encourage education to not only emphasize mastery of basic knowledge but also encourage the development of 21st-century skills, such as critical thinking, communication, creativity, and collaboration (Nesri & Kristanto, 2020:481). This era provides a great opportunity for the world of education to transform faster and more innovatively compared to the previous period, enabling the implementation of learning methods that are more relevant, adaptive, and based on real needs (Syahputra, 2018:1277). Today's learning relies not only on technology but also on fostering children's interest in reading. Amidst technological advancements, a creative approach is needed that integrates technology with efforts to foster reading habits. This is crucial for strengthening students' literacy and preparing them for future challenges (Wulanjani & Anggraeni, 2019:26).

Nowadays, a lot of information is conveyed through digital media such as games, videos, recordings, images, and others (Heriady & Anhar, 2022:2). The rapid development of digital technology today has ultimately led to a decrease in students' interest in reading textbooks (Arifah *et al.*, 2024:24399). As we understand, reading is part of the learning process that enables someone to obtain information and knowledge (Kusumawati, 2019:139). Reading activities are very useful in daily life for all groups and professions (Prihatini *et al.*, 2024:243). Reading is understood as an activity process to get the message conveyed by the author through written media (Bungsu & Dafit, 2021:522).

Good reading skills are essential for achieving deep comprehension while reading. Students' success is often judged by their reading ability, as every lesson requires conceptual understanding gained through reading activities (Alpian & Yatri, 2022:5575). Reading skills are needed not only in certain subjects, but also in all subjects, including Indonesian (Sari & Pratiwi, 2024:11822). Some aspects of Indonesian are listening, speaking, reading and writing (Astuti & Rambe, 2024:556). Reading activities play an important role in improving students' understanding of language, as well as developing their communication skills, both orally and in writing in Indonesian (Ayuningrum & Herzamzam, 2022:234).

A good understanding of Indonesian influences students' learning processes and outcomes at school. Without reading comprehension, a person will not be able to gain information or knowledge from what they have read. Therefore, the skill of understanding the content, meaning, and concepts of a reading is essential, known as reading comprehension. This ability is closely related to the ability to remember the content of a reading and to find the implied meaning within a text (Hakim, Bakri, & Basri, 2023:292).

Based on the results of observations of fourth grade students, researchers observed students during the learning process, both when working on questions given by the teacher in learning and in the end-of-semester assessment (PAS), it was seen that some students still had difficulty understanding the reading, questions, and answers that correspond to the questions given. In addition to observations, researchers also conducted interviews with fourth grade teachers, who revealed that there were still students who had difficulty understanding the reading in the questions, so that the answers given tended to be short and did not meet the expected indicators. This indicates that students have not been able to process information well and draw appropriate conclusions from the texts read. The class teacher also explained that students' low reading ability is influenced by their habits of playing gadgets and watching videos more often than reading, so that their ability to understand the reading is hampered.

Initial observations clearly show that students prefer playing with gadgets to reading books. Children often spend time with gadgets because they find them engaging, especially with online games. However, at their age, interaction with peers is crucial. Undeniably, gadgets have a significant impact on the lives of both children and adults, and they are now readily available in everyday life (Nasution *et al.*, 2022:189). In fact, to encourage children to enjoy reading and writing, it is important to get them used to being involved with books (Mardianto, Parapat, & Nasution, 2023:46). This is what triggers children's low ability to understand reading.

In the 21st century, to improve students' reading comprehension skills, an educational unit is needed to include objectives, materials, strategies, teaching resources and assessment activities that support these skills (Jayanti, 2022:9). In addition, learning media is very important for teachers to use in providing a significant impact on the learning process (Magdalena *et al.* 2021:315). Therefore, in any condition in an educational unit, educators who act as learning facilitators should be able to develop creative ideas by designing and creating teaching materials and media that can facilitate the development of students' reading comprehension skills.

