

Development of Reading Card Media in Fable Learning for Grade II Students at SD Negeri 97 Palembang

Sobri Yoga Pangestu^{1*}, Aswadi Jaya², Mega Prasrihamni³

^{1,2,3}Universitas PGRI Palembang

*Corresponding author: sobriyoga28@gmail.com

Abstrak

Penelitian dan pengembangan (R&D) bertujuan untuk (1) menghasilkan model pembelajaran berbasis proyek (project based learning) yang valid, praktis, dan efektif, serta (2) mewujudkan peningkatan kompetensi pedagogik setelah menggunakan model yang dikembangkan. Pada pengembangan yang digunakan adalah model ADDIE (Analysis, Design, Development, Implementasi, and Evaluation). Validasi media yang dikembangkan dilakukan dengan ahli media, ahli materi dari ahli bahasa. Sedangkan praktis kualitas media dilakukan pada pendidik dan siswa. Hasil dari 3 validator ahli media, ahli materi, dan ahli bahasa memperoleh rata-rata skor 79,8% dengan kategori valid dan dinyatakan layak. Penilaian kepraktisan melalui angket guru memperoleh skor persentase sebesar 84,2% dengan kategori sangat praktis dan siswa memperoleh persentase sebesar 84,3% dengan kategori sangat praktis. Penilaian keefektifan dilihat dari hasil posttest diperoleh nilai keseluruhan sebesar rata-rata 87,6% dengan kategori sangat baik. Sehingga dapat disimpulkan bahwa media kartu baca dongeng memenuhi kriteria valid, praktis, dan efektif.

Kata kunci: Media Kartu Baca, Bahasa Indonesia, Dongeng.

Abstract

The research and development (R&D) aims to (1) produce a valid, practical, and effective project-based learning model, and (2) achieve an improvement in pedagogical competence after using the developed model. The development process uses the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The validation of the developed media is carried out by media experts, material experts, and language experts. Meanwhile, the practical quality of the media is assessed by educators and students. The results from the three validators media expert, material expert, and language expert obtained an average score of 79.8%, categorized as valid and deemed feasible. The practicality assessment through teacher questionnaires achieved a percentage score of 84.2%, categorized as very practical, and the students obtained a percentage of 84.3%, also categorized as very practical. The effectiveness assessment, based on the post-test results, yielded an overall average score of 87.6%, categorized as very good. Therefore, it can be concluded that the fable reading card media meets the criteria of being valid, practical, and effective.

Keywords: Reading Card Media, Indonesian Language, Fables

1. INTRODUCTION

Education in Indonesia has experienced substantial transformation during the reform era, particularly through the implementation of *Kurikulum Merdeka* (Independent Curriculum). This curriculum reform is designed to prepare future generations to become individuals with strong character, competence, and adaptability (Masita et al., 2024; Rahmadayanti & Hartoyo, 2022; Kementerian Pendidikan dan Kebudayaan, 2022). *Kurikulum Merdeka* emphasizes the development of students' talents and skills through high-quality learning processes that are responsive to learners' needs and contextual environments. Fundamentally, education seeks to guide and optimize children's potential so that they may

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attain well-being and fulfillment, both as individuals and as members of society (Pristiwanti et al., 2023; Saputra et al., 2023).

Indonesia's education system comprises several levels, one of which is elementary education. Primary education represents the foundational stage of formal learning for children and therefore holds a strategic role in shaping their cognitive, affective, and psychomotor development (Kartini & Dewi, 2021; Adhitya & Novita, 2021; Ali, 2020). Education aims to bring about positive behavioral and intellectual changes through structured teaching and learning processes (Fadliyana & Nugraheni, 2024; Riani Hafshah & Nugraheni, 2024; Fadilah et al., 2024). One important indicator of educational success is students' ability to comprehend and master learning materials. Ultimately, education functions as a medium to facilitate the development of students' abilities and talents to their fullest potential (Dari et al., 2021).

The overarching objective of education is to cultivate learners who are intelligent, critical, adaptive, and morally responsible citizens. Achieving this goal requires collaborative efforts among all educational stakeholders to maximize student learning outcomes within classroom contexts (Nurgiansah, 2022; Er et al., 2021; Carter, 2023).

