



Indonesian Language Learning Innovation Through the Development of Multimodal Teaching Materials in Grade 5 MI As-Suniyyah II

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Article Information

Article History

Received:

2026-05-01

Revised:

2026-06-13

Accepted:

2026-09-04



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ABSTRACT

The low reading comprehension skills of fifth-grade students at Madrasah Ibtidaiyah (MI) As-Suniyyah II are influenced by a reliance on text-based materials, a lack of visual and audio media, and a lack of variety in teaching methods. This study aims to analyze needs and formulate a development plan for multimodal teaching materials that align with student characteristics and teacher requirements for Indonesian language instruction at the school. A qualitative approach with an exploratory design was employed. Data were gathered through semi-structured interviews, classroom observations, and document analysis, and subsequently analyzed using the Miles, Huberman, and Saldaña interactive model, incorporating source triangulation. The findings indicate that students' initial reading comprehension skills fall within the low-to-moderate range. Inhibiting factors include the prevalence of lengthy texts, a scarcity of visual and audio media, teacher-centered instruction, and low student participation. The study's novelty lies in the formulation of a development model for multimodal teaching materials—based on cognitive alignment, integrated representations, contextual relevance, and ease of use for teachers—serving as a foundation for creating reading instruction that is engaging, meaningful, and adaptable to practical needs.

Keywords: Teaching Material Development, Multimodal, Reading Comprehension, Elementary School.

ABSTRAK

Rendahnya kemampuan membaca pemahaman siswa kelas V Madrasah Ibtidaiyah (MI) dipengaruhi dominasi bahan ajar berbasis teks, keterbatasan media visual dan audio, serta metode pembelajaran yang kurang variatif. Penelitian ini bertujuan menganalisis kebutuhan dan merumuskan langkah pengembangan bahan ajar multimodal yang sesuai dengan karakteristik siswa dan kebutuhan guru dalam pembelajaran Bahasa Indonesia di MI As-Suniyyah II. Penelitian menggunakan pendekatan kualitatif dengan desain eksploratif. Data diperoleh melalui wawancara semiterstruktur, observasi pembelajaran, dan studi dokumen, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña dengan triangulasi sumber. Hasil penelitian menunjukkan kemampuan awal membaca pemahaman siswa berada pada kategori rendah hingga sedang. Faktor penghambat meliputi dominasi teks panjang, minimnya media visual/audio, pembelajaran berpusat pada guru, dan rendahnya partisipasi siswa. Novelty penelitian terletak pada perumusan model langkah pengembangan bahan ajar multimodal berbasis kesesuaian kognitif, integrasi representasi, relevansi konteks, dan kemudahan penggunaan guru, sebagai pijakan pengembangan pembelajaran membaca yang menarik, bermakna, dan adaptif terhadap kebutuhan lapangan.

Kata Kunci: Pengembangan Bahan ajar, Multimodal, Membaca Pemahaman, Sekolah Dasar.

How to cite the article:

Maprukhah, U., Setiawan, D., & Maufur, S. (2026). Indonesian Language Learning Innovation Through the Development of Multimodal Teaching Materials in Grade 5 MI As-Sunniyyah II. *Arfannur: Journal of Islamic Education*, 7(2), 167-177. <https://doi.org/10.24260/arfannur.v7i2.6122>

A. INTRODUCTION

Reading learning is the main pillar in the development of student literacy at the elementary education level (Rifa'i et al., 2024). Reading comprehension is not just the ability to recognize written words, but a complex cognitive process, including understanding meaning, interpreting information, and connecting ideas in the text (Alpian & Yatri, 2022). The ability to read comprehension is placed as one of the core competencies that students must master, starting from understanding narrative texts, descriptions, to functional texts (Nurmalasari, 2023). This competency is a fundamental prerequisite for the success of student learning in various subjects, because low reading comprehension skills have a negative impact on basic skills across fields of study. In the 21st century era, the demand for reading literacy is growing along with the presence of multimodal texts in students' daily lives, so that the ability to understand reading is no longer enough if it only relies on conventional approaches (Ekowati & Andika, 2024).

In fact, the literacy achievement of Indonesian students is still at an alarming level. PISA 2022 data recorded that the average reading score of Indonesian students only reached 358.57 points, far below the OECD global average which is in the range of 437–440 points. More concerningly, only about 25% of 15-year-old students are able to reach Level 2 or more in reading ability. At the basic education level, a similar condition is also shown by the results of the 2022 Puspendik National Survey, which found that the average reading literacy score of elementary school students only reached 58.5 out of a scale of 100, still far from the national target set. This low achievement is inseparable from the condition of the teaching materials used in schools. Nugraheni et al., (2025) highlight that less attractive teaching materials are one of the main inhibiting factors in improving students' reading comprehension skills. Similar findings were revealed by Hanifah et al., (2022) through a qualitative study in 30 elementary schools, which concluded that literacy teaching materials need to be developed to match students' level of understanding, attractive in appearance, and integrate local wisdom. Meanwhile, Langa et al., (2022) emphasized that passive and conventional teaching materials significantly hinder students' understanding.