One of the learning support tools is learning media, which comes in various types. This is because to attract students' attention, teachers must be able to provide visual aids or media (Nurdiana & Halimsyah, 2023: 1201). Learning media has an important role because it can make it easier for students to understand or recognize information that was previously unknown (Magdalena *et al.*, 2021:315). The learning process can be enhanced in the classroom by utilizing relevant media (Yusnaldi, 2020:12).

One type of learning media that teachers can utilize is modules. Modules function as systematically compiled teaching materials to support the learning process, with structured material focused on specific topics (Alivia, Wahyudin, dan Nursalman, 2023:618). Modules are considered as independent learning resources that are of interest to students, in addition to textbooks such as thematic books, because they have more attractive content and appearance.

Learning modules play a crucial role in developing students' 21st-century skills across various subject areas, such as Indonesian, science, mathematics, and others. Modules not only serve as engaging self-study resources but can also be adapted to suit various learning approaches. Although numerous learning modules are available in elementary schools, the number of modules designed to improve students' reading comprehension is still limited. Generally, learning in elementary schools still relies on textbooks provided by educational institutions.

Developing learning modules requires the use of appropriate models to ensure active and innovative learning. Therefore, one suitable model for designing learning modules is an interactive learning model to improve students' reading comprehension. Interactive learning is an educational approach that emphasizes active student participation throughout the learning process. In this model, students are not merely passive listeners but actively participate in asking questions, discussing, and seeking information. The goal is to create an innovative and collaborative learning environment, where students can actively participate in the learning process (Suprayekti, 2018:18).

Furthermore, discussions regarding the development of learning modules have been conducted by several researchers using various learning strategies and different objectives. Some of these discussions include the development of a guided discovery-based mathematics learning module to improve the understanding of fifth-grade students on cube and cuboid material by Prilistyo (2024), the development of an arias-based module on human blood circulation material to improve the conceptual understanding of second-grade elementary school students by Mahmud et al., n.d. (2023), and the development of a module as interactive learning multimedia with a discovery learning model to improve students' cognitive abilities by Alivia *et al.*, n.d. (2023).

Based on the literature review above, there are various models in developing learning modules. However, the research has "empty space" in applying it to other subjects. This study also develops learning modules, but has differences among the studies that have been conducted. This study has quite significant differences compared to previous studies, especially in terms of topics, types of modules, learning models, objectives, and targets. This study has its own uniqueness or novelty in terms of the material developed, the module format used, and the focus on improving reading comprehension skills that have not been widely studied in previous studies. Thus, the need for the ability to read and understand texts, especially for students, is the basis for researchers to conduct a study entitled "Development of Interactive-Based Learning Modules on Main Idea Material to Improve Reading Comprehension Skills of Fourth Grade Students of Madrasah Ibtidaiyah". This study aims to develop interactive-based learning modules on main idea material to improve reading comprehension skills of fourth grade students of MIS Mutiara Aulia Sunggal.

METHOD

Types of research

The type of research conducted by the researcher is development research, which in English is known as Research and Development (R&D) (Sugiyono, 2019:28). The model used in this development research is the ADDIE model. The ADDIE model has five stages: Analysis, Design, Development, Implementation, and Evaluation.



Figure 1. ADDIE Model Design

This model was chosen because of its systematic and iterative nature, allowing for continuous reflection and product improvement. The focus of this research is the development of an interactive learning module on main ideas to improve the reading comprehension skills of fourth-grade Islamic elementary school students. This development research aims to produce a valid, practical, and effective learning module.

Data Analysis Methods and Techniques*Validity Analysis*

The assessment of the learning materials and media validation questionnaire used a previously developed Likert scale. The assessment instructions for the material and media validation questionnaire refer to the scoring guidelines listed in the following table:

Tabel 1. Tabel Skor *Skala Likert*

Score	Category
5	Strongly agree
4	Agree
3	Doubtful
2	Don't agree
1	Totally Unworthy

Source: (Sugiyono, 2013:94)

The formula used to calculate the average score for each aspect of the material and media expert assessment is as follows (Rifa'i, 2018:113):

$$\text{Persentase (\%)} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100\%$$

The results of the percentage validity of the learning media that had been developed were then analyzed to obtain categories using the statements in the table below:

Table 2. Learning Media Suitability Score Table

Percentage	Category
81% - 100%	Very Valid
61% - 80%	Valid
41% - 60%	Quite Valid
21% - 40%	Invalid
< 21%	Totally Invalid

Practicality Analysis

After going through a limited trial process by giving a questionnaire to six fourth grade students and one homeroom teacher (limited trial), the student response data was evaluated using the Guttman calculation scale and the teacher response data using the Likert scale.