Learning can be understood as a systematic process of organizing and managing the learning environment to support and enhance students' learning experiences. Effective learning involves several essential components, including learners, educators, learning stimuli, instructional materials, a conducive learning atmosphere, and appropriate learning media (Uzir et al., 2020; Chen et al., 2022; Ningsih et al., 2021). Thus, learning may be conceptualized as an intentional effort to facilitate meaningful interactions between students and their environment, leading to positive behavioral changes and the achievement of predetermined learning objectives.

Among the various subjects taught in schools, Indonesian language plays a crucial role, particularly at the elementary level. Indonesian language instruction is expected to equip students with essential life skills, especially reading proficiency (Miftah & Cahyono, 2024). Reading instruction begins in the first grade, where students are introduced to letter recognition and gradually progress to reading words, sentences, and texts (Yang et al., 2025; Al-Hajaya & Al-Khreshah, 2012; Baleghizadeh & Maryam, 2019). Early reading instruction focuses primarily on basic literacy skills, including reading and writing. Literacy refers to the ability to decode written symbols and convert them into meaningful sounds and language (Mu'awwanah, 2018).

Based on information obtained from a teacher at SD Negeri 97 Palembang, students' reading abilities particularly in storytelling were found to be relatively low. This condition was attributed to students' limited interest in reading and their difficulty in recalling story plots. Of the 20 students in the class, only 12 achieved the minimum mastery criterion (KKM). Observations revealed that teachers predominantly relied on textbooks without utilizing supplementary learning media to support students' comprehension and memory. Furthermore, there was minimal feedback provided regarding students' understanding of the stories. The exclusive use of conventional tools such as whiteboards and markers resulted in low student motivation and engagement, which ultimately hindered students' ability to comprehend narrative texts, especially fables.

Given these conditions, the introduction of innovative learning media is essential to improve students' reading skills effectively. Engaging and visually appealing instructional media are needed to stimulate students' interest and motivation in the learning process. Therefore, this study aims to develop Reading Card Media as an instructional tool to enhance students' interest in reading fables and support their ability to understand, remember, and retell stories.

Learning media play a vital role in supporting instructional success. In teaching reading skills, educators may employ various forms of media to facilitate comprehension and engagement. The Reading Card Media offers a practical solution to existing learning challenges. This media consists of cards containing short texts accompanied by illustrations of characters and scenes from fable stories, enabling students to recall and retell narratives more easily. The cards are designed to stimulate students' cognitive processes and encourage verbal expression, gradually strengthening their storytelling and memorization abilities.

Conceptually, Reading Card Media integrates textual and visual elements. It represents a development of traditional word card media by incorporating images (Susilawati, 2023; Gogahu & Prasetyo, 2020). According to Soeharto (as cited in Alawiyah & Rukmi, 2021), word cards are instructional tools containing written words used to support learning activities. Accordingly, Reading Card Media can be defined as illustrated word cards that form simple sentences and narrative sequences.

The novelty of the Reading Card Media developed in this study lies in its physical and instructional design. Unlike previous studies that focused on Android-based media, this media is presented in a two-dimensional printed format consisting of length and width. The use of vibrant colors and child-friendly illustrations enhances its attractiveness and suitability for young learners. Consequently, this media is considered effective for improving students' reading skills, particularly in storytelling activities.

The Reading Card Media is designed using digital platforms such as Pinterest and Canva, incorporating visual elements that correspond to the fable narratives to support students' memory and comprehension. This instructional media is a new innovation at the school, as teachers previously had not developed or utilized alternative learning media. The design aligns with the cognitive characteristics of lower-grade elementary students, who are generally attracted to colorful visuals and concrete representations.

Previous studies support the effectiveness of reading card media. Research conducted by Yustika Alawiyah and Asri Susetyo entitled "*Development of Android-Based Reading Card Media for Early Reading Skills in First Grade Elementary School Students*" reported a media validity score of 86%, with material validity reaching 88%, categorized as highly valid. Practicality assessments by students and teachers each achieved 100%, indicating that the media was highly feasible for implementation. Similarly, a study by Dewa Made Adi Andhika Nida and Desak Putu Parmiti on "*Development of Image-Based Reading Cards Oriented to Character Education in Balinese Language Subjects*" demonstrated expert validation scores exceeding 90%, with field trial results reaching 98%, confirming the effectiveness of image-based reading cards in improving student learning outcomes.