Effective teaching materials should be able to bridge students' experiences with the content of the reading. Rietdijk et al., (2018) stated that text comprehension is highly dependent on the connection of new information with knowledge that students already have. From a metacognition perspective, reading strategies instilled through teaching materials have been proven to increase students' awareness in monitoring their own understanding (Hobbs, 2020). Empirical research shows that teaching

materials arranged according to the characteristics of students' cognitive development have been proven to be effective in improving basic literacy and reading comprehension skills in school-age children (Susanto et al., 2024). Literacy in the 21st century should be an ideal teaching material that integrates various modes of representation, such as text, images, audio, graphics, and interactive elements, so as to provide a richer and more meaningful learning experience (Sahidah et al., 2021). This multimodal approach departs from the study of visual linguistic multimodality which emphasizes that meaning is not only constructed through written language, but through a combination of various signs that work in an integrated manner (Setyaningsih, 2023).

Although the study of multimodal learning is growing, most of the existing studies still focus on higher education, early reading learning, or limited to certain types of texts such as narrative texts and historical texts. The context of the development of multimodal teaching materials, which is specifically oriented towards improving reading comprehension skills at the elementary education level, is still relatively limited (Rahmanu & Molnar, 2024). In addition, most of the previous research was directly oriented towards product testing and the effectiveness of teaching materials without first describing in depth the steps of its development which were based on the analysis of the real needs of students and teachers in the field. As a result, the process of identifying user needs as the main foothold for the development of multimodal teaching materials is often poorly documented systematically and empirically. This gap opens up significant research space, namely efforts to describe qualitatively and exploratively the steps to develop multimodal teaching materials that really depart from the real needs of students and teachers in learning Indonesian in class V MI AS-SUNIYYAH II.

Based on these conditions, the urgency of this research is undeniable. The low reading comprehension of students, exacerbated by the limitations of conventional teaching materials that are less attractive and unresponsive to students' learning needs, demand innovative steps rooted in authentic field data. The purpose of the research is to describe the steps in developing Multimodal Teaching Materials that are in accordance with the needs of students and teachers. It is hoped that this research will not only produce a theoretical picture, but also provide a detailed empirical description of how multimodal teaching materials that combine text, images, audio, and interactive elements can be developed contextually, relevantly, and meaningfully for students of class V MI AS-SUNIYYAH II, as well as make a real contribution to the development of more innovative and adaptive Indonesian language learning practices at the primary education level.

B. METHOD

This study uses a qualitative approach with an exploratory design that aims to describe the steps to develop multimodal teaching materials in a measurable and numerical data-based manner, so that a comprehensive empirical picture of the needs

of students and teachers for the developed teaching materials is obtained (Sugiyono, 2022). The exploratory design was chosen because this study seeks to explore and identify in depth the variables that affect the need for the development of multimodal teaching materials in Indonesian language subjects in class V MI, where similar studies with specific contexts and characteristics are still very limited (Creswell, 2009). This approach allows researchers to systematically collect structured data from various sources to produce valid quantitative descriptions of the initial learning conditions, the level of user needs, and the feasibility of the developed teaching material products. The research was carried out at MI As-Suniyyah II by involving 25 students in class V as research subjects in the even semester of the current school year. The data sources in this study consist of primary data obtained directly from grade V Indonesian teachers and grade V students of MI As-Suniyyah II through interviews and observations, as well as secondary data sourced from supporting documents such as grade recaps, teaching modules, teachers' reflection notes, and student worksheets. The data collection techniques used include semi-structured interviews, learning observations, and document studies. All data collected were analyzed using the qualitative data analysis technique of the Miles and Huberman interactive model which included three main stages, namely data reduction, data presentation, withdrawal and verification of conclusions (Miles et al., 2020). The validity of the data in this study is maintained through triangulation of sources, namely by comparing and confirming data obtained from teachers, students, and documents cross-referentially, so that the conclusions produced truly reflect the real conditions and needs in the field as the basis for the development of contextual and relevant multimodal teaching materials.

C. RESULT AND DISCUSSION

1. Early Reading Ability of Students' Comprehension

Based on the results of the document study on the value of Indonesian language learning outcomes in the aspect of reading comprehension, out of 25 students in class V there were only 8 students whose scores were above the KKM, 6 students who reached the KKM limit, and the rest were still below the KKM, information was obtained that the Minimum Completeness Criteria (KKM) set at 70, as revealed by Fauzi. The low achievement is mainly seen in several indicators of reading comprehension skills, namely the ability to determine the main idea, identify important information, and conclude the content of the reading.

