Development of JARIPO Assisted by Adobe Animate Based on Cooperative Integrated Reading and Composition for Elementary School Students

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Abstract: This study aims to develop a learning media called JARIPO (Belajar Ide Pokok), assisted by Adobe Animate, which integrates the Cooperative Integrated Reading and Composition (CIRC) model into Indonesian language learning for elementary school students. The research method used is Research and Development (R&D), following a simplified Borg & Gall development procedure up to the expert validation stage. The validation results show that the developed media is feasible for use, with a feasibility percentage of 92.85% by language experts, 97.22% by media experts, and 94.44% by subject matter experts. The developed media is considered engaging, interactive, capable of increasing learning motivation, and suitable for the characteristics of elementary school students. This learning media can teach primary idea material in Indonesian language classes and assist teachers in enhancing students' reading skills and participation.

Abstrak: Penelitian ini bertujuan untuk mengembangkan media pembelajaran bernama JARIPO (Belajar Ide Pokok) berbantuan Adobe Animate yang mengintegrasikan model Cooperative Integrated Reading and Composition (CIRC) dalam pembelajaran Bahasa Indonesia untuk siswa Sekolah Dasar. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan prosedur pengembangan model Borg & Gall yang disederhanakan hingga tahap validasi ahli. Hasil validasi menunjukkan bahwa media yang dikembangkan layak digunakan dengan persentase kelayakan oleh ahli bahasa sebesar 92,85%, ahli media sebesar 97,22% dan oleh ahli materi sebesar 94,44%. Media yang dikembangkan ini dinilai menarik, interaktif, dapat meningkatkan motivasi belajar dan sesuai dengan karakteristik siswa SD. Media pembelajaran ini diharapkan dapat digunakan untuk proses pembelajaran Bahasa Indonesia materi ide pokok dan dapat membantu guru dalam meningkatkan kemampuan membaca serta partisipasi siswa.

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A. Introduction

Learning in elementary school represents an initial and crucial stage in shaping the intellectual foundation for thinking, the character for behaving and acting, and developing children's literacy (Kemendikbud, 2020). Elementary education is a formative process through which skills, character, and knowledge are created due to interactions between teachers and students within the elementary school environment (Utami et al., 2024). According to Anjani et al (2020), students are not only expected to excel cognitively or be proficient in problem-solving; teachers must also support students in enhancing their affective and psychomotor domains, enabling them to discern right from wrong and foster their creativity. Elementary education also marks the beginning for students to understand concepts and face various learning challenges (Musyaffa et al., 2024). In this stage, students are introduced to different subjects, including Indonesian language studies.

The Indonesian language subject in elementary school teaches language skills and fosters critical and creative thinking through reading and writing activities (Susanto, as cited in Andarini, 2024). Indonesian language learning encompasses fundamental skills that students must acquire, including reading, listening, writing, and speaking, all of which are interrelated (Ibda, 2020). The Indonesian language curriculum at the elementary level is designed to develop students' communication competencies effectively, both oral and written, while also providing opportunities for students to appreciate literary works, enhance their language knowledge and skills, and shape a well-rounded personality (Susanto, as cited in Andarini, 2024; Adabiah & Chandra, 2024). Motivation in learning is essential for Indonesian language learning to support students in communicating effectively and expanding their knowledge in line with learning objectives.

Teaching the Indonesian language in elementary schools often faces several challenges. One such challenge is the varying reading abilities among students, the overlap of content with other subjects, and the abundance of challenging and complex Indonesian vocabulary, which is commonly found in texts and main ideas (Maulidiyah, 2020). These various issues often lead to a decline in students' motivation and comprehension in learning (Wardani et al., 2022).

Several issues were identified based on observations and interviews at the Gajahmada Cluster in Semarang City. Many fifth-grade elementary school students were found to have difficulty understanding reading texts due to varying levels of reading ability. Teachers' limited use of interactive learning media and technology in the classroom often leads to student boredom during lessons. In addition, the frequent use of lecture-based methods results in minimal student engagement. These factors contribute to a decline in both students' motivation and comprehension. In light of these issues, there is a need for a technology-based learning medium, along with implementing a learning model that cohesively integrates reading and writing activities and actively involves students in the learning process.

Instructional media serve as tools that convey the teacher's message to students during the learning process to create effective instruction (Salahuddin & Asmara, 2022).