Piaget's theory of cognitive development posits that children progress through distinct stages of thinking. At the concrete operational stage (ages 6–12), children learn most effectively through concrete objects and visual representations (Agustyaningrum et al., 2022). In light of this theoretical perspective and empirical findings, the researcher is motivated to develop Reading Card Media to enhance fable reading outcomes among second-grade students at SD Negeri 97 Palembang.

Based on the foregoing discussion, this study seeks to design and develop Reading Card Media to improve students' learning outcomes, particularly in fable reading instruction for Grade II students at SD Negeri 97 Palembang. Accordingly, this research is entitled "*Development of Reading Card Media in Fable Learning for Grade II Students at SD Negeri 97 Palembang*".

2. METHOD

2.1 Type of Research

This research uses the Research and Development (R&D) method. According to Sugiyono (2021), R&D is a research method used to develop a specific product and test the effectiveness of the product being developed. Brog and Gall define R&D as a process used to develop and validate the results of a study. The purpose of R&D is to produce a particular product and test its effectiveness, ensuring that it functions effectively in a broad community (Sugiyono, 2021; Mahesti et al., 2025).

This study will use the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as the development method. The ADDIE approach is commonly used in instructional design to create effective learning products.

2.2 Research Location and Time

This research is conducted at SD Negeri 97 Palembang. The study is expected to produce learning media that will motivate students during the learning process. The research will be conducted in the odd semester of the 2025/2026 academic year.

2.3 Subjects and Objects of the Research

The subjects of this research are second-grade students at SD Negeri 97 Palembang. The object of the research is the quality of the Reading Card Media for fable learning among the second-grade students at SD Negeri 97 Palembang.

2.4 Development Model

The study uses the ADDIE model for the development process, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. According to Sugiyono (2021), ADDIE is a simple and systematic model suitable for creating effective learning products.

2.5 Development Procedure

The development procedure follows the ADDIE model and consists of the following steps:

- 1) Analysis
 - a) Student Needs Analysis: This stage involves analyzing student needs, especially regarding their reading skills. By using visual-rich media, such as colorful text and images, the learning process can be made more engaging for primary school students.
 - b) Curriculum Analysis: The curriculum analysis ensures that the content aligns with the curriculum guidelines and helps in the development of appropriate learning media.
 - c) Material Analysis: This step focuses on identifying the material to be used to achieve the desired competencies and learning objectives.
- 2) Design
 - a) GBIM (*Garis Besar Isi Media*): This is the outline or framework of the media's content. It includes elements such as learning objectives, key topics, and media content.
 - b) Flowchart: A flowchart will illustrate the sequence of the Reading Card Media design.

- c) **Material Breakdown:** This involves a detailed description of the content to be included in the media.

3) **Development**

The Reading Card Media will be validated by experts in the fields of material, media, and language. Feedback from these experts will guide revisions of the product.

4) **Implementation**

The developed media will be tested with second-grade students to assess its practicality. Students and teachers will provide feedback through surveys or questionnaires.

5) **Evaluation**

Evaluation will determine the effectiveness of the Reading Card Media based on student performance and the quality of the media. This phase includes assessing whether the media enhances students' ability to recall and understand fables.

2.6 Data Collection Techniques

The data collection techniques used in this research include:

- 1) **Questionnaires (Surveys):** According to Sugiyono (2021), questionnaires are used to collect data through written questions. This study will use two types of questionnaires: one for validating the Reading Card Media by experts and another for collecting feedback from students and teachers during the pilot test. The Likert scale will be used for responses (Robinson, 2024).

Table1. Likert scale

Score	Description
5	Strong Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly Disagree

2) **Validation Instruments:**

- a. **Media Validation Instrument:** This assesses the quality and effectiveness of the media.
- b. **Material Validation Instrument:** This ensures that the content of the media is valid and relevant.
- c. **Language Validation Instrument:** This evaluates the language used in the media for clarity and appropriateness.

3) **Student and Teacher Response Instruments:** These surveys will assess the practicality of the media based on student and teacher feedback during the trial phase.

4) **Tests:**

A performance test will be conducted to measure students' reading abilities and comprehension. This will be used to evaluate the effectiveness of the Reading Card Media. Test Instruments: These will measure various aspects of reading skills, including posture, voice volume, and fluency.

2.7 Data Analysis Techniques

Data analysis will involve calculating the **validity**, **practicality**, and **effectiveness** of the Reading Card Media:

- 1) **Validity Analysis:** The validity of the media will be assessed using expert ratings (media, material, and language experts). The average score will be calculated, and the validity of the media will be categorized based on Likert scale ratings.

