



Validation of a Picture Storybook Learning Medium for Teaching Fact and Opinion Sentences in Indonesian Language Learning Among Second-Grade Elementary School Students

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ABSTRACT	ARTICLE INFO
<p><i>This study aims to examine the validity of a picture storybook as a learning medium for teaching fact and opinion sentences in Indonesian language learning for second-grade elementary school students. The study was motivated by students' low ability to distinguish between fact and opinion sentences, as well as the limited use of instructional media that effectively attract students' interest and accommodate their learning needs. This research employed the Research and Development (R&D) method using the ADDIE development model, which consists of the Analyze, Design, Develop, Implement, and Evaluate stages. The participants were 15 second-grade students from Ronggomulyo 4 Public Elementary School. Data were collected through observations, interviews, and validation questionnaires administered to media experts, subject-matter experts, and language experts. The validation results showed that the media expert assessment achieved a score of 96%, categorized as highly valid. The subject-matter expert assessment obtained a score of 98%, also categorized as highly valid, while the language expert assessment achieved a score of 66%, categorized as moderately valid. Based on these validation results, the picture storybook was considered suitable for use in Indonesian language learning, particularly in teaching fact and opinion sentences. The developed media is expected to enhance students' understanding, foster reading interest, and promote a more active, engaging, and enjoyable learning environment.</i></p> <p>© 2026 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: Submitted/Received 12 May 2026 First Revised 18 Jun 2026 Accepted 23 Jun 2026 First Available online 26 Jun 2026 Publication Date 26 Jun 2026</p> <hr/> <p>Keyword: Picture Storybook; Fact and Opinion Sentences; Indonesian Language Learning.</p>

1. INTRODUCTION

Education is a fundamental factor in supporting individual development, as it enables individuals to cultivate their abilities and potential more optimally through the educational process. Furthermore, education contributes to the development of high-quality individuals who are capable of adapting to the demands and challenges of an evolving society. Education is not limited to formal schooling, it also takes place within family and community environments, both of which play interconnected roles in supporting the success of the educational process (Syaadah et al., 2022). In addition to enhancing intellectual abilities, education is also intended to support students' emotional, social, and moral development, thereby fostering the formation of well-rounded individuals with balanced personal growth and positive character (Hafizatul et al., 2024).

In formal education, students are expected to acquire a variety of fundamental skills, one of which is reading. Reading proficiency is a crucial skill as it enables students to comprehend information, expand their knowledge, and develop critical thinking abilities. However, the reading skills of elementary school students remain suboptimal. Consequently, many students encounter difficulties in understanding the learning materials presented during the instructional process (Alpian & Yatri, 2022).

Reading proficiency is a fundamental skill that plays a crucial role in supporting the learning process, particularly at the elementary school level. However, many students still experience difficulties in comprehending reading materials thoroughly. Based on observations and interviews conducted at State Elementary School 02 Bejen Karanganyar, it was found that the majority of third-grade students were not yet able to read fluently and demonstrated low interest in literacy activities. At this stage of development, students are expected to possess adequate reading skills to support their understanding of various academic subjects. This condition indicates that students' reading abilities still require greater attention and further improvement (Wulandari et al., 2025).

The use of instructional media in the learning process can provide students with more engaging and meaningful learning experiences. Teachers need to create opportunities for students to enjoy and comprehend the reading materials presented to them. Such activities are particularly beneficial for students who experience reading difficulties, as they can help improve reading comprehension. At the elementary school level, the use of books that are appropriate to students' developmental stages and supplemented with illustrations relevant to the text can support a more effective learning process (Ramadanu et al., 2023). According to (Semtafiani et al., 2024) reading instruction in schools should be directed toward developing students' reading comprehension skills. Therefore, students need continuous practice to enable them to understand the meaning and information contained within a text. Accordingly, the focus of reading instruction should not be limited to recalling the content of a text but should also emphasize students' ability to comprehend and accurately interpret the information presented in the reading material.

Based on observations and interviews conducted with the second-grade teacher of Ronggomulyo 4 Public Elementary School on January 26, 2026, it was identified that students tended to experience difficulties in reading and comprehending texts. Most students were more attracted to learning media that incorporated appealing visual elements, vibrant colors, and illustrations. In contrast, reading materials dominated by text without visual support were less effective in capturing students' attention, making it difficult for them to visualize and

understand the content of the texts. This condition has had a considerable impact on students' learning outcomes, which have not yet reached the expected level of achievement. Furthermore, students continued to encounter difficulties in understanding the concepts of fact and opinion sentences, particularly in distinguishing factual information from subjective statements and in identifying both types of sentences within reading passages. Efforts made by the teacher, such as encouraging students to read aloud in front of the class, have not been sufficient to improve students' reading proficiency and reading comprehension optimally. Therefore, a more engaging instructional approach that aligns with students' needs is required to help overcome the various challenges encountered during the learning process.