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According to Nurdilianti et al (2025), instructional media play an essential role in teaching and learning by functioning as channels for delivering messages, stimulating students' thinking, and enhancing their interest and motivation. Well-designed and interactive instructional media can help students better understand the material and serve as a solution to improve their motivation and comprehension during learning (Erfan et al., 2020). Appropriately using instructional media can also help guide the learning process more effectively and increase students' motivation and learning outcomes (Musyaffa & Isdaryanti, 2024).

The advancement of technology in education enables teachers to utilize digital media in their teaching, such as educational applications, instructional videos, interactive quizzes, and more, which can present material visually and dynamically (Dachi et al., 2024). With technological progress, today's instructional media can create enjoyable and compelling student learning experiences. One application that can be used to develop instructional media is Adobe Animate, which is user-friendly for teachers and students and allows for creating illustrations, animations, quizzes, and learning materials (Prastowo, as cited in Audhiha et al., 2022). According to Rahayu et al (2022), Adobe Animate can be accessed offline and offers a wide range of features for developing engaging instructional media, including integrating animations, games, audio, and more. Appropriately using instructional media can enhance the effectiveness and efficiency of the learning process. In addition to instructional media, learning effectiveness is influenced by the learning model used.

A learning model guides teachers to achieve learning objectives through a well-planned instructional process from the beginning to the end of a lesson (Harefa et al., 2020). Teachers select learning models to provide optimal guidance tailored to students' characteristics, ensuring the learning process is effective (Agustin & Gumala, 2025). An appropriate learning model can increase student enthusiasm, active participation, and motivation, making learning enjoyable and improving comprehension. One model that integrates reading and writing activities in group settings while enhancing student engagement is the *Cooperative Integrated Reading and Composition* (CIRC) model (Setiawati et al., 2023). This aligns with Purwati (2024), who stated that the CIRC model effectively improves students' ability to identify main ideas and enhance their learning skills. According to Sani (as cited in Syafitri & Mansurdin, 2020), the CIRC learning model helps students read, write, and express themselves through group-based activities, enabling them to communicate, respond to stories, and collaboratively solve problems with their peers (Setyaningrum, as cited in Sartika et al., 2022). The *Cooperative Integrated Reading and Composition* model emphasizes group collaboration, which is expected to enhance students' speaking, reading, and writing skills (Rahmi & Marnola, 2020). This model provides students greater opportunities to focus on the learning material and promotes a student-centered approach (Zahra et al., 2024). In its implementation, students work in groups to read, discuss, and write together, fostering social interaction and collaborative knowledge construction.

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Several previous studies on instructional media developed using Adobe Animate and the implementation of the Cooperative Integrated Reading and Composition (CIRC) model serve as references for this research. One study by Dwicahya & Lutfi (2024), titled "Development of Interactive Multimedia-Based Instructional Media Using Adobe Animate to Improve Student Learning Outcomes," concluded that the media was highly suitable for improving student learning outcomes. This conclusion was based on expert validation results, with a score of 87% from content experts and 92% from media experts, both of which fall into the "highly feasible" category. Another study by Dachi et al (2024) on Adobe Animate-based instructional media reported a validation score of 0.89 for content and language aspects, indicating that the media is valid and feasible for enhancing student comprehension. In addition, a study by Utami et al (2023), titled "Development of Adobe Animate-Based Instructional Media for Science Learning in Grade V Elementary School," found that the media developed using Adobe Animate received an average expert validation score of 3.65, suggesting that it was highly valid and practical for use in Grade V science instruction.

The instructional media developed in this study is an educational application containing introductory content and learning materials on main ideas, topic sentences, and supporting sentences. The novelty of this research lies in the use of engaging illustrations designed to capture students' interest during the learning process. The content is broader, featuring reading examples and accompanied by interactive and appealing practice exercises. Additionally, the JARIPO instructional media can be accessed offline and presented as an educational game, allowing students to learn flexibly. The objectives of this research are: 1) to describe the development of the JARIPO media using Adobe Animate based on the Cooperative Integrated Reading and Composition model for elementary school students, and 2) to explain the results of expert validation of the JARIPO instructional media developed using Adobe Animate and based on the Cooperative Integrated Reading and Composition model for elementary school students. The development of this Adobe Animate-assisted instructional media is expected to offer teachers an effective alternative for teaching the Indonesian language, particularly in the topic of main ideas.

B. Method

This study is a type of research and development (R&D). Sugiyono (2020) states that this method aims to develop or improve a product and test its performance against certain variables. The development process is carried out to ensure that the product can be used for learning, research, and analysis. The model employed in this study is a modified version of the Borg and Gall model, which is implemented up to the product design revision stage. The stages carried out include (1) analysis of potentials and problems, (2) data collection, (3) product design, (4) design validation, and (5) product design revision.