Tabel 2. *Validity Criteria the Reading Card Media*

Interval Skor	Criteria
81%-100%	Very Valid
61%-80%	Valid
41%-60%	Sufficiently Valid
21%-40%	Less Valid
0%-20%	Not Valid

- 2) **Practicality Analysis:** The practicality of the media will be evaluated based on feedback from students and teachers. The scores from the surveys will be averaged to determine whether the media is practical for use in the classroom.

Tabel 3. *Practicality Criteria the Reading Card Media*

Interval Skor	Criteria
81%-100%	Very Practical
61%-80%	Practical
41%-60%	Sufficiently Practical
21%-40%	Less Practical
0%-20%	Not Practical

- 3) **Effectiveness Analysis:** The effectiveness of the Reading Card Media will be assessed based on students' post-test results. The average score from the post-test will be used to determine whether the media helps students improve their reading skills.

Tabel 4. *Effectiveness Criteria the Reading Card Media*

Interval Skor	Criteria
<65	Poor
56-74	Fair
75-84	Good
>85	Very Good

2.8 Documentation

Documentation will include:

- **Participant List:** Names of the students involved in the study.
- **Expert Practicalation Results:** Documentation of expert feedback on the media.
- **Post-Test Results:** Scores from the post-test to assess student learning outcomes.
- **Student and Teacher Response:** Feedback collected through surveys.
- **Photos:** Photos of the activities during the research process.

3. RESULT AND DISCUSSION

Result

Validity

The validity of the Reading Card Media was assessed by experts in the fields of media, content, and language. The average score from these experts was used to categorize the validity.

Table 1. Validation Results from All Validators

No.	Validator Name	Aspects Evaluated		
		Media	Material	Language
1.	RS	53	52	43
2.	AP	51	50	42
3.	Sm	54	53	45
Total Score		158	155	130
Percentage		81%	79,4%	78,7%
Average Overall Percentage			79,8%	
Category			Valid	

The validation of the Reading Card Media was carried out by three experts: RS (Media), AP (Material), and Sm (Language). The total scores for each aspect Media, Material, and Language were 158, 155, and 130, respectively. Based on these scores, the percentages for each aspect were 81% for Media, 79.4% for Material, and 78.7% for Language. The overall average percentage of all aspects was 79.8%, which falls within the "Valid" category according to the validation criteria. This indicates that the Reading Card Media is considered valid by the experts, and with a high average score, it is deemed suitable for use in the learning process, especially in enhancing students' ability to read and understand fables.

Practicality

The practicality of the media was assessed based on feedback from teachers and students. The questionnaires returned high scores for both groups, showing that the media was easy to use and effective in the classroom.

Table 2. Student Response Questionnaire Results

No.	Student Name	Total Score	Percentage (%)	Category
1	APD	44	88%	Very Practical
2	AAL	45	90%	Very Practical
3	LS	43	86%	Very Practical
4	UA	40	80%	Practical
5	Ib	42	84%	Very Practical
6	KH	39	78%	Practical
Total		253		Very Practical

Percentage (%)	84,3%
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(Source: Researcher's Data Processing, 2025)

Based on the table above, the average overall percentage for the student responses is 84.3%, which falls under the "Very Practical" category. This means that the practicality of the developed Reading Card Media for fable learning has met the criteria of being highly practical.

Table 3. *Teacher Response Questionnaire Results*

No.	Teacher Name	Total Score	Percentage (%)	Category
1	SM	49	89%	Very Practical
2	Ta	44	80%	Practical
3	An	46	83.6%	Very Practical
Total		139		
Percentage (%)			84,2%	Very Practical

(Source: Researcher's Data Processing, 2025)

For the teacher responses, the average percentage is 84.2%, categorized as "Very Practical". This indicates that the Reading Card Media is also considered highly practical from the educators' perspective. The data from both the student and teacher response questionnaires indicate that the Reading Card Media is highly practical, with average percentages of 84.3% for students and 84.2% for teachers. These results suggest that the developed media is effective and practical for use in the learning process, meeting the criteria for practicality in enhancing students' reading skills in fable learning.

Effectiveness

The effectiveness of the media was evaluated by analyzing post-test results to determine how much students' reading comprehension and ability to recall and retell fables improved after using the Reading Card Media.