Fact and opinion sentences constitute an essential component of Indonesian language learning, as they support students' ability to understand information and develop critical thinking skills. This topic requires students to distinguish between objective statements that can be verified and subjective statements that reflect personal opinions (Naimah et al., 2023). According to (Ferdian et al., 2024) citing (Risda, 2019), a fact refers to an actual event or condition that can be proven to be true, whereas an opinion is a personal viewpoint or judgment whose validity cannot necessarily be verified. However, students' understanding of fact and opinion sentences remains relatively low. Many students are unable to identify the linguistic characteristics that differentiate factual statements from opinion-based statements and often encounter difficulties in providing concrete examples from everyday life. This issue becomes evident when students are asked to classify or construct sentences according to their respective categories. Furthermore, the limited use of diverse instructional media has contributed to students' low level of understanding. Learning materials presented solely in textual form, without contextual examples and engaging illustrations, tend to reduce students' interest and motivation in reading activities. Therefore, more interactive instructional strategies and innovative learning approaches are needed to enhance students' understanding of fact and opinion sentences effectively.

According to Ekayani (2017), learning media refer to all forms of tools and resources used to stimulate students' attention, thinking processes, abilities, and skills in supporting the teaching and learning process. Initially, instructional media were primarily utilized as visual aids in classroom learning. However, with the advancement of technology, instructional media have evolved into audio-visual media that are capable of presenting information through both visual and auditory elements. In the field of education, learning media serve as a means of delivering instructional content to students, thereby facilitating a more effective learning process (Sumianto et al., 2020). One type of learning media that can be utilized to support the instructional process is a picture storybook.

The participants of this study consisted of 15 second-grade students, including 8 boys and 7 girls. The picture storybook was designed as an engaging and enjoyable narrative while incorporating relevant instructional content. This learning medium integrates fact and opinion sentence materials into a story format tailored to the characteristics and developmental level of second-grade students, making the content easier to understand and more appealing to learners. Furthermore, the attractive visual design and the use of colors in the picture storybook are expected to capture students' interest, encourage reading engagement, and facilitate a better understanding of the learning materials. By presenting instructional content in a visually appealing and student-friendly format, the picture storybook can support a more effective and meaningful learning experience.

Based on the conditions identified during field observations, this study was conducted to evaluate the validity of a picture storybook as a learning medium for second-grade

elementary school students and to examine its potential to support the improvement of students' learning outcomes. The primary focus of this research is to determine the validity of the picture storybook in facilitating enhanced student learning achievement. Through this study, the developed learning medium is expected to serve as an effective alternative instructional resource while providing innovation in the teaching and learning process for both teachers and students.

Based on the background described above, the objectives of this study are as follows:

1. To develop a picture storybook as a learning medium for teaching fact and opinion sentences to second-grade students at Ronggomulyo 4 Public Elementary School.
2. To determine the validity of the developed picture storybook as a learning medium for teaching fact and opinion sentences to second-grade students at Ronggomulyo 4 Public Elementary School.
3. To examine the potential of the picture storybook learning medium in supporting the improvement of learning outcomes among second-grade students at Ronggomulyo 4 Public Elementary School in learning fact and opinion sentences.

2. METHODOLOGY

The Research and Development (R&D) approach was employed in this study because the research was aimed at developing a learning medium and evaluating its feasibility prior to its implementation in classroom instruction. R&D is a research approach that focuses on the development of new products or the improvement of existing products through a series of systematic stages (Okpatrioka, 2023). This approach not only produces a product but also serves as a means of addressing educational challenges identified in the field. Therefore, this study is considered applied research, as it results in a learning medium that can be directly utilized to enhance the quality of the teaching and learning process.

The product developed in this study was a picture storybook learning medium designed to help second-grade elementary school students understand fact and opinion sentences. The development of this medium was motivated by students' low ability to distinguish between these two types of sentences. Therefore, there is a need for instructional media that are more engaging, easy to understand, and aligned with the characteristics and learning needs of elementary school students. According to Kristanti et al., (2024) children tend to be more interested in learning activities that introduce new and enjoyable experiences, as these can foster learning motivation in accordance with their interests and preferences. Consequently, the picture storybook was developed as an innovative learning medium that combines educational content with attractive visual elements to enhance students' engagement and understanding of the learning material.

