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Enhancing Exposition Text Learning with Construct 2-Based Mind Mapping Media for Elementary Students

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ABSTRACT

This study investigates the development and effectiveness of Construct 2-based Mind Mapping media in enhancing fifth-grade students' reading comprehension and learning outcomes on exposition text material. The research followed a Research and Development (R&D) approach using the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation phases. A mixed methods design was applied to explore both the development process and its impact on learning. Participants included fifth-grade students from SDN 1 Kalikebo, Klaten. Data were collected through observations, interviews, questionnaires, and reading comprehension tests. The data analysis involved descriptive statistics, paired sample t-tests with normality prerequisite testing, and n-gain calculations to measure learning improvements. The findings indicate that the Construct 2-based Mind Mapping media significantly improved students' reading comprehension and learning outcomes. The interactive and accessible design of the media made it engaging and aligned with students' learning needs. This supports existing theories emphasizing the benefits of visual learning tools in enhancing comprehension. The results also highlight the media's relevance and appeal, suggesting that it can be a practical aid for both teachers and students in classroom settings. The study concludes that innovative, interactive learning media can play a critical role in improving academic outcomes. It encourages educators to adopt such media to enrich their teaching strategies and better support students' learning experiences.

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1. INTRODUCTION

One of the understanding and abilities that students must master in elementary school is Indonesian language content. Indonesian language is included as a compulsory subject in Indonesia`s education curriculum (Widagsa & Khusnia, 2023). Language learning at the primary school level is generally

focused on developing students' ability to utilize the Indonesian language properly and accurately, both in oral and written form (Asrial, Syahrial, Kurniawan, Subandiyo, & Amalina, 2019). Indonesian language learning has been given since elementary school level with various basic competencies that are adjusted at each level (Syihabudin & Ratnasari, 2020). These basic competencies include four language abilities, namely writing, speaking, listening, and reading (Widyaningrum & Hasanudin, 2019).

Reading is an important role in language proficiency and should be thoroughly understood by everyone, especially by students (Chadijah, 2023). Reading is an essential skill that is crucial in supporting the learning process at school (Alpian & Yatri, 2022). Reading instruction should emphasize to students that in addition to reading, they must also understand the reading content. Reading comprehension is a process in which a person interprets reading to recognize, understand, and obtain information contained in the text (Anjani, Dantes, & Artawan, 2019). Understanding written material is a crucial fundamental requirement and serves as the foundation for student's achievement in their educational journey (Prasrihamni, Zulela, & Edwita, 2022). Thus, the goal of reading comprehension is to understand the content contained in the reading text, not just read quickly

However, in reality, the reading skills of elementary school students remain relatively low in comparison to those in other countries (Hewi & Shaleh, 2020). A study carried out by the Program for International Student Assessment (PISA) in 2019 indicated that Indonesia's reading literacy ranked 62nd among 70 nations (Sampe, Koro, & Tunliu, 2023). As grade levels increase, the complexity of comprehension expected of students in reading also increases. Several factors affect poor reading comprehension abilities, categorized as internal and external factors (Melinia, Hadi Saputra, & Oktaviyanti, 2022). Internal factors encompass physical, cognitive, and emotional aspects (Dandi, Misdalina, & Noviati, 2022). On the other hand, external factors arise from the child's surrounding environment, which includes familial and educational influences (Hijjayati, Makki, & Oktaviyanti, 2022).

Factors that can enhance the desire to improve reading comprehension is the motivation for learning among students (Emefa, Miima, & Bwire, 2020). As a result, teachers must foster and enhance student motivation for learning to ensure that the educational process can be effective (Fahrudin & Ulfah, 2023). With motivation, students tend to learn more persistently, diligently, and increase concentration and focus during the learning process (Perdana, A, P & Valentina, D, 2022). Student learning motivation can decrease which in turn can affect the low quality of learning achievement (Samsudin, 2020). Thus, it is very important for teachers to always strengthen and increase student learning motivation so that the quality of achievement can achieve optimal results (Hoerudin, 2022).

