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Developing KOPICA

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DEVELOPING *KOPICA* WITH RELIGIOUS TOLERANCE TO ENHANCE THE INITIAL READING SKILL OF FIRST-GRADERS

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Article Info	Abstract
Article History	<i>The low level of students' initial reading skills and the need to instill religious tolerance make it necessary to develop this learning media. This study aims to develop KOPICA to enhance initial reading skills integrated with religious tolerance and evaluate its validity and practicality. This R&D uses the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Based on the analysis of expert validation, the overall validation score was 88.3%, and the results of the practicality assessment by users showed an average score of 92%. Based on data analysis using the Paired Samples t-test formula with SPSS 19, the probability value (Sig) is 0.000, which means it has an error rate of ≤ 0.05. These results validate KOPICA as a practical and effective media that can help students' initial reading in primary school. This development contributes to implementing 21st-century learning that centers learning on students. In addition, this development also contributes to introducing religious tolerance values that will benefit students' social life in the future.</i>
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INTRODUCTION

The development of science and technology has brought significant changes in human life economically, socially, culturally, and educationally (Orak & İnözü, 2021; Yulianti, 2019). From that opinion, education is a place to gain knowledge and develop literacy skills. One type of literacy that is important in the learning process is reading. By reading, one can find out various things that are not yet known (Laila et al., 2021). Reading is a collection of several activities, such as recognizing letters and words and connecting sounds, to provide a conclusion to the reading. Reading is essential in life, and Washburn argues that students' success in the learning process is determined by their mastery of reading skills (Hardiyanti, 2022).

Initial reading is the beginning stage in the reading process, which includes stringing letters, translating written symbols into sounds, and visual processes (Akbar et al., 2024; Chumairoh & Sukardi, 2023). An initial reading is crucial for students because it will make it easier to accept the learning provided by the teacher. The better students master the skills of initial reading, the better they will absorb the knowledge contained in writing (Muda, 2024). So, students must have good initial reading skills and learn well in the classroom. Initial reading skills are also the foundation for students to understand various sciences.

Based on data from the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD), Indonesia ranks 62nd out of 70 countries with low literacy levels. In the Alibaca index, East Java Province is ranked 9th from the bottom, including the provinces in Indonesia with the lower literacy levels. The data proves that literacy or reading skills in Indonesia are deficient. In fact, among 34 provinces, East Java has the lowest literacy level (Depdikbud, 2019).

Problems in early reading learning in elementary schools are still challenging for many educators. Students often struggle to recognize letters, connect letters with sounds, and understand the meaning of words being read (Septiani et al., 2023). Monotonous media and the lack of active student involvement in learning exacerbate this (Mashartanto et al., 2024). In addition, character education, such as tolerance, mutual respect, and other social values, is often missed in learning that focuses solely on academic achievement.

Based on the previous study, many religious conflicts have occurred in Indonesia, so religious tolerance must be taught early (Rosita et al., 2023). Cases of intolerance that occurred in Indonesia, such as the attack on the Klenteng on January 13, 2018—a man using a motorcycle broke into the Tjoe Hwie Kiong Temple, Jalan Yos Sudarso, Kediri, East Java, breaking the Klenteng glass. The church bombing in Surabaya on May 13, 2018, and the rejection of church construction in Cilegon city in 2022 (Kemenag RI, 2022). Therefore, it is necessary to instill the value of religious tolerance in students earlier. This makes the foundation for students to respect each other's ethnicity, race, culture, and religion.

Events encountered in the surrounding environment, such as children who make fun of differences in skin color and appearance, create the basis for the need for the introduction of religious tolerance in the lower grades (Mulyana, 2023). Good and effective learning media are needed to enhance the initial reading skills as the beginning of students' footing in opening broad insights into science. Supported by the values of religious tolerance in this learning media, it is the foundation for students to live in peace with fellow religious people without questioning religion, race, ethnicity, and culture.