The development model employed in this study was the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic and structured framework, enabling researchers to develop instructional products effectively and efficiently (Zamsiswaya et al., 2024). Furthermore, the model is user-oriented and allows for continuous revisions and improvements throughout each stage of the development process.

The ADDIE model is one of the most widely used development models in Research and Development (R&D) studies due to its systematic and organized procedures. According to Sintiani et al., (2023) the ADDIE model comprises five phases: Analysis, Design, Development, Implementation, and Evaluation. These stages guide researchers in identifying learning needs, designing and developing educational products, implementing them in real learning

environments, and evaluating their effectiveness to ensure that the developed product meets the intended learning objectives.

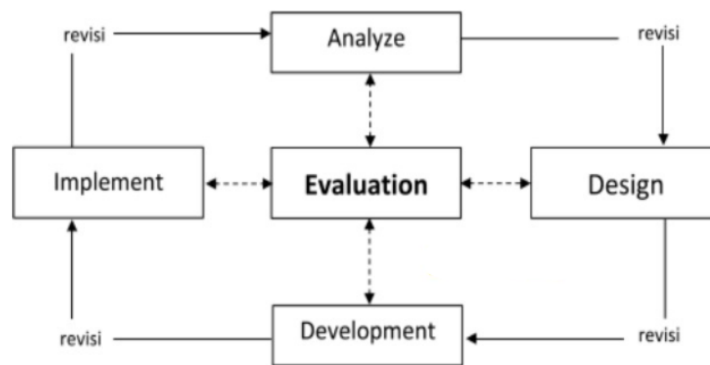


Figure 1. The ADDIE Development Model
(Zamsiswaya et al., 2024)

The first stage of the ADDIE model is Analysis, which is conducted to identify learning needs, student characteristics, and the challenges encountered in understanding fact and opinion sentences. The second stage is Design, which involves developing the media concept, determining the storyline, creating storyboards, and designing the learning content to be presented in the picture storybook. The third stage is Development, which focuses on producing the actual learning media based on the established design, including the creation of illustrations and the integration of instructional content into the story. The Implementation stage is carried out through media trials involving students to determine the feasibility of the learning medium and to gather students' responses to the developed product. The final stage is Evaluation, which involves assessing the outcomes of the development process through expert validation and data analysis to determine the validity of the learning medium. The evaluation results are used as a basis for revising and refining the learning medium, ensuring that the developed product can be utilized more effectively in the teaching and learning process.

The instrument used in this study was a validation questionnaire administered to media experts, subject-matter experts, and language experts. The questionnaire was designed using a five-point Likert scale, with scores ranging from 1 to 5: 1 (invalid), 2 (less valid), 3 (moderately valid), 4 (valid), and 5 (highly valid). The assessment aspects included the media's appearance and design, the appropriateness of the instructional content, and the use of language tailored to the characteristics of the students. The validation results provided by the experts were subsequently analyzed using a percentage formula to determine the validity level of the developed learning medium. The findings from this analysis served as the basis for evaluating the feasibility of the picture storybook as an instructional medium for teaching fact and opinion sentences.

A study conducted by Trivena Dessiane dan Nyoto Hardjono entitled *"The Effectiveness of Picture Storybook and Comic Learning Media for Elementary School Students"* was carried out in 2020. The study employed a meta-analysis approach by reviewing a number of previous research articles related to the use of picture storybooks and comics as instructional media at the elementary school level. The research was conducted within the context of elementary education by examining various studies obtained through Google Scholar. The purpose of the study was to determine the effectiveness of picture storybook and comic learning media compared to other instructional methods for elementary school students. The researchers analyzed data concerning the use of picture storybooks in learning activities, particularly their

impact on students' responses, interest, and comprehension during the learning process. The findings indicated that picture storybooks and comics had a positive effect on learning outcomes in elementary schools. This was reflected in the improvement of students' learning responses, with the lowest increase recorded at 4.27%, the highest at 138.76%, and an average increase of 43.50%. Based on these results, picture storybook media were considered effective instructional tools because they contributed to greater student engagement, increased learning interest, and improved understanding of the learning materials (Dessiane, 2020).

