

## DEVELOPMENT OF IMAGE-BASED LEARNING MEDIA TO OVERCOME READING DIFFICULTIES

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**Abstrak.** This study aims to develop picture media in early reading learning for first-grade students of SDN 375 Pasar VI Natal, and to determine the level of feasibility and effectiveness of its use. This study uses the Research and Development (R&D) method with the ADDIE development model consisting of the stages of analysis, design, development, implementation, and evaluation. The subjects of the study were first-grade students at SDN 375 Pasar VI Natal. Data collection techniques were carried out through interviews, observations, expert validation questionnaires, and pretest and posttest tests. The results of the study showed that the developed picture media obtained a material validation percentage of 80%, media validation of 91.25%, and language validation of 98.57% with an overall average of 89.94% which is included in the very valid category. The results of the media implementation showed an increase in students' early reading abilities, indicated by the average pretest score of 70.62 increasing to 94.8 in the posttest. In addition, the results of the N-Gain analysis obtained an average score of 0.85 with a high category. Based on these results, it can be concluded that the developed image media is suitable and effective for use in improving the initial reading skills of first grade students at SDN 375 Pasar VI Natal.

**Keywords:** picture media, beginning reading, ADDIE model, elementary school, reading ability.

### I. INTRODUCTION

Education plays an important role in motivating individuals, communities, and nations to improve the quality of education. The improvement of educational quality encompasses various aspects of life, which helps the progress and well-being of society (Handayani et al., 2025). Education is present in every aspect of human life, and wherever there are humans, education must be present. Many countries acknowledge the difficulties of education, but they all agree that education is a very important duty of the state. Countries that aspire to progress, develop, and strive to improve the conditions of society and the world certainly state that education is the key, and their efforts will not succeed without it (Susanti, 2024). According to Chapter II Article 3 of the Republic of Indonesia Law Number 20 of 2003 on the National Education System, national education has specific functions and objectives. According to the Law, national education functions to develop abilities and character, uphold the values of honesty, justice, and mutual cooperation, strengthen national unity and integrity, enlighten the nation's life, and aims to develop individual abilities and independence. citizens who are not only democratic but also responsible. Republik Indonesia Act No. 20 of 2003, 2008: 5 (Rahmadhan. Karmila. M, 2021). Basic education is very important for building students' foundational skills, including reading skills, which are the basis for learning at the next level. Reading skills are very important for the growth and learning of students. Reading

and comprehension are crucial for daily life, including the learning process. Students who have reading skills can study all subjects because this ability can enhance knowledge and science (Anas & Alia, 2022). Beginning reading skills are the initial abilities that students must possess before they can master reading comprehensively. The reading process begins with learning letters and words, then connecting letters, syllables, words, and sentences written in written form to spoken form. Part of the basic language skills taught in schools is reading skills in the Indonesian language subject. Reading guidance must include efforts that can produce various skills (Irdawati, Yunidar, 2021). Students face many challenges at school, both academic and non-academic. Schools as places of learning certainly face various challenges, which can generally be observed from the emerging conditions of the school (Andini et al., 2024). Poor reading ability is the most common problem in elementary schools today. This is because students' interest in reading does not always increase (Muhaimin & Listryanto, 2023). K. Safitri (2020) states that teachers are the key to successful learning because they must have the expertise and skills to choose and use the appropriate learning approaches to improve the reading achievement of students in the first and second grades of Madrasah Ibtidaiyah. Ernest Boyer mentions several qualities possessed by an effective teacher: they have adequate knowledge; they can use language correctly, both in terms and symbols; and they can make significant connections between what they know and their students (Gajah et al.,

2024). It is very important for teachers to teach, guide the students' learning process, and manage the classroom. According to Eka Yusnaldi (2020), the activity and creativity of teachers when delivering lesson material is one of the important components that influence the success of the teaching and learning process. Before the lesson begins, the teacher must conduct a pre-learning test. Before the treatment begins, the students' initial reading abilities are assessed. After the learning session ends, a reading test is conducted to evaluate the students' reading abilities. The results of this exam are assessed to determine how well the students read (Widodo Arif, 2020). Certain factors can cause students to experience difficulties in reading. This includes unvaried teaching methods, unengaging learning media, and students who do not actively participate (Taufik & Afkari, 2021).