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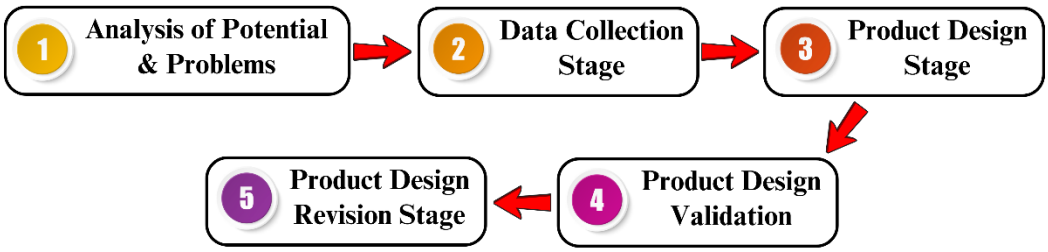

Figure 1. Research Flowchart

This study aims to produce an interactive learning media for main ideas to enhance students' understanding and learning motivation in Indonesian language instruction. The developed product is a central idea learning application assisted by Adobe Animate. The completed product will be evaluated by language experts, content experts, and media experts in the field of education.

Mixed analysis, namely qualitative and quantitative, is used to process data in this study. Qualitative analysis was applied to process the results of observations and interviews, while quantitative analysis was based on the product validation results from language, content, and media experts. The data collection techniques employed included observation, interviews, and questionnaires. Observation aimed to analyze the problems encountered in the field during the learning process. Interviews were conducted to deepen the findings from observations by engaging with key informants, such as class guardians and school principals. The questionnaire used in this study involved assessments of the developed media, which were administered to expert validators in their respective fields.

C. Result and Discussion

Result

Due to the researcher's limitations, the development process of the JARIPO instructional media follows the modified Borg and Gall model stages up to the design or product validation phase. The stages are as follows.

1. Potential and Problem Analysis Stage

The first stage begins with problem identification. This was conducted at elementary schools within the Gugus Gajahmada cluster through observations and interviews with principals and classroom teachers. Based on the problem identification results, SD Negeri Bendan Ngisor was found to have the most significant issues, particularly among fifth-grade students. The problems identified include many fifth graders at SD Negeri Bendan Ngisor experiencing difficulties in learning Indonesian, especially in comprehending reading texts related to Main Ideas. Additionally, the instructional media used by teachers in Indonesian language lessons lacked variety, even though the school's facilities were adequate to support integrated digital technology-based learning. The learning process was also predominantly teacher-centered, resulting in low active student participation. These issues caused the learning process to be less than optimal, decreasing student motivation and cognitive

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understanding. Based on these problems, there is a need for innovative instructional media that utilizes technology appropriately and applies a learning model that cohesively integrates reading and writing activities, encouraging active student involvement.

2. Data Collection Stage

The next stage is data collection. Based on the problem identification, fifth-grade students at SD Negeri Brendan Ngisor require instructional media that utilize technology to improve their motivation and cognitive understanding. Questionnaires were distributed to students and teachers before developing the instructional media. The purpose of these questionnaires was to ensure that the developed press aligned with the needs and expectations of its users, namely the students and teachers. Analysis of the needs questionnaires revealed that fifth-grade students often feel bored with learning methods that rely solely on textbooks. They desire more interactive and engaging learning through innovative instructional media. Both teachers and students hope that the developed media will include features such as animations, attractive illustrations, and interactive exercises to enhance student learning motivation. Moreover, teachers also want the instructional media to be integrated into innovative learning models that suit the characteristics and needs of the students.

3. Product Design Stage

The next stage in the development process is designing the prototype of the instructional media to be developed. Based on analyzing students' and teachers' needs, the researcher developed an interactive learning media using Adobe Animate, adopting the Cooperative Integrated Reading and Composition (CIRC) learning model. The choice of the CIRC model is based on its student-centered characteristics, which encourage active participation during the learning process. This model also increases students' enthusiasm for reading and understanding texts, as they are directly involved in learning activities.