3. RESULTS AND DISCUSSION

In this study, the validation process was conducted by three validators, namely a media expert, a subject-matter expert, and a language expert, to evaluate the validity of the developed picture storybook learning medium. The assessment was based on several aspects, including the media's appearance and design, the appropriateness of the instructional content, and the use of language adapted to the characteristics and developmental level of the students. The instrument used in this study was a validation questionnaire employing a Likert scale, in which a score of 1 represented the lowest rating and a score of 5 represented the highest rating. The scores obtained from the validators were subsequently analyzed using a percentage formula to determine the validity level of the developed learning medium.

In this study, validity categories were used to indicate the feasibility level of the developed picture storybook. The category "Highly Valid" indicates that the learning medium possesses excellent quality and can be implemented in the learning process without requiring substantial revisions. The category "Valid" indicates that the medium is suitable for use with only minor revisions in certain aspects. The category "Moderately Valid" indicates that the medium can still be utilized but requires several improvements to better align with the intended learning objectives. The category "Less Valid" suggests that the medium requires considerable revisions before it can be implemented in classroom instruction. Meanwhile, the category "Invalid" indicates that the medium is not yet suitable for use and requires comprehensive revision and improvement.

The validity criteria used in this study are presented as follows:

Assessment Criteria:

Skor 5 : Highly Valid

Skor 4 : Valid

Skor 3 : Moderately Valid

Skor 2 : Less Valid

Skor 1 : Invalid

The percentage of validity was calculated using the following formula:

$$\text{Percentage} = \frac{\text{Total validation score}}{\text{total skor}} \times 100\%$$

The validity percentage obtained was interpreted based on the following criteria:

Table 1. Likert Scale

Presentage	Category
81% - 100%	Highly Feasible

61% - 80%	Moderately Feasible
41% - 60%	Less Feasible
21% - 40%	Not Feasible
0% - 20%	Highly Unfeasible

The interpretation of the validation results was based on the feasibility level of the developed picture storybook learning medium. The “Highly Feasible” category indicates that the medium has met nearly all assessment criteria and can be used in the learning process without requiring substantial revisions. The “Moderately Feasible” category indicates that the medium can be utilized in learning activities but still requires improvements in certain aspects. The “Less Feasible” category suggests that the medium requires considerable revisions before it can be implemented effectively. The “Not Feasible” category indicates that the medium has not met most of the assessment criteria and therefore cannot yet be used optimally in the learning process. Meanwhile, the “Highly Unfeasible” category indicates that the medium does not meet the required feasibility standards and requires comprehensive revisions before it can be implemented in classroom instruction.

3.1. Results of Media Expert Validation

The media validation process was conducted by a media expert to evaluate the feasibility of the appearance and design of the developed picture storybook learning medium. The assessment consisted of 10 indicators covering various aspects, including cover design, illustrations, color selection, typography, layout, and the overall visual quality of the learning medium.

Table 2. Media Expert Validation

Assessment Indicators	Score
The cover design is visually appealing and effectively stimulates students' curiosity.	5
The illustrations are consistent throughout the story from beginning to end.	5
The color selection is harmonious and supports the mood and atmosphere of the story.	5
The placement of text does not obscure important parts of the illustrations.	5
The font type is clear and does not confuse readers.	4
The font size is proportional to the page dimensions of the book.	5
The image resolution is clear, sharp, and free from pixelation.	5
The layout is balanced and does not appear overly crowded or excessively empty.	4
The use of graphic elements (such as lines, frames, and icons) helps clarify information.	5
The overall visual appearance is ergonomic and comfortable for readers to view.	5

Total	48
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Based on the validation results, the following findings were obtained:
 8 indicators received a score of 5 (Highly Valid).
 2 indicators received a score of 4 (Valid).

Therefore, the total score obtained was 48.
 Maximum Score: $10 \times 5 = 50$
 Percentage Calculation:

$$\text{Presentage} = \frac{48}{50} \times 100\% = 96\%$$

The result obtained from the media expert was 96%.

Based on the validation results, the learning medium achieved a feasibility percentage of 96%. Referring to the interpretation criteria of the Likert scale, this percentage falls within the Highly Feasible category, as it is included in the range of 81%–100%. This result indicates that the developed picture storybook possesses excellent quality, particularly in terms of visual appearance, illustration design, layout, and overall presentation. Therefore, the developed learning medium is considered suitable for use in teaching fact and opinion sentences at Ronggomulyo 4 Public Elementary School. The implementation of this medium is expected to facilitate students' understanding of the differences between fact and opinion sentences, increase their interest and engagement in learning activities, and support the creation of a more active, enjoyable, and effective learning environment.