1. Beginning Reading Skills: Beginning reading skills are one of the very important language skills for students because they use these skills in reading activities. Students can acquire various types of knowledge and information, which support learning at school (Nurani et al., 2021). The reading ability that students must master at the elementary school level, especially in the lower grades, is beginning reading. Beginning reading is the initial stage in learning to read, which emphasizes the ability to recognize letters, syllables, and words, and to connect them with the correct sounds. Beginning reading skills serve as the foundation for developing reading abilities at the next stages, such as reading comprehension and critical reading. As a result, mastering early reading is very important for students in the early grades of elementary school. Students are taught to recognize letter symbols, combine letters into syllables, and read simple words and sentences. The success of students in various subjects depends on this ability (Ramadhan & Tarmini, 2022).

2. Early Reading Difficulties in Students: Reading is an important skill that elementary school students must master, but many students experience early reading difficulties. Rofi'i and Susilo (2022) state that this still occurs in many students. The symptoms experienced by students can indicate these difficulties. For example, they have difficulty recognizing letters, distinguishing between vowels and consonants, and combining letters into syllables, according to Nurani et al. (2021). Additionally, students often replace or omit letters while reading, read with difficulty, and struggle to read words in their entirety (Susilo & Majalengka, 2022). To improve students' early reading skills, the use of unengaging learning media during the learning process and the lack of interest or desire to learn are some of the causes of these reading difficulties (Jannah et al., 2025).

3. Using Familiar Words for Students: When creating learning media, the selection of words must be adjusted to the students' abilities and their environment. Students will find it easier to understand the text if they use words that are commonly used in daily life, which supports their reading learning process (Ramadhan & Tarmini, 2022). They will also be better able to relate the text to the real world, especially with the help of images in learning media (Nurani et al., 2021).

## II. RESEARCH METHODS

Researchers use research and development (R&D) to develop new products or improve existing products. R&D encompasses a series of processes or steps taken to create new products or improve existing products to make them accountable (Andina Halimsyah Rambe & Fitri, 2023). Researchers use the ADDIE development model, which stands for analysis, design, development, implementation, and evaluation. This model is used to develop existing products more practically by conducting feasibility trials based on various factors, such as flexibility, appropriateness, and utility (Siagian, 2024). The following image shows the Addie scheme.



**Figure 1.** R&D Research Procedure with the ADDIE Model. Taken from Journal of Elementary Education, 7(2).

This research conducts the product development stage, one of the five stages mentioned above, resulting in a description of the feasibility of image-based media. Subject matter experts and design experts evaluate the validity of the product. That each stage of the ADDIE model is evaluated, so the research results can be trusted, indicating that the requirement to use the product development procedure only reaches the development stage (Erlina & Iswara, 2023). First-grade students consisting of 25 students at SDN 375 Pasar VI Natal Elementary School in Natal, Natal District, Mandailing Natal Regency, North Sumatra Province, are the subjects of this research. To investigate the issues occurring in the classroom, the initial test plan consists of examination tools and interviews with the teacher. (1) data validation from validators, which consist of media, content, and material validators; (2) handling student and teacher questionnaire data for product feasibility testing; and (3) conducting product feasibility testing by administering pre- and post-tests to students. Used on products and materials, the researchers employed effectiveness tests such as the Likert scale to measure the effectiveness of the materials, the Guttman scale to measure the feasibility of the product, and tests to evaluate the effectiveness of the product.

Questionnaires, interviews, observations, and tests are the methods used to collect data for this research. Questionnaires are used to obtain valid data from subject matter experts and media experts, as well as feedback from teachers and students during the field trial phase. At the analysis stage, interviews and observations were conducted to identify students' reading difficulties and learning needs. This interview was conducted with the first-grade homeroom teacher, Mrs. Bisriyah. To determine the effectiveness of image-based learning media in improving the reading skills of first-grade students, two types

of tests were conducted: pre-test and post-test (Asih et al., 2020). Qualitative and quantitative data analysis techniques were used. Qualitative data analysis is used to search for and organize data from observations, interviews, expert suggestions, and various other materials so that it can be presented and understood easily by others. Qualitative analysis is conducted from the beginning of problem creation to the end of the research report. This technique uses data reduction, data visualization, and conclusion drawing. Next, qualitative methods are used to process the validator questionnaire data, which is done using the following product feasibility analysis (validity) formula (Sapri et al., 2023):

$$P = \frac{\sum X}{\sum X_{maks}} \times 100\%$$

Descriptive :

P = Percentage of eligibility

$\sum X$  = The total score obtained

$\sum X_{maks}$  = Maximum score

The percentage results are then interpreted based on the following feasibility criteria:

- a) 81% – 100% = very deserving
- b) 61% – 80% = worth it
- c) 41% – 60% = quite deserving
- d) 21% – 40% = less deserving
- e) 0% – 20% = Unworthy

### III. RESULT AND DISCUSSION

#### Result

Using the ADDIE model, this research and development produced an alphabet flashcard media product for beginning reading for first-grade students at SDN 375 in Pasar VI Natal, Mandailing Natal Regency.