The instructional media developed is named "*Belajar Ide Pokok*" (Learning Main Ideas), or JARIPO. JARIPO contains material about main ideas, complemented by examples of identifying main ideas within paragraphs. Furthermore, this media includes audio features, interactive exercises, and strategies designed to facilitate students in learning the Indonesian language. The development of JARIPO media follows the principles of cooperative learning inherent in the CIRC model. The development process employs Adobe Animate to produce media featuring various components such as audio, visuals, animations, and interactive exercises. The elements of the JARIPO instructional media include: 1) the main page of the JARIPO media, 2) Instructions for using the instructional media, 3) Learning materials in JARIPO, and 4) Interactive exercises. The following section explains these components in detail.

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1) Main Page of the JARIPO

Figure 2. Main Page of the JARIPO Learning Media

The main page displays the title "JARIPO," which is an abbreviation of "Belajar Ide Pokok" (Learning Main Ideas). The main page of the instructional media contains the primary menu accessible to students, including sections for materials, quizzes, media developers, learning objectives, a glossary for finding difficult words, user instructions symbolized by a question mark, and references. The main page features animations and illustrations designed to engage students and enhance their motivation and enthusiasm for learning the main ideas in Indonesian language lessons. The main page's color scheme and font choices are tailored to the characteristics of elementary school students, who are attracted to bright and contrasting colors.

2) Instructions for Using the Instructional Media

Figure 3. Instructions for Using the Media

The instructional media's initial page contains a section containing user instructions explaining the symbols and their meanings used within the media. These instructions are intended to guide and facilitate teachers' and students' effective use of the instructional media.

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3) JARIPO Learning Materials

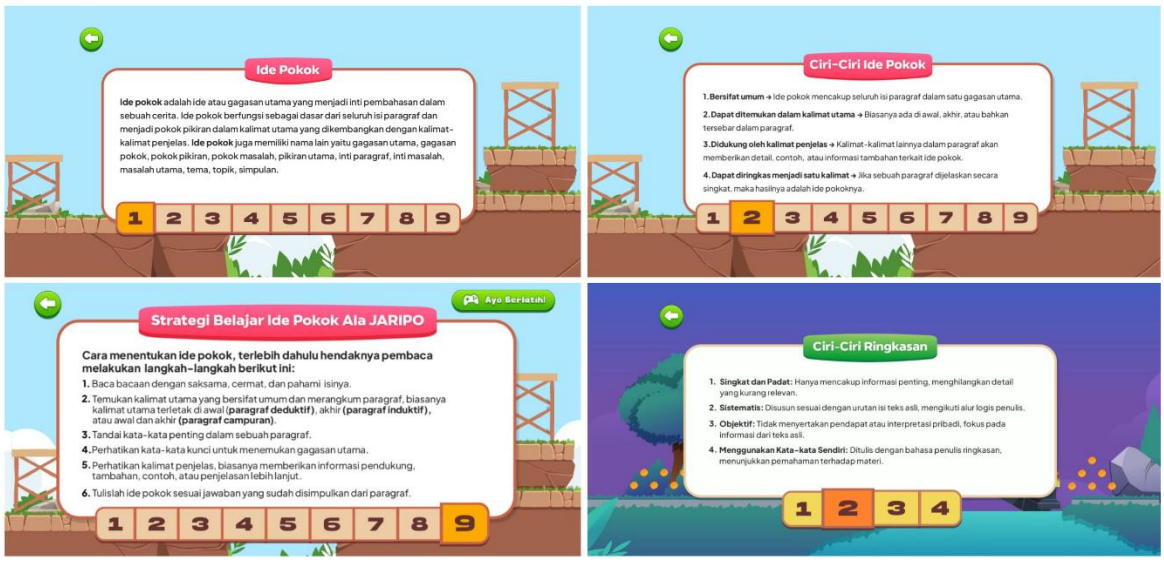

Figure 4. Learning Materials in the JARIPO Media

The JARIPO instructional media presents the material in text, using language that is easy for elementary school students to understand. The material is accompanied by engaging illustrations and animations to enhance students' enthusiasm during learning. The content covered in this instructional media focuses on the Indonesian language topic of main ideas, which includes 1) the definition of main ideas, 2) characteristics of main ideas, 3) the location of main ideas, and 4) topic sentences and supporting sentences.

4) Interactive Exercises

Figure 5. Interactive Exercise in the JARIPO

Figure 6. Reflection Section in the JARIPO

The JARIPO instructional media is also equipped with interactive exercises and a student motivation reflection feature following the learning process using the press. Students complete these exercises after studying all the material, which serves to assess their understanding after using the instructional media. The selected exercises are appropriate for the abilities of elementary school students. The student motivation reflection is completed after the exercises. It is intended to gauge students' motivation following the instructional media, with the results used to inform evaluations for future learning.