Table 3. Guttman Scale Score Table

Jawaban	Nilai
Yes	1
No	0

Source: (Sugiyono, 2013:96)

Then to calculate the average score for the assessment aspect response test, use the following formula (Rifa'i, 2018:113):

$$\text{Persentase (\%)} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100\%$$

The total score that has been calculated is then invested using the following reference:

Table 4. Learning Media Practicality Score Table

Percentage	Category
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Impractical
< 21%	Totally Impractical

Effectiveness Analysis

Evaluation of student performance on the learning outcome test served as the basis for this effectiveness analysis. The test was administered to 20 fourth-grade students at MIS Mutiara Aulia Sunggal. During the field test, students were given a pretest and posttest to assess the product's

effectiveness. Data analysis was conducted to test its effectiveness on reading comprehension using normalized gain. This gain index is calculated using the following formula:

$$N-Gain (\%) = \frac{Skor\ Post\ test - Skor\ Pre\ test}{Skor\ Ideal - Skor\ Pre\ test}$$

The N-gain value obtained is then explained based on the following criteria:

Table 5. N-gain criteria

Gain value < g >	Category
0,70 < g < 1,00	High
0,30 < g < 0,70	Medium
0,00 < g < 0,3	Low
G = 0,00	Same
-1,00 < g < 0,00	Decrease

Source: (Sukarelawan *et al.*, 2024:11)

FINDINGS AND DISCUSSION

Findings

The purpose of this study was to examine the validity, practicality, and effectiveness of an interactive learning module in improving the reading comprehension skills of fourth-grade students. The development process refers to the ADDIE model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation.

Analysis Stage

The analysis stage includes (1) a needs analysis conducted through observation and interviews in grade IV, which was chosen because students at this level still have difficulty understanding readings in depth. This is evident from students' answers that are short and do not match the content of the reading, as well as their limited understanding of main and supporting ideas. This difficulty is influenced by a low literacy culture due to technological developments and limited teaching materials that only rely on textbooks. (2) Curriculum analysis which shows that the results of the analysis indicate that schools use the Independent Curriculum which focuses on learning outcomes and encourages understanding and skills, not just mastery of material. (3) Learning style analysis, observation results show that students' learning styles vary widely, ranging from visual, auditory, to kinesthetic. This diversity needs to be considered for more effective learning. Therefore, the research was designed to adapt to students' learning styles to maximize understanding.

Design Stage

Based on the analysis, the researcher proposed the development of an interactive learning module to improve student understanding. The next stage is the design stage, which includes (1) compiling learning materials, (2) designing the initial structure of the module, (3) planning the development process, and (4) compiling instruments to measure the quality and feasibility of the developed module.

Table 6. Learning Module Design

Part	Information
Cover	The front view of the teaching module, this cover has an attractive design in accordance with the interactive-based Indonesian language subject using B5 paper size and using a ring binder so that it can be used further.
Foreword	Contains information for readers regarding learning modules compiled by the author.
General Information	Contains: Module Identity, namely (name of institution, year, class, subject, time allocation, phase, unit, and element).
Core Competencies	Contains: 1) Learning Outcomes; 2) Learning Objectives; 3) KKTP; 4) Pancasila Student Profile; 5) Initial Competencies; 6) Meaningful Understanding; 7) Facilities and Infrastructure; 8) Student Targets; 8) Learning Model; 9) Assessment; 10) Initiator Questions; 11) Learning

	Resources; 12) Learning Activities; 13) Enrichment and Remedial; 14) Reflection.
Attachment Components	Contains: 1) Reading Material; 2) Student Worksheet; 3) Glossary; 4) Bibliography

Development Stage

Product development was conducted in two stages: initial design and redesign based on expert advice. Validation by media and materials experts aimed to identify strengths and weaknesses to improve the quality of the learning tool.