1. The analysis stage (analysis) was conducted to determine the learning needs, student conditions, and issues. Some students still stutter when reading, and some even do not know the letters correctly. Additionally, the teacher explained that most students did not attend kindergarten (TK) before entering elementary school, which resulted in a lack of study support from parents at home and insufficient attention. In the learning process, teachers are more inclined to use a lecture approach and textbooks without engaging learning resources. During the learning activities, students may feel bored and inactive because of this condition. Based on the results of the observations conducted by the researcher during the learning process, students were more interested when the teacher showed pictures than when the teacher only provided verbal explanations of the material. Therefore, the researcher created image-based learning media tailored to the characteristics of first-grade elementary school students. They hope to help students more easily understand letters, syllables, and basic words.

2. Design Stage: At this stage, the researchers begin to develop a picture-based learning media design for early

reading instruction. The media is designed using attractive, colorful images that are relevant to the students' environment to ensure easy comprehension. To make students more interested and focused during the learning process, the researchers also adjust the font size, colors, and image shapes. At this stage, the researcher determines the topics that will be used as learning media. The material to be included includes the introduction of the alphabet, simple syllables, and words commonly used by students in their daily lives. The researcher also created procedures for media usage. This includes how teachers introduce images, create connections between images and letters or words, and invite students to read together. Researchers not only design the media, but they also create research tools such as observation sheets, interview guidelines, and validation sheets from content and media experts to determine whether the media they have created is suitable for use.

3. Development Phase: The learning media is created according to the previous design. The learning media is created in the form of word cards and picture cards that contain images of objects, fruits, and simple foods related to the students' daily lives. These images can be pictures on the cards, photos taken by the researcher, or their own photos. The goal is for students to be able to connect the images with what they read. The researcher conducted validation with subject matter experts and media experts after the media was created to determine whether the learning media was suitable. Based on the results of the material expert validation, the researcher conducted it by providing a validation questionnaire to the validators. The researcher asked the PGMI lecturer at the State Islamic University of North Sumatra Medan, Mrs. Tri Indah Kusumawati, to verify the material. The material was validated on Tuesday, March 10, 2026. The results of the material expert validation on the developed image-based learning media yielded a total score of 64 out of 80 points, with a feasibility percentage of 80%. This result indicates that the developed learning media falls into the "feasible" category and can be used during the early reading learning process without significant changes. Additionally, the validator suggested that the media could be used for field research.

After the media expert's results were validated, the researcher consulted with PGMI lecturer Mrs. Andina Halimsyah Rambe at the State Islamic University of North Sumatra Medan on Wednesday, March 11, 2026. Based on the validator's suggestions, the researcher modified the learning media before it was used in the classroom learning process. The images on the cards should be changed to pictures taken by the researcher or their own photos, because in the previous media, the researcher used images from the internet. The image-based learning media received a score of 73 out of a maximum score of 80, with a feasibility percentage of 91.25%. This result indicates that the developed media falls into the "very feasible" category for use in early reading instruction (Ayu et al., 2021). The media has an attractive appearance, is easy to use, and is capable of increasing student interest and engagement in learning, according to this assessment.



**Figure 2.** Flashcard Image Media

4. Implementation Stage—Implementation: First-grade elementary school students use image-based learning media for initial reading activities. At this point, the researcher used photo media during the learning process. When the researcher showed picture cards and word cards to the students, they appeared more enthusiastic and active. First, the researcher shows the picture and asks the students to name the objects in it. Next, the researcher shows the word and letters that correspond to the picture. Then, the students read the word, syllables, and letters together and individually. The implementation results show that the use of picture media can increase students' interest and desire to learn. Students are

more active in asking questions, more daring in trying to read, and find it easier to understand the relationship between images and words. In addition, students who previously faced difficulties in reading are beginning to show progress in recognizing letters and reading simple words. The researcher also asked Mrs. Bisriyah, the first-grade homeroom teacher, to fill out the teacher questionnaire prepared by the researcher. The results of the teacher response questionnaire to the developed image-based learning media had a total score of 69 out of a maximum of 70 and a feasibility percentage of 98.57%. This result indicates that the image-based learning media falls into the "very feasible" category for use in early reading instruction for first-grade students, as the learning atmosphere becomes more enjoyable and interactive. Compared to previous learning that relied solely on lectures and textbooks, students appeared more focused and less easily bored.