3.2. Content Expert Validation Results

The subject-matter validation was conducted using 10 assessment indicators covering various aspects, including the relevance of the content to the intended learning outcomes, conceptual accuracy, coherence of the learning material, and its relevance to students' daily lives.

Table 3. Media Expert Validation Results

Assessment Indicators	Score
The content presented in the picture storybook aligns with the intended Learning Outcomes (LOs) and Basic Competencies..	5
The concepts presented are accurate and do not lead to misconceptions.	5
The storyline demonstrates logical coherence across paragraphs and pages.	5
The depth of the content is appropriate for the cognitive level of the target readers.	4
Moral messages and character values are conveyed effectively, both explicitly and implicitly.	5
The selection of characters and settings	5

supports the effective delivery of the learning content.	
The material presented is relevant to students' daily lives.	5
The exercises or evaluation activities are aligned with the learning material discussed.	5
The picture storybook is capable of motivating students to engage in further learning.	4
The content presented is free from discriminatory, offensive, or other negative elements.	5
Total	49

Based on the validation results, the following findings were obtained:
 9 indicators received a score of 5 (Highly Valid).
 1 indicators received a score of 4 (Valid).

Therefore, the total score obtained was 49.
 Maximum Score: $10 \times 5 = 50$
 Percentage Calculation:

$$\text{Presentage} = \frac{49}{50} \times 100\% = 98\%$$

The result obtained from the subject-matter expert was 98%

These findings indicate that the subject-matter validation achieved a feasibility percentage of 98%. Based on the interpretation criteria of the Likert scale, this score falls within the Highly Feasible category, as it is included in the percentage range of 81%–100%. The results suggest that the content of the picture storybook has been developed in accordance with the intended learning outcomes, basic competencies, and students' learning needs regarding fact and opinion sentences. Furthermore, the presentation of the material was considered clear, well-organized, and appropriate for elementary school students. Based on these findings, the content of the picture storybook is regarded as suitable for use in classroom instruction at Ronggomulyo 4 Public Elementary School. The systematic presentation of the material, which is aligned with students' needs, is expected to help learners better understand the differences between fact and opinion sentences while also supporting the development of their critical thinking and literacy skills.

3.3. Language Expert Validation Results

The language validation was conducted using 10 assessment indicators covering various aspects, including grammar usage, sentence clarity, readability, and the appropriateness of the language for the students' developmental level.

Table 4. Language Expert Validation Results

Assessment Indicators	Score
The grammar used complies with established	3

language conventions and standards.	
The choice of words (diction) is appropriate and easily understood by the target age group.	3
The sentences are effective and free from ambiguity.	3
The dialogues between characters are natural and communicative.	4
Punctuation marks (e.g., periods, commas, and question marks) are used correctly.	3
Foreign terms and technical terminology are used consistently throughout the text	3
Coherence and cohesion between paragraphs are well maintained.	4
The language used is capable of stimulating readers' imagination.	4
The sentences are not excessively long, making them suitable for beginning readers.	3
Instructions and directions presented in the book are conveyed clearly and explicitly.	3
Total	33

Based on the validation results, the following findings were obtained:

3 indicators received a score of 4 (valid)

7 indicators received a score of 3 (Moderately Valid)

Therefore, the total score obtained was 33.

Maximum Score: $10 \times 5 = 50$

Percentage Calculation:

$$\text{Presentage} = \frac{33}{50} \times 100\% = 66\%$$

he result obtained from the subject-matter expert was 66%

Thus, the language validation results yielded a feasibility percentage of 66%. Based on the interpretation criteria of the Likert scale, this score falls within the Moderately Feasible category, as it is included in the percentage range of 61%–80%. These findings indicate that the language used in the picture storybook is generally clear and appropriate for the comprehension level of elementary school students. The language was considered sufficiently communicative, simple, and aligned with students' developmental characteristics. However, several aspects still required improvement, particularly in terms of word choice, sentence construction, and the clarity of information delivery to ensure that the content could be more easily understood by students. Revisions were made by replacing words that were considered less appropriate for elementary school students, simplifying sentences that were overly long or complex, correcting punctuation and grammatical usage in accordance with established language conventions, and reorganizing certain sections of the material to enhance clarity and comprehension. Following the revision process, the learning medium was reviewed again to

ensure that all suggested improvements had been properly implemented and aligned with the objectives of the media development process. The revised version served as evidence that the picture storybook had undergone refinement and improvement, making it more suitable for use in teaching fact and opinion sentences.