Figure 2. Module Cover



Figure 3. Material Title

DAFTAR ISI	
Kata Pengantar	1
Daftar Isi	2
Daftar Pustaka	3
Daftar Gambar	4
Daftar Tabel	5
Daftar Gambar	6
Daftar Gambar	7
Daftar Gambar	8
Daftar Gambar	9
Daftar Gambar	10
Daftar Gambar	11
Daftar Gambar	12
Daftar Gambar	13
Daftar Gambar	14
Daftar Gambar	15
Daftar Gambar	16
Daftar Gambar	17
Daftar Gambar	18
Daftar Gambar	19
Daftar Gambar	20
Daftar Gambar	21
Daftar Gambar	22
Daftar Gambar	23
Daftar Gambar	24
Daftar Gambar	25
Daftar Gambar	26
Daftar Gambar	27
Daftar Gambar	28
Daftar Gambar	29
Daftar Gambar	30
Daftar Gambar	31
Daftar Gambar	32
Daftar Gambar	33
Daftar Gambar	34
Daftar Gambar	35
Daftar Gambar	36
Daftar Gambar	37
Daftar Gambar	38
Daftar Gambar	39
Daftar Gambar	40
Daftar Gambar	41
Daftar Gambar	42
Daftar Gambar	43
Daftar Gambar	44
Daftar Gambar	45
Daftar Gambar	46
Daftar Gambar	47
Daftar Gambar	48
Daftar Gambar	49
Daftar Gambar	50
Daftar Gambar	51
Daftar Gambar	52
Daftar Gambar	53
Daftar Gambar	54
Daftar Gambar	55
Daftar Gambar	56
Daftar Gambar	57
Daftar Gambar	58
Daftar Gambar	59
Daftar Gambar	60
Daftar Gambar	61
Daftar Gambar	62
Daftar Gambar	63
Daftar Gambar	64
Daftar Gambar	65
Daftar Gambar	66
Daftar Gambar	67
Daftar Gambar	68
Daftar Gambar	69
Daftar Gambar	70
Daftar Gambar	71
Daftar Gambar	72
Daftar Gambar	73
Daftar Gambar	74
Daftar Gambar	75
Daftar Gambar	76
Daftar Gambar	77
Daftar Gambar	78
Daftar Gambar	79
Daftar Gambar	80
Daftar Gambar	81
Daftar Gambar	82
Daftar Gambar	83
Daftar Gambar	84
Daftar Gambar	85
Daftar Gambar	86
Daftar Gambar	87
Daftar Gambar	88
Daftar Gambar	89
Daftar Gambar	90
Daftar Gambar	91
Daftar Gambar	92
Daftar Gambar	93
Daftar Gambar	94
Daftar Gambar	95
Daftar Gambar	96
Daftar Gambar	97
Daftar Gambar	98
Daftar Gambar	99
Daftar Gambar	100

Figure 4. Table of Contents and Foreword

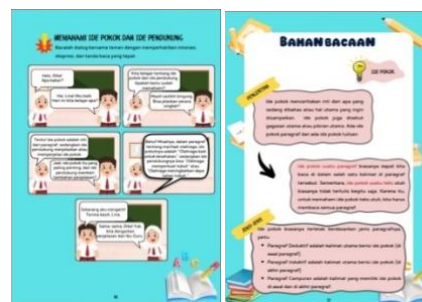


Figure 5. Material



Figure 6. Wordwall Practice and Quiz



Figure 7. Final View

The following are the results of expert validation of interactive learning modules:

Table 7. Media Validation Results

Variable	Percentage	Category
a. Module Size	100%	Very Valid
b. Module Skin Design (Cover)	88%	Very Valid
c. Module Content Design	97.1%	Very Valid
Overall Average	94.3%	Very Valid

The overall media validation results show that the level of validity of the interactive learning module with an average of 94.3% is classified as very valid.