5. Evaluation Stage: The evaluation stage is conducted to determine the effectiveness of the image-based learning media. This stage is evaluated by observing what students do during the learning process, the results of interviews with teachers, and students' responses to the media. The teacher found that this media was very helpful for students in starting to read. The evaluation results also showed that the media could improve students' early reading skills and enhance their learning abilities. Students also showed a positive response to the media used. When students learn using visual media, they appear happy and more motivated. The use of engaging images helps students remember the letters and words they have learned. Overall, the research results indicate that the image-based learning tools created using the ADDIE model can be effectively used in early reading instruction in first-grade elementary school classes. This media has the ability to increase students' interest and activity in learning, as well as improve their understanding of letters and their ability to read simple words better. Data from the initial reading ability tests for the experimental and control classes were obtained through the implementation of pretests and posttests. The pretest was conducted to determine the students' reading ability level before receiving the treatment, while the posttest was conducted to determine the students' reading ability level after receiving the treatment, aiming to measure the students' reading ability after the intervention. The results of the pretest and posttest are shown below.

**Table 1.** Result Pretest and Posttest

| Student | Pretest | Posttest |
|---------|---------|----------|
| B1      | 75,28   | 100      |
| B2      | 65,42   | 100      |
| B3      | 64,14   | 100      |
| B4      | 69,00   | 100      |
| B5      | 77,00   | 100      |
| B6      | 78,57   | 100      |
| B7      | 70,14   | 100      |
| B8      | 64,14   | 100      |
| B9      | 81,85   | 100      |
| B10     | 68,28   | 100      |
| B11     | 71,28   | 100      |

|         |       |      |
|---------|-------|------|
| B12     | 67,00 | 100  |
| B13     | 79,00 | 100  |
| B14     | 70,00 | 100  |
| B15     | 74,14 | 100  |
| B16     | 65,14 | 100  |
| B17     | 70,28 | 100  |
| B18     | 65,14 | 100  |
| B19     | 74,42 | 100  |
| B20     | 71,85 | 100  |
| B21     | 75,00 | 100  |
| B22     | 69,42 | 100  |
| B23     | 63,71 | 20   |
| B24     | 70,85 | 70   |
| B25     | 64,42 | 80   |
| average | 70,62 | 94,8 |

The results of the study on 25 first-grade students show that image-based learning media can effectively improve students' early reading skills. The average pretest score was 70.62, but the posttest score increased to 94.8. This improvement indicates that this technology is capable of enhancing students' early reading skills. The data shows that the average pretest scores of both classes did not differ significantly. However, the average posttest score of the experimental class was higher than that of the control class after the treatment. Therefore, it is proven that the treatment given in the experimental class improved the initial reading ability of the students (Dasar et al., 2022).

**Table 2. N-Gain Analysis**

| Student | Pretest | Posttest | N-Gain | criteria  |
|---------|---------|----------|--------|-----------|
| B1      | 75,28   | 100      | 1,00   | high      |
| B2      | 65,42   | 100      | 1,00   | high      |
| B3      | 64,14   | 100      | 1,00   | high      |
| B4      | 69,00   | 100      | 1,00   | high      |
| B5      | 77,00   | 100      | 1,00   | high      |
| B6      | 78,57   | 100      | 1,00   | high      |
| B7      | 70,14   | 100      | 1,00   | high      |
| B8      | 64,14   | 100      | 1,00   | high      |
| B9      | 81,85   | 100      | 1,00   | high      |
| B10     | 68,28   | 100      | 1,00   | high      |
| B11     | 71,28   | 100      | 1,00   | high      |
| B12     | 67,00   | 100      | 1,00   | high      |
| B13     | 79,00   | 100      | 1,00   | high      |
| B14     | 70,00   | 100      | 1,00   | high      |
| B15     | 74,14   | 100      | 1,00   | high      |
| B16     | 65,14   | 100      | 1,00   | high      |
| B17     | 70,28   | 100      | 1,00   | high      |
| B18     | 65,14   | 100      | 1,00   | high      |
| B19     | 74,42   | 100      | 1,00   | high      |
| B20     | 71,85   | 100      | 1,00   | high      |
| B21     | 75,00   | 100      | 1,00   | high      |
| B22     | 69,42   | 100      | 1,00   | high      |
| B23     | 63,71   | 20       | -1,20  | low       |
| B24     | 70,85   | 70       | -0,03  | low       |
| B25     | 64,42   | 80       | 0,44   | currently |
| average | 70,62   | 94,8     | 0,85   | high      |