Based on the survey, the problem encountered at SDN 1 Kalikebo through interviews with fifth-grade teachers is that there are still some students who need improvement in understanding reading, especially on exposition texts. Understanding exposition text requires more in-depth background knowledge. Students have difficulty understanding and learning exposition text material. The problem is that teachers have not maximized the use of varied media and more often rely on media in the form of reading books and objects around them. Learning media becomes an intermediary for teachers to convey material differently and interestingly, so that students have more motivation to learn. Therefore, it can be stated that educational media can assist students in grasping the content more effectively, thereby enhancing their learning achievements.

The solution that can be done is to develop the right learning media. The right media to overcome these problems is digital-based learning media by technological developments (Arikarani & Amirudin, 2021). Digital learning media is one of the media that can attract the attention of students because it is not boring, and can even make the learning atmosphere interesting (Luchiyanti & Rezania, 2022). Interactive media is a learning media program that consists of a combination of text, images, videos, or stimuli that are arranged in an integrated manner by being formed through a computer program and users can actively interact with the learning program (Manurung, 2021).

In light of the issues outlined, researchers aim to create Mind Mapping learning media using Construct 2 as an engaging educational resource that can aid students in grasping the material taught by the teachers. Interactive Mind Mapping media is a learning media that combines interactive media with

material displays in the form of mind mapping which is still not widely developed in elementary schools (Sayla, Maksum, Arifin, & Taofik, 2023). In addition, the utilization of the Construct 2 application to create media is also still not widely developed. Construct 2 is an HTML5-based game development software that allows users to create applications or games, including learning media (Dias, Enstein, & Manu, 2021).

Earlier research indicates that the application of interactive media, such as Mind Mapping, has demonstrated effectiveness in enhancing student learning results. (Wicaksono, 2022). This study aims to improve students' reading comprehension skills on exposition text by developing interactive learning media tailored to the needs of grade V students at SDN 1 Kalikebo. The objectives of this research are threefold: (1) development of Construct 2-based Mind Mapping media to improve students' reading comprehension skills and learning outcomes on expository text material (2) to determine the effectiveness development of Construct 2-based Mind Mapping media to improve students' reading comprehension skills and learning outcomes on expository text material.

2. METHODS

This research utilizes the research and development (R&D) method employing the ADDIE framework, which comprises five phases (Dwitiyanti, Kumala, & Widiyatun, 2020). The initial phase involves analysis, where both student and teacher needs are examined to create instructional media focused on reading comprehension. The second phase emphasizes design, in which a media design is created based on the results from the needs assessment performed in the previous phase. The next phase is development, during which the learning media design is converted into a prototype that is evaluated for its feasibility by experts. The fourth phase is implementation; after making modifications according to expert feedback and receiving approval for the developed learning media, it is utilized in teaching reading comprehension of exposition texts. The final stage is evaluation, which serves to measure the effectiveness of the developed learning media by examining the feedback from students and teachers, providing a basis for enhancements before its broader distribution.

The objective of this research is to address the questions effectively by combining both quantitative and qualitative data collection methods. Qualitative data was gathered by conducting interviews with educators and observing students to comprehend the challenges and needs of the students (Wardani, Kusumaningsih, & Kusniati, 2024). This needs analysis is crucial to identify the specific needs of students. In addition, validation by experts and practitioners (teachers) was required to ensure the feasibility of the developed media before being tested in the classroom. In the quantitative aspect, this study used a questionnaire to collect data related to students' needs and responses regarding the media for reading comprehension of exposition texts (Tressyalina, Noveria, Arief, Wulandari, & Ramadani, 2023). The questionnaire was structured using a Likert scale for each question. In addition, evaluations were carried out to determine how effective the media are in enhancing students' reading comprehension abilities and academic performance. After the media was refined and finalized, further quantitative assessments were conducted to ensure the effectiveness as well as the overall readiness of the media to be implemented.

The subjects of this study were fifth-grade students at SDN 1 Kalikebo, Klaten Regency, Indonesia, with a total population of 25 students, consisting of 15 female students and 10 male students. The data in this study were collected using various methods, namely questionnaires, scales, and tests. The first instrument was a questionnaire to analyze the needs of teachers and students. The second instrument is a learning media feasibility assessment sheet, assessed by media experts, material experts, and practitioners. The third instrument is an assessment rubric to measure the ability to read comprehension of exposition text.