Table 8. Material Validation Results

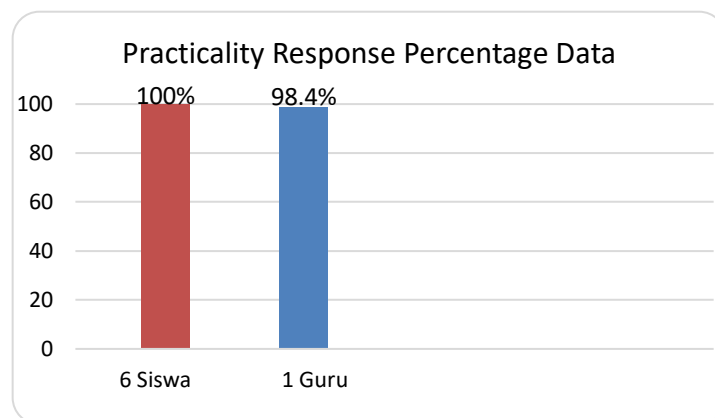
Variable	Percentage	Category
a. Content Suitability	80%	Valid
b. Linguistic Suitability	80%	Valid
c. Presentation Suitability	80%	Valid
d. Interactive Based	80%	Valid
Overall Average	80%	Valid

The overall validation results of the material indicate that the validity level of the material in the interactive learning module is 80%, which is considered valid. Therefore, the results from media experts (94.3%) and material experts (80%) yield an average of 87.15%, which is considered "very valid."

Implementation Stage

An interactive learning module on main ideas and supporting ideas was implemented with 20 fourth-grade students at MIS Mutiara Aulia. Previously, the module was piloted with a limited number of students and one teacher, using a questionnaire to assess its practicality. After being declared practical without requiring revision, the module was used in learning, accompanied by pretests and posttests to evaluate its effectiveness in improving reading comprehension.

Table 9. Percentage Data of Practicality Responses



The results of limited trials show that the level of practicality of interactive-based learning modules is 100% (very practical) for students and 98.4% (very practical) for teachers.

Table 10. Pretest and Posttest Data

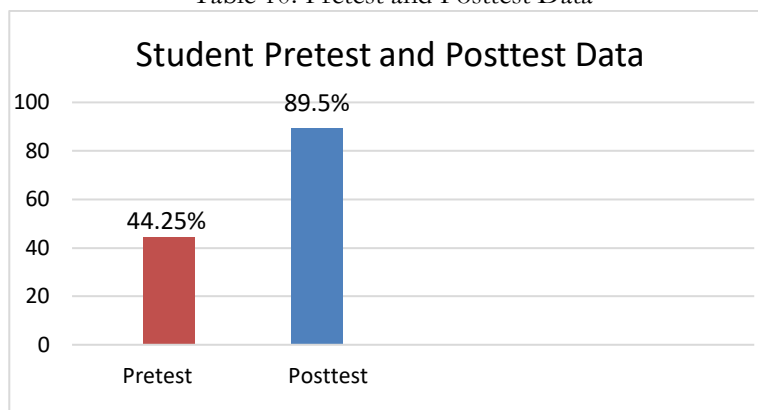


Table 11. Percentage Data of Practicality Responses

Pretest	Posttest	Score Pretest-Score Posttest	Score Pretest-Score Ideal	N-Gain Score	Category
44,25	89,5	45,25	55,75	0,82	High

Based on the data, the average pretest score obtained by students was 44.25. After the learning process using the interactive module was carried out, students then took the posttest. The posttest results showed an increase in the average score to 89.5. The comparison between the pretest and posttest scores indicated an increase in the students' average score. The analysis results showed a normalized gain value of 0.82, which is classified as high.