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4. Product Design Validation Stage

After the instructional media prototype is completed, the next step is the product design validation stage. Several experts, including content, media, and language experts, conduct a validation or feasibility test at this stage. The validation assessments by language, content, and media experts use a Likert scale ranging from 1 to 4. The results are then analyzed using a formula and converted according to the following table.

$$NP = \frac{R}{SM} x100\%$$

Explanation:

NP = Percentage score to be calculated or expected
R = Obtained score
SM = Maximum score

Table 1. Assessment Categories

Presents	Criteria
86% - 100%	Very Feasible
76%-85%	Worth
66%-85%	Decent Enough
56%-65%	Less Feasible
≤55%	Not Feasible

After being tested using the formula above, the results were grouped according to the assessment categories based on their classifications. The following table presents the validation assessment results from language, content, and media experts.

Table 2. Language Expert Assessment of the JARIPO Media

No	Assessment Indicator	Assessment Score			
		1	2	3	4
1.	Using clear sentences that are not double-meaning				√
2.	Uses sentence structure that is easy to understand				√
3.	Using the right sentence			√	
4.	Has clear sentences				√
5.	Using effective sentences			√	
6.	Language is easy for students to understand				√
7.	Language in learning media is the standard language.				√
	Total Score			**26**	

Expert Language Assessment Score = $\frac{26}{28} x100\% = 92{,}85\%$ (Very Feasible)

Based on the validation assessment conducted by language experts, the JARIPO instructional media received a 92.85% out of a maximum score of 100%. This indicates that the media is very feasible for implementation. The language experts validated the media by assessing whether the language used was appropriate for elementary school students' language proficiency to ensure ease of understanding. During the language validation

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process, the instructional media received feedback from the language experts to revise the paragraphs in the introductory story, as the language used was considered too advanced for elementary school students.

Table 3. Content Expert Assessment of the JARIPO Media

No	Assessment Indicator	Assessment Score			
		1	2	3	4
1.	The material in the media is by the indicators and learning objectives.				√
2.	The material in the media is by the learning outcomes.				√
3.	The material in the media is complete.				√
4.	The material in the media already includes material that is by the learning.				√
5.	The material already contains images to clarify the understanding.			√	
6.	The material presented uses language that is easy to understand				√
7.	The material in the media is based on the needs and abilities of students.			√	
8.	The material in the media is interesting and can spark activeness and creativity.				√
9.	Materials contain strategies that aid student understanding.				√
	Total Score			**34**	

Material Expert Assessment Score = $\frac{34}{36} x100\% = 94{,}44\%$ (Very Feasible)

Based on the validation assessment conducted by content experts, the JARIPO instructional media received a score of 94.44% out of a maximum score of 100%, indicating that the media is feasible for implementation. During the content validation process, the press received feedback from the content experts to add examples of paragraphs with different locations of the main idea, as previously, there was only one example. This addition aims to help students better identify the main idea in paragraphs per the predetermined learning outcomes and objectives.

Table 4. Media Expert Assessment of the JARIPO Media

No	Assessment Indicator	Assessment Score			
		1	2	3	4
1.	Learning media is by the learning objectives.				√
2.	The media is appropriate for students' abilities.			√	
3.	Learning media has an attractive color design.				√
4.	Learning media has clear images.				√
5.	The reading text in the media is engaging and clear.				√
6.	Learning media with interesting sound				√
7.	Media design can increase student motivation and understanding.				√
8.	Learning media is easy to operate.				√
9.	Learning media makes students actively learn.				√
	Total Score			**35**	

Media Expert Assessment Score = $\frac{35}{36} x100\% = 97{,}22\%$ (Very Feasible)

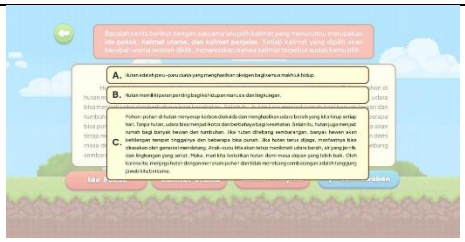
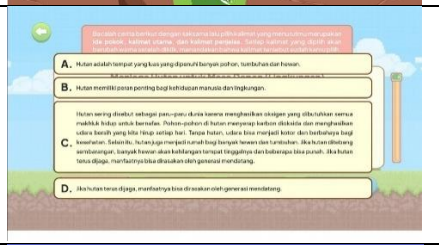
https://doi.org/10.51276/edu.v6i2.1245

Based on the validation assessment by media experts, the JARIPO instructional media obtained a score of 97.22% out of a maximum of 100%, indicating that the media is very feasible for implementation. During the validation process, the media experts suggested adjusting the audio to make it more enthusiastic to enhance students' learning motivation when using the media. Additionally, it was recommended that more animations be added and the text be enlarged. These improvements aim to make the instructional media more interactive and easier to read during its learning process.