The data in this study were analyzed using two methods, namely qualitative analysis and a combination of qualitative and quantitative analysis. In the qualitative analysis, the descriptive method was used to explain the data regarding the feasibility of learning media, which was obtained through the conversion of quantitative data into certain qualitative categories (Savitri & Manuaba, 2022). Meanwhile, the quantitative data in this study included the results of the pretest and posttest which measured the ability to read comprehension of exposition text (Tutin Suhartini & Samsudin, 2023). The data were

analyzed using t-test to evaluate the difference in reading comprehension ability before and after the use of learning media developed (Sari, Luvita, Cahyaningtyas, Iasha, & Setiawan, 2020). The implementation of the t-test was carried out after fulfilling the requirements of the analysis in the form of a normality test.

3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction. The research results are presented in three discussions, which include needs analysis, feasibility of Construct 2-based Mind Mapping media and effectiveness of Construct 2-based Mind Mapping media 2 in improving students' skills reading comprehension ability of exposition text. The following are the results obtained in this study.

3.1 Learning Media Needs Analysis

The purpose of the media needs analysis is to gather information regarding the necessity for developing Construct 2-based Mind Mapping media to enhance the reading comprehension abilities of fifth-grade students at SDN 1 Kalikebo. This needs analysis is carried out through student observations and teacher interviews, along with the distribution of questionnaires to assess the needs of both teachers and students. Findings from the needs analysis indicate that teachers already employ a variety of learning media to facilitate literacy activities at school, including images, textbooks, and storybooks. Furthermore, teachers have not yet utilized or operated Construct 2-based Mind Mapping media.

Reading comprehension skills in grade V exposition text at SDN 1 Kalikebo are not optimal and still need improvement. Students can read reading texts, but have difficulty in understanding the messages and information they read. This happens because students easily feel bored when reading books alone. Thus, teachers and students need the development of learning media that learning media that supports the reading comprehension skills of fifth-grade students at SDN 1 Kalikebo.

3.2 Eligibility of Construct 2-based Mind Mapping Media

Mind Mapping media made with the Construct 2 application. This media is an interactive media in which there are learning outcomes, learning objectives, instructions for use, learning materials, and learning evaluations. In the media, students can choose audio according to their wishes. The use of this media is by accessing the link then looking at the instructions for use. This interactive media that is designed like a game can attract students' attention so that it can increase students' enthusiasm for learning. This media can improve students' reading comprehension skills so that learning outcomes will also improve. In addition, the advantage of this media is that it can be accessed anywhere with an internet connection. The disadvantage of this media is that it cannot be accessed when there is no internet network. The following display of Construct 2-based Mind Mapping media can be seen in Figures 1 and 2 below.

Figure 1. Construct 2-based Mind Mapping Media Cover Page

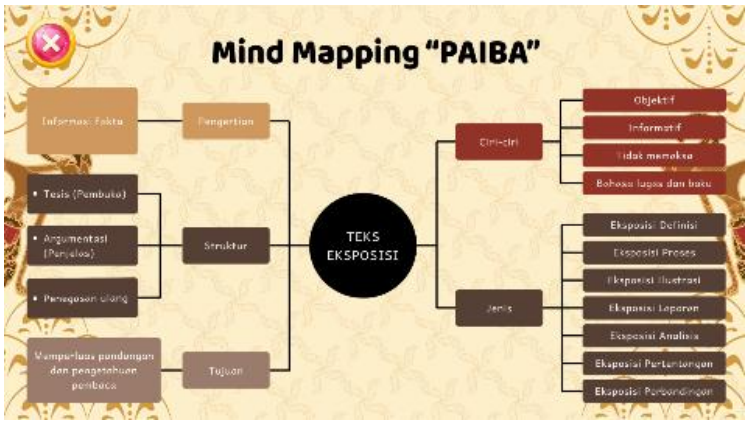

Figure 2. Construct 2-based Mind Mapping Media Contents Page

The Mind Mapping learning media, developed using Construct 2, has undergone an evaluation process that includes a feasibility analysis and validation by both content experts and media specialists. The findings from the assessment of the Construct 2-based Mind Mapping learning media by material validatoris, media validators, and practitioners are shown in Tables 1, 2, and 3 below.