Evaluation Stage

The final stage is evaluation, which in this study focuses on formative evaluation. This evaluation is conducted throughout the development process to assess product quality and correct any identified deficiencies. This study only employed formative evaluation because it focused on the module development process and not on measuring its overall impact. The evaluation stage aims to assess the success of the learning tool implementation. Through this stage, researchers identified the extent to which learning Indonesian on the topic of main ideas and supporting ideas using interactive-based modules improved reading comprehension, increased student engagement during the learning process, and created an engaging atmosphere that made learning more enjoyable.

Discussion

Feasibility of Interactive-Based Learning Modules

The final results of this process indicate that the learning media in the form of modules achieved a validity level of 94.3%. Referring to the criteria in Table 3.9, this figure falls into the "Very Valid" category. The media assessment included module size, cover appearance, and the overall layout and design of the module content.

Meanwhile, based on the assessment results given, the module received a score of 80%, which is included in the "Valid" category. The aspects of the material assessment assessed by material experts include the appropriateness of the content, the accuracy of language use, the completeness of the material presentation, and the integration of interactive elements within the module.

The validation process by both media and content experts provides a crucial foundation for researchers to proceed with the module's implementation in the field. This validation ensures that both the module's appearance and content meet the eligibility standards established by the experts. This confirms the work of previous researchers, such as the study by Alivia et al. (2023), who developed the module as interactive multimedia, achieving an average score of 90.8%, categorized as "Very Valid." Therefore, this validation activity strengthens the basis for module development and aligns with practices in previous studies.

Practicality of Interactive-Based Learning Modules

The responses from educators were filled by the fourth grade teacher of MIS Mutiara Aulia Sunggal, amounting to 98.4%, which, referring to Table 3.10, is included in the "Very Practical" category. Then, educators are of the opinion that the interactive-based learning module is ready to be implemented without the need for revision. Furthermore, a questionnaire was also distributed to 6 fourth grade students of MIS Mutiara Aulia. The results of the student questionnaire data processing showed a percentage of 100%, which is also included in the "Very Practical" category. Students also assume that the interactive-based learning module does not need any revision.

Based on the two assessment results, it can be concluded that the interactive learning module that has been tested has proven to be very practical for use in the learning process and is well received by both teachers and students. Teachers and students also did not experience significant obstacles in using the device, which indicates that this module can support teaching and learning activities in a practical and enjoyable way. This practical activity is in line with previous research such as the study by Mahmud et al. (2023) who have developed an ARIAS-based module on the topic of human blood circulation with an average value of 93.2% included in the "Very Practical" category.

Effectiveness of Interactive-Based Learning Modules

The effectiveness of the interactive learning module was demonstrated through analysis using the N-Gain Score test. In the effectiveness testing phase, researchers involved 20 fourth-grade students at MIS Mutiara Aulia Sunggal. The students were asked to complete four descriptive questions given in the form of a pretest and posttest. The pretest was conducted before the lesson to determine the students' initial ability level in understanding the material on main ideas and supporting ideas. Based on the pretest results, the average score was 44.25.

After students participated in learning activities using interactive modules, a posttest was administered to assess their understanding of the material. The posttest results showed an average score increase to 89.5. This demonstrates a significant improvement in learning outcomes, particularly in reading comprehension of the questions presented.

Furthermore, to determine the level of module effectiveness, data analysis was conducted using the N-Gain formula. The calculation results showed an N-Gain value of 0.82, which is included in the "High" category ($0.70 < g < 1.00$). This indicates that the interactive-based learning module is very effective in improving reading comprehension skills on the main idea and supporting idea material. This effectiveness activity is also in line with previous research such as Nofita Putri, et al. (2023) who have developed a STEM-based learning module on environmental pollution material with an N-Gain value of 0.67 included in the "Medium" category.

Based on the overall findings, it can be concluded that the developed interactive learning module has proven to be highly valid, highly practical, and highly effective in supporting the Indonesian language learning process in grade IV of Madrasah Ibtidaiyah. This success confirms that the module design, which is structured by considering student characteristics and integrating elements of interactivity and technology, can improve the quality of reading literacy learning. This module is expected to be a choice of teaching materials that is not only interesting and relevant for students at the research location, but also can be widely adapted by teachers in various other educational units.