In the learning process, media is a means to stimulate the student's thoughts, feelings, and willingness. A good learning process can be created so that students can achieve the desired learning objectives (Juneva et al., 2025; Rohman et al., 2019). Learning media can be utilized to convey messages that will attract attention, focus, and emotions during learning activities in order to accomplish a particular learning objective (Rahmayantisa & Rosita, 2023; Tantikasari et al., 2017).

Many previous studies have developed various learning media to help the initial reading process, ranging from interactive digital media (Sholikhah et al., 2025), picture word cards (Dony et al., 2022; Yana & Nasution, 2024), flash card (Paldy et al., 2025), to phonetic aids (Tiani et al., 2023; Westhisi, 2019). The results of this study show that media that is fun and involves students' various senses tends to be more effective in improving early literacy skills. Some approaches also integrate phonics and multisensory methods to speed up mastery of letters and syllables (Dewi, 2015).

Although various media have been developed to improve initial reading skills, most have not systematically integrated character values into the learning process. these media generally still focus on cognitive aspects and rarely explicitly combine literacy learning with the instillation of character values, especially religious tolerance. This critical gap needs to be addressed, considering the importance of early character education in forming inclusive, empathetic, and open individuals who are open to differences.

Through this research, KOPICA (Kotak Pintar Cerdas Aksara) learning media was developed, specifically designed to improve elementary school students' initial reading skills with a play-while-learning approach. This media is also loaded with content that instills religious tolerance values and positive attitudes such as mutual respect, empathy, and cooperation. This research aimed to develop and implement KOPICA media in initial reading learning and explore students' and teachers' responses to the religious tolerance content inserted in the learning media.

RESEARCH METHOD

Research Design

This research uses the R&D method. It was conducted to produce or develop products and implement them in the classroom. This study uses the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation) to develop KOPICA learning media to enhance initial reading skills, integrated with religious tolerance for grade I students in Elementary Schools. The ADDIE model procedure can be seen in the following figure.

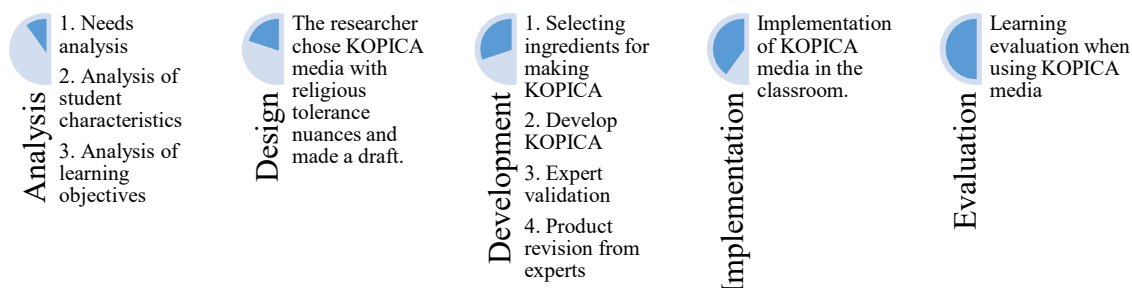


Figure 1. The ADDIE Model Procedure
(Source: Creswell, 2014)

Research Participants

In this research, the participants were 14 first-grade students of MIT Darul Muttaqien Magetan. The research was conducted in the even semester of the 2023/2024 school year. The location was chosen considering that in the school, reading habituation in grade I students is still not optimal, students need an early understanding of religious tolerance, and mainly because there is agreement from all parties, both schools, teachers, and students. This research ensures the safety and confidentiality of student privacy, both in collection and reporting. In addition to seeing the product's effectiveness through learning outcomes, 14 students in this study also provided responses about the product's practicality.

Research Instruments and Data Collection Technique

In this study, data collection techniques are adjusted to the two types of data used: qualitative and quantitative. Qualitative data are obtained through observation and interview activities. Quantitative data collection techniques are designed to assess the validity of the media, the responses of teachers and students in using this media, and the effectiveness of the media. Data are collected through validation sheets given to material and media experts to assess validity. In the validation sheet, several assessment indicators include aspects of the relevance of the media to the initial reading material, the suitability of the content to the level of knowledge and student learning development, the significance of the material to the content of religious tolerance, the quality of the media, design, appearance, and functionality of the learning media. To ascertain the level of validity, the results were examined by computing the percentage score.