The results of the study on 25 first-grade students show that image-based learning media can effectively improve students' early reading skills. The average pretest score was 70.62, but the posttest score increased to 94.8. This improvement indicates that this technology is capable of enhancing students' early reading skills. The data shows that the average pretest scores of both classes did not differ significantly. However, the average posttest score of the experimental class was higher than that of the control class after the treatment. Therefore, it is proven that the treatment given in the experimental class improved the initial reading ability of the students (Dasar et al., 2022).

### Discussion

The research results show that image-based learning media is highly favored by first-grade elementary school students. These findings are in line with several previous studies that show the use of flashcard media can improve students' early reading skills. Research conducted by Rahayu, Alpian, and Dewi (2025) found that the use of flashcard media in the learning process can significantly affect the early reading skills of first-grade students. Attractive picture cards help students understand what they are learning more easily. Similar results were also found in the research by Rohmah, Dewi, and Wibowo (2024). The study showed that the use of flashcards had a positive impact on the reading abilities of elementary school students when they started learning to read. Students learn new vocabulary more quickly and enjoyably due to the connection between images and text on the cards (Rohmah, Dewi, 2024). Students appeared more active, engaged, and interested in the reading learning process during the activity. The use of visual media enhances the learning atmosphere and boosts student motivation. Some students expressed a desire to use the media in the next lesson even after the lesson was over (Dasar et al., 2022). Based on the validation results, the researchers found a score of 80% for material validation, 91.25% for media validation, and 98.57% for the teacher questionnaire. Additionally, the average calculation for all validation elements resulted in a score of 89.94% in the "very valid" category. The results show that the images created can be used to teach first-grade students at SDN 375 Pasar VI Natal in early reading lessons. Most students experienced a significant improvement in learning outcomes after using picture media in the learning process, as shown in the N-Gain analysis results above. Students find it easier to understand letters, syllables, and root words with the use of picture media, which makes the reading learning process more engaging and enjoyable. The use of visual media can also enhance students' attention and motivation during learning. However, because the posttest results did not improve significantly, some students received low N-Gain scores. The use of visual media not only increases students' interest and enthusiasm for learning but also helps teachers evaluate students' reading abilities more quickly. By using visual media, teachers can identify students who are already able to read fluently and those who are still experiencing difficulties in reading during the learning activities. Visual media not only serves as a learning aid but also helps teachers assess students' reading abilities directly during the learning process. Other research shows that images

can make lessons more interesting and interactive, which can improve the reading skills of elementary school students (Elsa et al., 2024). Additionally, the use of image media can also increase students' interest in reading because it makes them more engaged with the material presented visually. Thus, it can be concluded that image-based learning media is very effective for early reading instruction. This is because it can enhance students' learning motivation, help them understand the lesson material, and make it easier for teachers to assess their students' reading abilities (Safira et al., 2025).

#### IV. CONCLUSSION

The results of the research and development of image media for early reading learning for first-grade students at SDN 375 Pasar VI Natal, conducted using the ADDIE model, show that the media created were used well and effectively during the learning process. The results of the expert validation show the following: the material validation percentage is 80%, the media validation percentage is 91.25%, and the language validation percentage is 98.57%, with an overall average of 89.94% which falls into the "very valid" category. Additionally, the results of the media implementation show that students' initial reading abilities have improved; the average pretest score of 70.62 increased to 94.8 on the posttest. The results of the N-Gain analysis show that the use of visual media can significantly improve students' early reading skills. Thus, it can be concluded that image-based learning media is effective in early reading instruction because it can enhance students' learning motivation, help them understand the lesson material, and make the learning process more engaging and enjoyable. Additionally, image media can also assist teachers in improving students' reading skills.

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