The results of the interview with Mr. Fauzi as a teacher of class V revealed that The student has not been able to explain the content of the reading, or distinguish between the main idea and the explanatory sentence, there are some who can enter the top 10 indeed, even though they sometimes stutter when saying it. The results of the observation of learning and learning which was carried out on September 10, 2025 at 07.42 took place the core learning activity where no student dared to raise their hands to answer Mr. Fauzi's questions about the main idea of the reading text discussed. Then, at 07.48 Mr. Fauzi appointed one of the students

named to try to express what he understood about the main idea in the reading. What was revealed by Bulan was not right so it was straightened out by Mr. Fauzi.

Based on these findings, it can be concluded that the initial reading comprehension ability of students in class V of MI Assuniyyah 2 is still relatively low to moderate. Students have not mastered the core skills of reading comprehension, especially in determining the main idea, finding important information, and compiling reading conclusions.

2. Factors That Affect Students' Low Reading Comprehension

The low reading comprehension ability of students is influenced by various factors related to the learning process in the classroom. These factors were identified from the results of the analysis of the learning that took place. Based on the results of the study of the teaching materials used, it is known that learning to read and comprehend is still dominated by written texts without adequate visual and audio media support.

The reading material is presented in the form of a long text with few illustrations, so that students have difficulty building a concrete picture of the content of the reading. The results of the interview with Mr. Fauzi revealed I directed this 5th grade student to focus so that they can answer questions, especially about the main ideas of the existing readings. Mr. Fauzi also conveyed there are only teachers' handbooks, student books, sometimes I print pictures from the office, indeed students who are more modern should use videos or those who watch have a sound like a TV, it's just that I'm still gaptek. Interviews were also conducted with grade V students at random (random) revealed by Aldi "*soale bosen baka baca akeh-akeh kaya mumet*", then Nida "*teks nya itu-itu bae, ngga ada yang menarik cuma tulisan-tulisan doang jadi kadang bikin ngantuk*".

The results of observations in the classroom on September 3 and 10, 2025 show that the learning method used is in the form of lecture and question and answer methods, and the learning that takes place is also teacher-centered. At 07.10 the initial activity only the students in the front row answered the lighter questions enthusiastically, at the main activity at 07.28 there were only 4 students who dared to answer questions from Mr. Fauzi about the main ideas and supporting ideas of the reading text, the others paid attention and also played stationery such as playing pens and x-type. The low reading comprehension ability of students is influenced by the dominance of text-based teaching materials, the limited use of learning media, the lack of variety of methods, and the low motivation of students to learn.

3. Steps for the Development of Multimodal Teaching Materials in Accordance with the Needs of Students and Teachers

Based on the findings of the research results that have been presented, the steps for the development of multimodal teaching materials in this study are formulated exploratively through three main stages that are mutually continuous,

namely the identification of initial conditions and needs, the formulation of teaching material design principles, and the determination of the direction of multimodal development based on field needs. Each step builds on empirical data obtained directly from teachers, students, and learning documents, resulting in an authentic and contextual picture as a foothold for the development of relevant teaching materials.

First, identify the condition of students' reading comprehension skills.

The first step in the development of multimodal teaching materials is to deeply understand the condition of students' initial abilities as the main users of the product to be developed. The findings of the study showed that out of 25 students in class V of MI As-Suniyyah II, only 8 students exceeded KKM 70, with major weaknesses in the ability to determine main ideas, identify important information, and conclude the content of the reading. This condition is in line with the findings of Rifa'i et al., (2024) which affirm that students' reading comprehension skills at the primary education level are still a fundamental problem that requires concrete intervention. Identification of students' initial conditions is a critical step in the development of teaching materials because, as stated by Alpian & Yatri, (2022); Sa'diyah, (2023) and Trinaldi et al., (2022), text comprehension is highly dependent on the connection between new information and knowledge that students already have. This means that the teaching materials to be developed must be designed taking into account the starting point of students' cognitive abilities in order to be able to bridge the gap between actual conditions and targeted competencies. This step of identifying initial conditions strengthens the argument that the development of teaching materials cannot be done generically, but must depart from specific needs mapping and based on field data (Lestari et al., 2026).

Second, identify the inhibiting factors and user needs.

The next step is to dig deeply into the factors behind the low reading comprehension ability of students as well as identify the real needs of teachers as users of teaching materials in the classroom. The findings of the study revealed that reading comprehension learning in class V of MI As-Suniyyah II is still dominated by long text-based teaching materials without adequate visual and audio support. This is emphasized by teacher Pak Fauzi's admission that the teaching materials used so far are only teachers' handbooks and conventional student books, even though he realizes that today's students need more modern and stimulus-rich learning media. This condition is directly correlated with the low motivation of students to learn, as expressed by Aldi and Nida who feel bored with monotonous and uninteresting texts.