Table 1. Material Experts Analysis

No	Indicator	Score
1	Material presentation aspect	16
2	Aspects of language use	12
3	Content and objective aspects	34
4	Technical quality aspects	16
	Total Score	78

(Sriwahyuni, Risdianto, & Johan, 2019)

Table 1 indicates that material experts have evaluated the content of the Construct 2-based Mind Mapping media, categorizing it under the "Very Eligible" criteria with a score of 78 out of a maximum of 80, resulting in a percentage of 97.5%. In addition, media experts proceed to assess the Construct 2-based Mind Mapping media as follows.

Table 2. Media Experts Analysis

No	Indicator	Score
1	Media in accordance with learning objectives	16
2	Media in accordance with the developmental level of students	13
3	Ease of use of media	10
4	Media display	31
	Total Score	70

(Windawati & Koeswanti, 2021)

Table 2 shows that media experts assess the content on the Construct 2-based Mind Mapping media classified in the "Very Eligible" criteria with a score of 70 and a maximum score of 80, so in the percentage of 87,5 %. The assessment aspects of the Construct 2-based Mind Mapping learning media are very feasible for students.

Table 3. Practitioners Analysis

No	Indicator	Score
1	Material presentation aspect	15
2	Aspects of language use	11
3	Content and objective aspects	35
4	Technical quality aspects	15
5	Media in accordance with learning objectives	16
6	Media in accordance with the developmental level of students	15
7	Ease of use of media	12
8	Media display	34
	Total Score	153

Table 3 shows that practititoners assess the content on the Construct 2-based Mind Mapping media classified in the "Very Eligible" criteria with a score of 153 and maximum score of 160, so that the percentage of 95,62 %. The results of material and media assessment by practitioners show that media is suitable for use as a learning medium in fifth-grade.

3.3 The Effectiveness of Construct 2-bassed Mind Mapping Media

The effect of Construct 2-based Mind Mapping media was analyzed through learning outcome tests in the form of pretests and posttests, which were conducted before and after the use of the media. The activities conducted in the large group mirrored those in the small group. The following details the variations in students' reading comprehension skills regarding exposition text before and after utilizing the media in both small and large group trials.

Table 4. Paired Samples Test

No	Test Type	Sig. (2-tailed)
1	Small Group Test (6 Students)	0.00
2	Large Group Test (19 Students)	0.00

According to Table 4, the results indicate that the significance level in the Sig. (2-tailed) is 0.00 < 0.05. Therefore, it is concluded that there is a significant difference in student's reading comprehension abilities before and after utilizing Construct 2-based Mind Mapping media. Next, the N-gain test was conducted to determine the effectiveness of Construct 2-based Mind Mapping media.

Table 5. N-gain Test

No	Test Type	Sig. (2-tailed)
1	Small Group Test (6 Students)	0.8357
2	Large Group Test (19 Students)	0.6801

According to Table 5, the N-gain score from the small group test is 0.8357, indicating a high level of improvement in students' understanding of exposition text content. The corresponding N-gain percentage is 83%, which places it in the "effective" category.

In the large group test, the N-gain score is 0.6801, reflecting a moderate improvement, with a corresponding percentage of 68%, categorizing it as "moderately effective."

The trial results also revealed a student response rate of 95%, while the teacher response reached 96.6%. These findings suggest that the Construct 2-based Mind Mapping approach developed by the researcher received a highly positive reception from both students and teachers.

Discussion

This study highlights the importance of developing Mind Mapping media using the Construct 2 application to improve students' reading comprehension and overall learning outcomes, particularly in exposition text material. The results demonstrate a significant improvement in students' reading comprehension, as evidenced by the comparison between pretest and posttest scores. This finding aligns with previous research suggesting that interactive learning media can enhance both the teaching process and student engagement (Basori & Cobena, 2019).

Beyond comprehension, the Construct 2-based Mind Mapping media positively impacted students' learning outcomes and motivation. Survey results indicated that students found the interactive media easier to understand, which increased their enjoyment and participation in learning activities. Teachers observed a noticeable increase in student engagement when using the media, suggesting a stronger connection between students and the material. In the context of Indonesian language instruction, this engagement is particularly vital, as active participation is crucial for developing reading and language skills.