5. Product Design Revision Stage

After completing the product design validation process by the experts, the researcher obtained various constructive evaluations and suggestions. These assessments and inputs served as the basis for refining the JARIPO instructional media based on the Cooperative Integrated Reading and Composition (CIRC) learning model. The following section presents the design or visual display of the JARIPO instructional media before and after revision based on expert feedback.

Table 5. The interface of the JARIPO Media, Assisted by Adobe Animate

JARIPO Media	Before Revision	After Revision
Learning Media Home Page: *Menu is too long downwards*		
Learning Materials in JARIPO: *Font size too small and enlarged*		
Practice Questions: *Add outlier options and increase font size*		
Reflection on Learning Media: *Lack of correlation between sadness and laughter*		

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Discussion

The JARIPO learning media, developed with the aid of Adobe Animate and based on the Cooperative Integrated Reading and Composition (CIRC) model, was created through several stages and underwent validity testing by experts in their respective fields, including language experts, content experts, and media experts. JARIPO, as an Indonesian language learning medium, leverages technological advancements and is equipped with illustrations, animations, and engaging visualizations. These features aim to prevent students from experiencing boredom during learning, as stated by Armawi (Dwicahya & Lutfi, 2024). They are intended to increase students' motivation while meeting the specific needs of elementary school students, which aligns with the findings of Silvia & Bukhori (2021). Moreover, the JARIPO learning media developed using Adobe Animate is user-friendly and flexible for teachers and students. This aligns with the opinion of Mukaromah et al (2022), who assert that Adobe Animate enables the creation of offline-accessible learning media, allowing students to learn anytime and anywhere.

Based on the validation results by language, content, and media experts, the JARIPO learning media received highly positive evaluations, particularly regarding its design and interactivity. The expert validators also provided constructive feedback for improving the learning media. The validation from the language expert indicated that the narration, text, and language usage in the press are highly appropriate, linguistically accurate, and well-suited to the comprehension level of elementary school students. Similarly, the content expert validated that the JARIPO learning media is highly feasible, as the material presented aligns systematically with elementary learning objectives and corresponds to the learning modules. The content also aligns with the curriculum and meets students' needs in Bahasa Indonesia. In addition, the media expert's assessment concluded that the JARIPO learning media is very suitable for implementation in elementary schools, as it matches students' cognitive development and is equipped with animations, illustrations, and interactive exercises. The media expert gave the highest evaluation score, indicating that the use of Adobe Animate can enhance student motivation and prevent learning fatigue. These findings support the research of Audhiha et al (2022) and Lestari et al (2023), which suggest that digital learning media developed considering students' needs and characteristics and designed using an appropriate instructional model can significantly improve learning quality. The JARIPO learning media supported by Adobe Animate incorporates all necessary components that positively impact students' learning of central ideas in Bahasa Indonesia. Therefore, based on expert assessments, JARIPO is deemed suitable for use in Bahasa Indonesia instruction at the elementary level. Furthermore, this media can be a teaching aid for teachers to help develop students' skills in identifying the main ideas in texts through an engaging cooperative learning approach.

D. Conclusion

This study successfully developed the JARIPO learning media, supported by Adobe Animate, which was designed based on the Cooperative Integrated Reading and

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Composition (CIRC) model. The press was developed using a modified Borg and Gall R&D model, which included potential and problem analysis, data collection, product design, validation, and revision. The validation results from three experts indicated that the JARIPO learning media is highly feasible for use, with 92.85% from the language expert, 94.44% from the content expert, and 97.22% from the media expert.

The implication of this study is the availability of an interactive digital learning media that aligns with the characteristics of elementary school students. The JARIPO media can serve as an alternative solution for teaching Bahasa Indonesia, helping to enhance students' motivation and comprehension while reducing learning fatigue, thereby supporting more effective and engaging instruction.

Suggestions for future research include further development of adaptive feature integration so that the learning media becomes more responsive to students' learning needs. Additionally, it is recommended that teachers consider using this media as an alternative solution when encountering challenges in teaching Bahasa Indonesia, particularly in delivering content related to main ideas.

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