Data were collected through response sheets to see the teacher and students' responses. This questionnaire evaluated the media's ease of use, attractiveness, and usefulness in supporting the learning process and students' understanding of religious tolerance in the media. To ascertain the level of practicality, responses were analyzed in percentages. Then, to see the effectiveness of the media, pre-tests and post-tests were conducted.

By using this data collection technique, this research thoroughly evaluates the validity, practicality, and effectiveness of the product, based on experts' judgment, user responses, and pretest-posttest. Table 1 contains the data collection techniques and instruments.

Table 1.
Data Collection Technique and Instrument

Data	Data Collection Technique	Instrument
Qualitative Data		
Need Analysis and Preliminary Study	Observation and interview guidelines	Observation and Interview
Quantitative Data		
Learning Media Validation	Expert Validation (Expert Judgement)	Validation Sheets
Teacher and Student Responses	User Responses	Response Questionnaires
The Effectiveness of the Media	Pre-test and Post-test	Statistical Data Analysis

Data Analysis

Qualitative data analysis techniques are carried out descriptively and qualitatively with several steps, namely (a) collecting verbal data, (b) recording, collecting, and selecting data, (c) clarifying and analyzing data, and (d) formulating the results to be used in revising the developed media. Meanwhile, quantitative data were analyzed in two stages. The first stage is the analysis of media validation results using the following formula.

$$Vah = \frac{(Sva1 + Sva2)}{SM} \times 100\%$$

Description:

Vah = Expert validation Sva₂ = Expert validation 2 score
Sva₁ = Expert validation 1 score SM = Maximum score

The results of the formula calculation were analyzed to determine the level of validity of the media that had been developed using a Likert scale, as shown in the following table.

Table 2
Percentage Level and Qualification

Percentage Level	Qualification	Description
81 s.d 100%	Very good	Feasible, no revision needed
61 s.d 80%	Good	Worth, no revision needed
41 s.d 60%	Good Enough	Less feasible, revision required
21 sd 40%	Not Good	Not feasible, revision required
Less than 20%	Very Bad	Unfeasible, revision required

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The product of this research is KOPICA learning media integrated with religious tolerance to enhance the initial reading skills of primary school students. In R&D research, there are three stages of development, which will be explained in detail below.

Preliminary Study Stage

Development research using the ADDIE model begins with analysis activities. Initial observations and interviews with teachers and students were conducted at this stage. Activities at this stage aim to identify problems faced in the classroom when reading habituation activities are carried out before teaching and learning hours. The results of observations and interviews were that (a) some students did not read fluently, (b) there was a lack of media use in the process of reading habituation activities, (c) there was a lack of student interest in reading, and (d) there was a lack of knowledge and practice of religious tolerance in students.

Based on these findings, the design stage was conducted. This stage contains concepts that will be made available to the media. The planning that was prepared was (a) sketching the shape of the media, (b) selecting materials, and (c) the material used in the media.

Development Stage

At this stage, researchers began to make media following the sketches that had been designed, editing images, letters, syllables, and connecting words using the CorelDRAW application. At this stage, media development really must be done well. Some points, including religious tolerance content, must also be considered to produce KOPICA learning media with religious tolerance content ready to be validated.

KOPICA (*Kotak Pintar Cerdas Aksara*) is a type of three-dimensional visual media. KOPICA is a learning media specifically designed to enhance students' initial reading skills. This media is in the form of a box containing letter cards, syllables, linking words, punctuation marks, and pictures that are modified to be more interesting for learning, and there are pictures on the box.

Piaget's cognitive theory explains how students adapt to objects and events around them. The theory divides human development into four stages of cognitive development from birth to adulthood. First-grade students belong to the pre-operational stage. Their ability develops by using the symbols of objects around them (Tahir, 2020).