CONCLUSION

The results of the study revealed that the interactive-based learning module was declared "Very Valid" after going through a validation process by media experts with a percentage of 94.3% (Very Valid) and by material experts with a percentage of 80% (Valid). The interactive-based learning module was declared "Very Practical" based on the results of trials by educators getting a percentage of 98.4% (Very Practical) and by students at 100% (Very Practical). The interactive-based learning module was proven to be "Very Effective" in improving students' reading comprehension skills. The effectiveness of the interactive-based learning module was obtained through the results of the pre-test and post-test by obtaining a normalized gain value of 0.82 to enter the high category and can improve students' reading comprehension skills. Based on the research findings above, the development of student-centered learning

media devices is worthy of being implemented by teachers as a solution to improve students' reading comprehension skills in the main idea material of Indonesian language subjects.

REFERENCES

- Alivia, Z. P., Wahyudin, & Nursalman, M. (2023). Pengembangan Modul Sebagai Multimedia Pembelajaran Interaktif Dengan Model Discovery Learning Untuk Meningkatkan Kognitif Siswa. *Digital Transformation Technology*, 3(2), 618–628. <https://doi.org/10.47709/digitech.v3i2.3138>
- Alpian, V. S., & Yatri, I. (2022). Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5573–5581. <https://doi.org/10.33222/jlp.v8i2.2818>
- Arifah, M., Putri, N. D., Tanjung, S. A., & Ananda, S. (2024). Pengaruh Media Digital Terhadap Minat Baca Siswa dalam Pembelajaran Bahasa Indonesia Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 8(2), 24396–24401.
- Arum Nisma Wulanjani, & Candradewi Wahyu Anggraeni. (2019). Meningkatkan Minat Membaca melalui Gerakan Literasi Membaca bagi Siswa Sekolah Dasar. *Proceeding of Biology Education*, 3(1), 26–31. <https://doi.org/10.21009/pbe.3-1.4>
- Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Astuti, N. W., & Rambe, R. N. (2024). Pengaruh Media Gambar Berseri terhadap Kemampuan Menulis Siswa Kelas Rendah. *Aulad: Journal on Early Childhood*, 7(2), 556.
- Ayuningrum, S., & Herzamzam, D. A. (2022). Konsep dan Implementasi Pembelajaran Membaca Pemahaman di SD kelas VI. *SHEs: Conference Series*, 5(2).
- Bungsu, A. P., & Dafit, F. (2021). Pelaksanaan Literasi Membaca di Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 522. <https://doi.org/10.23887/jp2.v4i3.40796>
- Heriady, & Anhar. (2022). Dampak Intensitas Penggunaan Smartphone Terhadap Minat Baca Peserta Didik. *Jurnal Risalah Addariya Studi Ilmu-Ilmu Keislaman, Pendidikan, Dan Sosial Kemasyarakatan*, 8(2).
- Jayanti, U. N. A. D. (2022). *Perencanaan Pembelajaran Biologi Berbasis Lesson Study*. CV. Pusdikra Mitra Jaya.
- M. Nur Hakim, Bakri, M., & Basri, M. S. (2023). Kemampuan Memahami Teks Bacaan Selama Pembelajaran Daring. *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia*, 8(1), 290–300. <https://doi.org/10.31943/bi.v8i1.408>
- Magdalena, I., Fatakhatus Shodikoh, A., Pebrianti, A. R., Jannah, A. W., & Susilawati, I. (2021). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa Sdn Meruya Selatan 06 Pagi. *EDISI: Jurnal Edukasi Dan Sains*, 3(2), 312–325. <https://ejournal.stitpn.ac.id/index.php/edisi>
- Mardianto., Parapat, I. K., & Nasution, M. I. P. (2023). Mengoptimalkan Pengenalan Literasi Pada Anak Sejak Usia Dini: Menumbuhkan Keterampilan Membaca dan Menulis. *Jurnal Raudhah*, 11(1), 38-49. <http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah>
- Mahmud., Basit, A., & Ramanda. (2023). Peredaran Darah Manusia Untuk Meningkatkan Kemampuan Pemahaman Konsep Kelas 2 SD / MI. *Tarbiyah Al-Aulad: Jurnal Kependidikan Islam Tingkat Dasar*, 13(2), 193–201.
- Nasution, T., Ariani, E., & Emayanti, M. (2022). Pengaruh Penggunaan Gadget Terhadap Kemampuan. *Journal of Science and Social Research*, 5(3), 588–594.
- Nesri, F. D. P., & Kristanto, Y. D. (2020). Pengembangan Modul Ajar Berbantuan Teknologi untuk Mengembangkan Kecakapan Abad 21 Siswa. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 9(3), 480. <https://doi.org/10.24127/ajpm.v9i3.2925>
- Nurdiana, & Halimsyah, N. F. A. (2023). LKM Berbasis Kreativitas pada Matkul Media. *Research and Development Journal of Education*, 9(2), 1200–1212.
- Prihatini, C., Musiman, Yulia, W., & Hamdani, Z. (2024). Meningkatkan Keterampilan Literasi Membaca dengan Menggunakan Metode P2R. *Wahana Didaktika*, 6(1), 242–249.
- Putri, N. R., Hariyadi, S., & Mudakir, I. (2023). Pengembangan Modul Pembelajaran Berbasis Stem pada Materi Pencemaran Lingkungan untuk Meningkatkan Literasi Sains dan Keterampilan Berpikir Kritis Siswa. *Jurnal Bioshell*, 12(2), 111–119. <https://doi.org/10.56013/bio.v12i2.2198>
- Prilistyo, B. (2024). Pengembangan Modul Pembelajaran Matematika Berbasis Penemuan Terbimbing untuk Meningkatkan Pemahaman Siswa Kelas V Materi Kubus dan Balok. *JIIP - Jurnal Ilmiah Ilmu*