Therefore, the Picture Storybook learning medium can be implemented in second-grade learning activities at Ronggomulyo 4 Public Elementary School after undergoing the necessary revisions based on the validation results and feasibility categories previously described. The findings indicate that the developed Picture Storybook is suitable for use as an engaging, clear, and effective instructional medium for teaching fact and opinion sentences. Furthermore, the medium is expected to support the learning process optimally by enhancing students' understanding, increasing their interest in learning, and fostering a more active and meaningful classroom learning experience.

4. RESULT AND DISCUSSION

The use of learning media is one of the key factors that can support the effectiveness of the teaching and learning process in elementary schools. Appropriate learning media can help students understand instructional content more easily, particularly lower-grade students who tend to respond more positively to visual stimuli. The picture storybook developed in this study was designed by considering students' characteristics, including visual appearance, content presentation, and the use of simple and communicative language. By integrating engaging storytelling elements with attractive illustrations, this learning medium is expected to enhance students' interest in reading and facilitate their understanding of fact and opinion sentences in a more concrete and contextual manner.

In this study, the validation process was carried out by a media expert, a subject-matter expert, and a language expert to determine the validity of the picture storybook learning medium for teaching fact and opinion sentences in Indonesian language learning. The assessment results obtained from the three validators were subsequently analyzed and classified into validity categories to determine the feasibility of the learning medium as an instructional resource. The validation results from the media expert, subject-matter expert, and language expert are presented as follows:

Table 5. Expert Validation Results

Validation Aspects	Number of Indicators	Percentage Results	Category
Media Expert	10	96%	Highly Feasible
Subject-Matter Expert	10	98%	Highly Feasible
Language Expert	10	66%	Moderately Feasible

Referring to the validation results presented in Table 2, the developed picture storybook learning medium met the feasibility criteria for use in Indonesian language learning, particularly in teaching fact and opinion sentences to second-grade elementary school students. The validation process involved a media expert, a subject-matter expert, and a language expert to evaluate the quality of the learning medium from various perspectives. The media expert validation yielded a percentage of 96%, which falls within the Highly Feasible category. This result indicates that the visual aspects of the medium, including its design, illustrations, color

scheme, layout, and overall visual quality, are appropriate for elementary school students. The attractive visual presentation is expected to enhance students' attention and engagement during the learning process. In terms of content, the subject-matter expert validation achieved a percentage of 98%, also categorized as Highly Feasible. This finding demonstrates that the material was developed in accordance with the intended learning objectives and students' learning needs. The concepts of fact and opinion sentences were presented using language and examples that are easy for students to understand, thereby helping them distinguish between the two types of sentences more effectively. Meanwhile, the language expert validation obtained a percentage of 66%, which falls within the Moderately Feasible category. This result indicates that the language used in the learning medium is generally appropriate; however, several aspects still require improvement, particularly in terms of word choice and sentence structure, to ensure that the content can be more easily understood by elementary school students.

Overall, the validation results indicate that the developed picture storybook is suitable for use as a learning medium in Indonesian language instruction, particularly for teaching fact and opinion sentences. The implementation of the picture storybook is expected to facilitate students' understanding of the learning material, enhance their interest in learning, improve learning outcomes, and promote a more active and interactive classroom environment. Furthermore, the picture storybook can serve as an alternative instructional medium for teachers in delivering learning materials in a manner that is more engaging, innovative, and aligned with the characteristics and learning needs of elementary school students.

A study conducted by Siwi Pawestri Apriliani and Elvira Hoesein Radia entitled "Development of Picture Storybook Learning Media to Improve Elementary School Students' Reading Interest" reported that the developed picture storybook achieved a validation percentage of 93%, placing it in the Highly Valid category. Nevertheless, both the media expert and the subject-matter expert provided several suggestions for improvement that needed to be addressed before the learning medium could be tested with students. The practicality of the learning medium was assessed based on several aspects, including content suitability, presentation format, language use, simplicity of the medium, integration with the learning process, and alignment with the intended learning objectives. During the individual trial stage, the picture storybook obtained an attractiveness percentage of 84.11%, which was categorized as Highly Attractive. After revisions were made based on the feedback received, the medium was tested in a small-group trial and achieved an attractiveness percentage of 91.77%, also categorized as Highly Attractive. The small-group trial provided additional feedback that served as the basis for further refinement before the field-testing stage. Subsequently, during the field trial, the picture storybook achieved an attractiveness percentage of 93%, which remained within the Highly Attractive category. These findings indicate that the developed learning medium possessed a high level of attractiveness and was suitable for use in the teaching and learning process (Apriliani et al, 2020).

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