The selection of this media is determined based on the characteristics of students' cognitive development, so that students with difficulties in initial reading can be helped through the KOPICA media. KOPICA learning media is an acronym for KO meaning "Kotak" (box), PI meaning "pintar" (smart), and CA meaning "cerdas aksara" (reading). A box is a place to store something. Generally, a box has a space with square or rectangular sides. The box is made of plywood. The word "pintar" (smart) means it is easy to understand something well. Meanwhile, the word "cerdas aksara" (reading) means understanding the contents of a written text. So, KOPICA means a box to enhance students' reading.

The next step after designing media is validation activities by experts (expert judgement). The validation results from the material, media, and language validators can be seen in the Table 3.

Table 3
The Result of Expert Validity

No.	Validation Aspect	Score				Percentage (%)	Description
		SVa1	SVa2	Mean	Max		
1.	Material Aspect	46	42	44	50	88%	Feasible, no revision needed
2.	Media Aspect	43	46	44,5	50	89%	Feasible, no revision needed
3.	Language Aspect	22	22	22	25	88%	Feasible, no revision needed
Average Number Validation						88,3%	Feasible and no revision needed

The data shows that the overall validation score is 88.3%. Based on Table 2, a score of 88—100% is included in the “Very Good” qualification, so it is feasible, and no revision is needed. However, there were inputs and suggestions by the validators as qualitative data. So, KOPICA was revised. The following are the results of revisions based on qualitative data: (a) naming each theme in the media; (2) adding a name to the divider box so that the cards are easily returned to their place; (c) changes in the selection of terms in the instruction or user manual; and (d) addition of handles.

Implementation and Evaluation Stage

In this stage, the activities carried out in the subsequent development research are implementation and evaluation. In this report, implementation and evaluation are presented through the responses of product users (students and teachers) and the effectiveness of the media. KOPICA learning media was tested on a group of first-graders. Students and teachers filled out a response sheet to measure its practicality. The following table shows the results of teacher and student responses.

Table 4
Teacher and Student Responses

No.	Validator	Score		Percentage	Description
		Mean	Max		
1.	Teacher	47	50	94%	Very practical
2.	14 Student	9	10	90%	Very practical
Average Number Validation				92%	Very practical

According to Table 4, the average score for the responses from both teachers and students was 92%. Based on these facts, it was determined that this learning media is highly useful and very practical for the educational process.

The effectiveness of this product is seen when the media is implemented in the classroom. Sampling was conducted using the cluster sampling method. Pre-test of an initial reading test was conducted based on indicators, namely (a) students' pronunciation of letters (consonants and vowels), (b) reading fluency, (c) voice clarity in pronouncing words and sentences, and (d) students' intonation in reading. The pre-test determines students' initial reading before using the media. The post-test is used to determine the results and skills of students after using the media. Based on the test, the average pre-test score was 77,2 and the post-test was 87.5. This shows that KOPICA learning media enhance the initial reading skills of the first-grade students. Furthermore, the data was analyzed using t-test analysis with SPSS 19. The following are the results of the calculation using SPSS 19.

Table 5
The Results of the Calculation Using SPSS 19

The Results of the Calculation Using SPSS 19						T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Initial Reading Pretest–Initial Reading Posttest	-10.21429	3.92582	1.04922	-12.48099	-7.94758	-9.735	13	.000

Based on the table, the value obtained is $\text{sig} = 0.000$, which means it is smaller than $\alpha 0.05$ ($\text{Sig.} \leq \alpha 0.05$). Thus, H_0 is rejected and H_a is accepted. This means there are differences in students' reading skills before and after using KOPICA learning media. So, KOPICA can enhance the initial reading skills of the first-grader.

Discussion

Reading transcends just visual detection of printed symbols; it constitutes a reflective cognitive process reliant on advanced mental functions, including thinking patterns, assessment, analysis, reasoning, and problem-solving (Alneyadi et al., 2023). The importance of reading activities has led some researchers to conduct a development to improve these skills.