- Pendidikan*, 7(6), 5504–5508. <https://doi.org/10.54371/jiip.v7i6.4491>
- Rifa'i, M. (2018). *Manajemen Peserta Didik (Pengelolaan Peserta Didik Untuk Efektivitas Pembelajaran)*. CV. Widya Puspita.
- Sari, N. P. D. P., & Pratiwi, D. A. (2024). Meningkatkan Keterampilan Membaca Pemahaman Menggunakan Model Semoga dan Tebak Kata di SDN Benua Anyar 8. *Jurnal Review Pendidikan Dan Pengajaran*, 7(3), 11822–11829.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sugiyono. (2019). *Metode Penelitian dan Pengembangan (Research and Development/ R&D)*. Alfabeta.
- Sukarelawan, M. I., Indratno, T. K., & Ayu, S. M. (2024). *N-Gain vs Stacking Analisis Perubahan Abilitas Peserta Didik dalam Desain One Group Pretest-Posttest*. Suryacahya.
- Suprayetkti. (2018). Penerapan Model Pembelajaran Interaktif Pada Mata Pelajaran IPA di SD. *Jurnal Teknodik*, 12(1), 014–024. <https://doi.org/10.32550/teknodik.v12i1.416>
- Syahputra, E. (2018). Pembelajaran Abad 21 dan Penerapannya di Indonesia. *Prosiding Seminar Nasional Sains, Teknologi, Humaniora Dan Pendidikan Universitas Quality*, 1(2), 2099–2104. <https://doi.org/10.31004/basicedu.v6i2.2082>
- Tri Indah Kusumawati. (2019). *Bahasa Indonesia*. Perdana Publishing.
- Yusnaldi, E. (2020). Pengaruh Penggunaan E-Learning dan WAG Terhadap Hasil Belajar IPS di Semester II PGMI FITK UIN Sumatera Utara Medan. *Nizhamiyah*, 10(2).