Interviews with teachers further revealed that the media not only enhanced motivation but also met students' learning needs more effectively, making lessons more engaging and personalized. As a result, Construct 2-based Mind Mapping media significantly contributes to improving students' reading comprehension and learning performance.

Despite these positive outcomes, challenges remain. Some students lacked digital literacy or had limited access to necessary devices, while others faced vision impairments. These barriers limited their ability to fully benefit from the media. To address this, future implementations must include strategies for enhancing digital literacy and providing technological support to ensure equitable access for all learners.

Efforts to support digital media adoption should begin with basic training for students in using educational applications, including how to access and create mind maps with Construct 2. This can be delivered gradually through visual guides or tutorials. Teachers should also be equipped with skills to integrate digital media into instruction, modify content, and address technical issues. Resources such as simple video or text-based tutorials can assist both teachers and students in using the platform independently. Additional support, like discussion forums or WhatsApp groups, can foster collaboration and troubleshooting. Assignments that encourage the creation of digital or manual mind maps will further strengthen students' digital and critical thinking skills. Moreover, digital safety education is essential to help students use technology responsibly.

Infrastructure also plays a significant role in successful media implementation. At SDN 1 Kalikebo, where the study was conducted, the availability of projectors and televisions facilitated media use. However, many schools lack such facilities, limiting broader application. Therefore, for this media to be effectively used in different contexts, alternative strategies must be considered.

For areas with limited infrastructure, offline access options are essential. One approach is to convert the media into HTML5-based applications that function without internet access. Periodic updates can be distributed using USB drives when internet connectivity is available. Supplementary learning materials in downloadable formats, such as PDFs or presentations, can also be provided. Where digital access is limited or unavailable, students can create manual mind maps using paper or blackboards. Teacher training should cover both digital and manual methods to ensure flexibility in different teaching environments. Applications should also be optimized for low-cost devices like smartphones or tablets.

To further expand this media's impact, paper-based alternatives and manual mind mapping techniques can be employed. These not only serve as accessible substitutes but also encourage creativity, analytical thinking, and independent problem-solving, aligning with findings by Putri et al. (2021). Teachers should receive training on how to adapt media for both high- and low-tech classrooms, ensuring consistency in educational quality. Moreover, inclusion of students with special needs or

learning challenges should be considered, as this approach can enhance inclusivity and enrich the overall learning experience (Mansur, 2022).

Wider adoption will also require collaboration with educational authorities to address issues of technological access and teacher preparedness. Policymakers, developers, and educational institutions must work together to expand infrastructure and ensure ethical use of digital tools (Epran & Muhammad, 2023). Involving parents and students in this process can further support responsible and effective implementation.

In conclusion, with the appropriate adjustments and support, Construct 2-based Mind Mapping media has strong potential to enhance reading comprehension and learning outcomes, even in schools with limited resources. Offline functionality, training, and accessible formats can ensure its effectiveness across diverse educational settings.

4. CONCLUSION

This study demonstrates the effectiveness of Construct 2-based Mind Mapping media in enhancing the reading comprehension skills and learning outcomes of fifth-grade students at SDN 1 Kalikebo, Klaten. The media received highly positive evaluations from both media and content experts during feasibility testing, and feedback from teachers and students confirmed its practical value in improving engagement and understanding of exposition texts. However, this research was limited in scope due to its small sample size and single-site implementation, which may affect the generalizability of the findings. Future studies are encouraged to broaden the participant pool and employ varied research methodologies, such as quasi-experiments or case studies, to validate and deepen insights into the media's impact. Further research should also explore the integration of Construct 2-based Mind Mapping across other subjects like science, mathematics, and social studies, assess its use in collaborative learning environments, and investigate its adaptability for students with special needs. Additional areas of interest include evaluating its influence on students' critical thinking, creativity, and communication skills, as well as conducting longitudinal studies to understand the long-term effects on student motivation and academic achievement. These directions aim to expand the applicability and sustainability of Construct 2-based Mind Mapping media in diverse educational contexts.

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