Table 4. *Final Score of Students' Performance Test on Reading Skills*

No.	Student Name	Average Score	Category
1.	AY	91%	Very Good
2.	AA	91%	Very Good
3.	AM	83%	Good
4.	AA	75%	Good
5.	AP	91%	Very Good
6.	AZ	75%	Good
7.	AL	91%	Very Good
8.	IS	83%	Good
9.	LS	91%	Very Good
10.	IM	91%	Very Good
11.	MS	91%	Very Good
12.	MH	91%	Very Good
13.	MR	75%	Good
14.	NP	91%	Very Good
15.	PI	83%	Good
16.	RR	91%	Very Good
17.	SA	83%	Good

18.	SM	83%	Good
19.	SF	91%	Very Good
20.	UA	75%	Good
21.	YP	83%	Good
22.	KH	75%	Good
23.	AY	91%	Very Good
Average		87,6%	Very Good

Based on the results in the table, the overall average score for the students in the final performance test on reading skills is 87.6%, which falls under the "Very Good" category. This indicates that the developed Reading Card Media has been effective in improving the students' reading skills in the 2nd-grade class at SD Negeri 97 Palembang. Additionally, the students were enthusiastic about the learning process, further confirming that the media contributed positively to their engagement and comprehension in reading fables.

Discussion

In this research, the development of Reading Card Media for fable learning aimed to improve second-grade students' reading skills at SD Negeri 97 Palembang. The study applied the Research and Development (R&D) method, using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to guide the process. The research highlights several key advantages of the Reading Card Media, including its practicality, versatility, active student involvement, ability to increase motivation, and support for teachers. According to Sugiyono (2021), R&D aims to produce specific products and test their effectiveness, which aligns with this study's goal to develop a media tool that enhances student engagement and learning outcomes. The results of the validation process, conducted by three experts media, material, and language specialists showed that the media was valid, with an overall score of 79.8% (Sugiyono, 2021). The media's practical effectiveness was also confirmed during the limited trial, where both students and teachers gave the media a score of 84.3% and 84.2%, respectively, indicating its high practicality (Riduwa, 2018).

The field trial, where students participated in reading and recalling fables, demonstrated that the media was not only engaging but also effective. The students achieved an average score of 87.6% on the performance test, which was categorized as "Very Good" (Siyoto & Sodik, 2019). This result indicates that the Reading Card Media successfully improved students' reading skills and comprehension. The media also motivated students through its use of colorful images and interactive elements, which are consistent with findings from Piaget's developmental theory, which suggests that children learn best when materials align with their cognitive developmental stage (Ritonga & Rambe, 2022; Hidayat et al., 2022; Citra Kurniawan, 2021). Overall, this study demonstrates that using well-designed learning media, such as the Reading Card Media, can significantly enhance students' reading abilities and engagement, making it an effective educational tool for early learners.

4. CONCLUSION

Based on the findings of this study, it can be concluded that the development of Reading Card Media for fable learning among second-grade students at SD Negeri 97 Palembang has successfully achieved the intended instructional objectives. The Reading Card Media was validated by experts and demonstrated adequate validity, practicality, and effectiveness in supporting students' reading skill development. Both teachers and students

responded positively to the use of the media, indicating that it was engaging, easy to use, and supportive of the learning process.

The implementation of Reading Card Media contributed to noticeable improvements in students' reading comprehension, particularly in understanding and retelling fable texts. The integration of visual elements and simple textual structures helped students recall story sequences more effectively, thereby fostering greater learning motivation and active participation during lessons. Additionally, the media supported teachers in delivering more interactive and student-centered instruction, creating a learning atmosphere that was both enjoyable and meaningful.

Overall, this study confirms that Reading Card Media is an effective instructional tool for enhancing reading skills in elementary education. Its use not only improves students' comprehension and interest in reading but also serves as a practical alternative for teachers seeking innovative and engaging learning media. The development and application of this media demonstrate its potential as a model for instructional innovation in elementary schools.

Despite these positive findings, this study has several limitations that open opportunities for future research. Future studies may explore the implementation of Reading Card Media in different grade levels or subject areas to examine its broader applicability. Further research could also investigate the integration of digital or interactive elements into the media to align with technological advancements in education. In addition, longitudinal studies are recommended to examine the long-term impact of Reading Card Media on students' reading development and literacy skills. Expanding the scope of participants and research settings may provide deeper insights into the effectiveness of this media across diverse educational contexts.

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