These findings are in line with Langa et al., (2022) who affirm that passive and conventional teaching materials significantly hinder students' comprehension, as well as Sapari & Darmayanti, (2026) and Andriyanto et al., (2025) who highlight

that the attractiveness of teaching materials is a crucial factor in encouraging the improvement of reading comprehension skills. Learning observations showed that only 4 out of 25 students actively responded to the teacher's questions, while the rest of the students tended to passively even distract from activities outside the learning context. This condition indicates the low cognitive involvement of students during the learning process, which according to Syahfitri et al., (2025) and Rindari et al., (2025) is greatly influenced by the quality of the available learning stimulus. The identification of inhibiting factors directly shows the urgent need for teaching materials that are able to provide diverse, interesting, and appropriate learning stimuli for grade V MI students.

Third, the formulation of principles and directions for the development of needs-based multimodal teaching materials.

Based on the previous two identification steps, this study formulated the principles of developing multimodal teaching materials that directly respond to the real needs of students and teachers. The first principle is the suitability of the content to the level of cognitive ability of the students. The findings of the study show that grade V students are at the stage of concrete operational cognitive development, so teaching materials need to present a concrete, contextual, and easy-to-visualize representation of information. This is in line with the view of Susanto et al., (2024) that teaching materials arranged according to the characteristics of students' cognitive development have been proven to be effective in improving reading comprehension skills in school-age children.

The second principle is the integration of various modes of representation. Referring to the field findings that students need stimulus that is more than just text, the multimodal teaching materials developed are directed to integrate reading texts, visual illustrations, audio elements, and interactive activities in an integrated manner. This approach is based on the linguistic-visual multimodality study of Setyaningsih, (2023) who emphasizes that meaning in learning is not only built through written language, but through a combination of various signs that work in an integrated manner.

This multimodal integration is also supported by Sulkan et al., (2025) who state that the ideal teaching material should integrate various modes of representation in order to provide a richer and more meaningful learning experience. The third principle is relevance to the context and the student's real life. Referring to students' complaints against monotonous and uninteresting texts, the development of multimodal teaching materials is geared towards presenting content that is close to the student's experience and environment, thereby increasing their emotional and cognitive involvement in the reading process.

The fourth principle is ease of use by teachers. Given the limitations of teachers' technological capabilities revealed in interviews, the multimodal teaching materials developed are geared towards a platform based that is user-friendly, easy to operate, and does not require high technical expertise. This is

important because the effectiveness of teaching materials is highly dependent on the ease of teachers in implementing them in the classroom, as emphasized by Aini et al., (2024) and Isnaini, (2025) that good literacy teaching materials must be in accordance with the teacher's ability to use them practically in the field.

The three development steps formulated in this study, namely the identification of initial conditions, the identification of inhibiting factors and user needs, and the formulation of principles and development directions, show that the process of developing effective multimodal teaching materials cannot be separated from an in-depth understanding of the actual field context. These findings reinforce the view of Rahmanu & Molnar, (2024) that research on the development of multimodal teaching materials in primary education still requires a more contextual and user-oriented study. The resulting development steps not only respond to existing research gaps, but also provide a strong empirical foundation for the development of truly appropriate multimodal teaching materials with the real needs of students and teachers at MI As-Suniyyah II.

D. CONCLUSION

Based on the results and discussion, the steps to develop multimodal teaching materials that are in accordance with the needs of students and teachers at MI As-Suniyyah II are carried out through three main stages, namely (1) identifying the condition of students' initial reading comprehension ability through achievement mapping to KKM 70 and focusing weaknesses on indicators of determining main ideas, identifying important information, and concluding the content of the reading, (2) identifying inhibiting factors as well as user needs through document studies, interviews, and observations that show that learning is still dominated by long texts, teacher-centered methods, minimal visual/audio media, and low motivation and student participation, so that teachers need practical and easy-to-use teaching materials, and (3) formulate principles and directions for multimodal development based on field needs, including the suitability of content with students' cognitive stage (concrete operations), integration of text with visual and audio representations as well as interactive activities, relevance to students' real lives to make them more interesting and meaningful, and ease of implementation for teachers so that the product can be applied effectively in the classroom.

Researchers are then advised to develop multimodal teaching materials using the ADDIE model, because ADDIE makes the development of multimodal teaching materials structured and needs-based, starting from analyzing student abilities and teacher needs, multimodal design according to goals, development and validation, implementation in the classroom to be practical, to evaluation to determine effectiveness and make data-based revisions.

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