This research is based on previous studies on learning media (Polinda et al., 2023; Rohman et al., 2019) in reading skills (Muda, 2024; Mustika et al., 2023; Nikmah et al., 2025). These studies show that learning media can be used in all learning materials to enhance specific objectives. Smart box learning media cannot only be used in reading skills, but also in understanding the material in Pancasila subjects (Zahra et al., 2024). Learning media is essential in improving reading skills, so students are more interested and focused on practicing their initial reading. These studies show that learning media can improve specific objectives in learning. This study is different from the previous studies because, in addition to improving reading skills, this media is also designed for students to understand religious tolerance from an early age, so that they can practice it in the social environment in the future.

R&D is a form of research that is part of an innovation used to produce and evaluate specific products (García-Valderrama & Mulero-Mendigorry, 2005). This research makes a product of KOPICA media with religious tolerance. The purpose of developing this media is to enhance students' initial reading skills, which have been tested and validated for use with grade I elementary school students.

Many experts believe that learning media should have goals. Learning media should help students better understand concepts, principles, attitudes, and skills (Lince & Burga, 2024), offer diverse and varied learning experiences to pique students' interest in learning (Rosita & Rohmatika, 2019), become a tool in the teaching and learning process to achieve learning objectives (Ediyanto et al., 2024), cultivate specific attitudes and skills (Li et al., 2024; Mardhotillah et al., 2023) and create educational scenarios that students will recall (Yonanda et al., 2024). Based on the learning media's goal, KOPICA media was created with low-grade students' needs in mind. These needs included: (1) the availability of pictures that are relevant to everyday life to make it easier for students to follow reading lessons through the media; (2) the availability of various alternative learning experiences; and (3) the practice of initial reading skills and the development of a religiously tolerant mindset in students.

Based on that description, this study evaluates the validity, practicality, and effectiveness of KOPICA media with religious tolerance to enhance primary school students' initial reading skills. The findings showed that the developed media met the standards based on these three aspects. Validity was established through expert evaluation of materials, media, and language, an essential step in educational research. This is done to ensure that the media can be accurately evaluated in terms of content, design, and language. The assessment given by experts on the material aspect is 88%, the media aspect is 89%, and 88% also for the language aspect, resulting in an overall validity score of 88.3%. This is in line with the opinion that validity is a key aspect of tracking the quality of a product (Schumann et al., 1995) and ensuring that the product is fit for purpose (Saputri et al., 2023).

Practicality, assessed through teacher and student responses, reached an average of 92%. This shows that the media is ready to be widely implemented. The effectiveness is shown based on the table of paired sample t-test results. The value obtained is $\text{sig} = 0.000$,

which means it is smaller than $\alpha 0.05$ (Sig. $\leq \alpha 0.05$). Thus, H_0 is rejected and H_a is accepted. This means there are differences in students' reading skills before and after using KOPICA learning media. Overall, these results validate KOPICA as a practical and usable tool to assist elementary school students in initial reading. This aligns with opinions that confirmed that the learning media validated and tested for efficacy can capture students' attention, facilitating a fun learning experience (Dony et al., 2022). Similarly, Azzahrah & Rustini (2023) explain that learning media can also make students better understand the material content, including religious tolerance (Rosita et al., 2023). This study corroborates these principles, demonstrating the suitability of KOPICA media for primary school students.

CONCLUSION

The novelty of this research is integrating religious tolerance content in the learning media used to enhance students' initial reading skills. This development proves that media can enhance the learning quality to be engaging, interactive, and fun. It contributes to implementing 21st-century learning that centers learning on students. In addition, this development contributes to introducing religious tolerance values that will benefit students' social lives in the future. The positive results in this study do not make the research perfect. There are several limitations to the research that can be carried out. The limitations of this study are the limited number of samples in one school. In addition, for further research, media development that utilizes technology can be interesting. Based on the results of this study, it can be concluded that learning media with religious tolerance content is very effective in being applied and enhancing students' initial reading and introducing students to the value of religious tolerance. This research shows that using media in learning can help students more easily achieve learning objectives, enrich the learning experience, and generate student enthusiasm and engagement. Thus, using media appropriate to learning objectives and student development is recommended, especially for primary school students transitioning between early and basic education. In order to optimize the use of media in education, this study also recommends training for educators.

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