



Utilization of Edpuzzle Media to Improve Students' Reading Comprehension Skills at Indonesian Schools in Jeddah

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Abstract: Reading comprehension is an important aspect that students must be taught. One alternative to improving reading comprehension skills is using Edpuzzle media. This study aims to improve the reading comprehension abilities of students in Grade II D of the Indonesian School in Jeddah, Saudi Arabia, by utilizing Edpuzzle media. In this study, the method used was classroom action research, which used a model developed by Kemmis and Mc. Taggart. The subjects of the study were grade II D students at the Indonesian School of Jeddah. The study involved 32 students, comprising 13 boys and 19 girls. The data collection techniques used were observation, tests, and documentation. The research instrument consisted of observation sheets and tests. The data analysis technique employed in this study utilized a qualitative data analysis approach, consisting of three stages, as described by Miles and Huberman, in addition to quantitative data analysis. The results show a significant increase in the average reading comprehension score, from 44.82 in the pre-cycle to 82.41 in the second cycle, and an increase in classical completeness from 18.51% to 93%. In addition, the implementation of learning. Additionally, the learning implementation rate increased from 60% in the first cycle to 80% in the second cycle. Thus, the use of Edpuzzle has been proven effective in improving students' understanding.
Keywords: Edpuzzle media, reading comprehension, Jeddah

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Introduction

Reading comprehension skills continue to be a challenge for many primary school students, particularly in the early grades. Reading skills are essential language skills that students should ideally possess throughout their lives (Gunawan & Suhardi, 2019). Reading is ideally taught to children in informal education, and then continued in formal education, especially in elementary school. Teachers play a pivotal role in fostering students' reading abilities (Erlin & Saptono, 2025). Inadequacies in reading skills during the early stages of primary education can have long-term impacts on students' academic achievement and cognitive development. For low-grade elementary school students, reading serves as the foundation of learning various subjects (Utomo, 2018). Reading skills are utilized to enhance insight, knowledge, and experience; improve critical thinking skills; sharpen reasoning to achieve progress; and foster the development of readers (Supartinah et al., 2020). The ability to read is a crucial skill that enables a person to learn throughout their life. Through reading habits, children understand the importance of literacy, supporting their cognitive development from an early age (Resti & Wibowo, 2024). Good reading skills also build the foundation for critical thinking and processing information more effectively.

Reading plays a crucial role in life, especially in today's rapidly evolving information era, where access to various reading sources is increasingly widespread and demands proficient literacy skills, enabling students to filter and understand information effectively (Jati & Purwati, 2024). Reading is also important to master because it affects students' cognitive development (Wahyuningsih & Kiswaga, 2019). There are several parties responsible for training students' reading skills, ranging from parents in

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informal education to the role of teachers in formal education. The development of reading comprehension in students starting from elementary school is very important for predicting an increase in students' reading ability (Iswara et al., 2023). Thus, skills in reading and comprehending texts have a crucial role in mastering science and improving students' abilities.

The International Student Assessment and the Progress in International Reading Literacy Study reveal several countries with low literacy levels, some of which have not experienced significant improvement in periodic evaluations (Li, 2018). The results of the Indonesian National Assessment Program (INAP) in 2016 showed that 46.83% of primary school students in Indonesia were in the category of lacking literacy. Additionally, among the 52 countries in East Asia, Indonesia has the lowest literacy rate. In addition, of the 50 countries that participated in the 2016 PIRLS (Progress in International Reading Literacy Study) survey, Indonesia ranked 38th. Indonesian students achieved an average score of 396 points, compared to a global average of 500 points. Thus, it can be seen that the reading ability of students in Indonesia is in the middle to lower position. Therefore, improving reading skills should be the main focus.

It is important for primary school students to master proper reading skills from an early age, as these skills allow them to expand their vocabulary, gain better comprehension, and absorb more text. Children's reading ability is highly dependent on primary education. This means that the formal education environment plays an important role in the development of elementary students' reading skills. Gonzalez (2002) states that one of the factors that causes children to experience reading and writing problems is the surrounding environment, such as the lack of literacy stimulation in their place. According to Jitendra (2004), there are internal causes that affect reading ability, namely language and cognitive development. Several recent studies have also shown that the surrounding environment has a significant impact on students' reading and writing skills.

Based on the results of preliminary observations conducted in class II D of Sekolah Indonesia Jeddah in the 2023/2024 academic year, it was found that the reading ability of students in the class showed a significant level of variation. Of the total 32 students enrolled, only nine students have the ability to read fluently and understand the contents of the text they read. Meanwhile, as many as 11 students have fluency in reading, but still struggle to understand the content of the texts they read. Additionally, six students are still at the spelling stage, indicating that they have not yet fully mastered reading skills. Furthermore, there were still five students who could not read at all, indicating challenges in mastering the basics of literacy in some learners. In fact, there was one student who only recognized one letter, the letter "a", indicating that the student's literacy skills were still at a very early stage.

The reason why children are unable to read, as indicated by questions and answers with the learners and their parents, is that the parents are illiterate, so they cannot teach their children at home. On the other hand, primary school students should be forced to read at least one book or one story every day. Some are caused by parents being so busy earning a living that they have no time to teach their children at home. Other causes of the inability to understand reading texts are suspected to be the low reading interest of elementary school students, the unavailability of reading materials in the classroom, and the underutilization of the school library.

A number of recent studies have shown that reading comprehension skills at the primary school level are still a significant challenge in education (Aminah et al., 2025; Islami et al., 2024; Manurung et al., 2023). Similar findings were presented by Ningrum (2019), who noted that the lack of reading comprehension skills is partly due to teachers not optimally utilizing media, especially for lower grades. This statement aligns with the initial findings of researchers in the field, which show that the reading comprehension skills of class II D at Sekolah Indonesia Jeddah are still relatively low due to several factors.

Through the previous explanation, it is considered necessary to find an alternative solution that can be used to improve students' reading comprehension skills. One solution that can be applied is to maximize the use of learning media in the classroom, as it is known that the use of media can change the attention of children to concentrate on the learning that is delivered. Falahudin (2014) states that learning media includes everything that can convey knowledge to students from various sources of information. Furthermore, the learning media that educators can use varies greatly according to the creativity and innovation capabilities of each educator.

From dozens of media options that can be applied in the classroom, researchers chose Edpuzzle media as an alternative to improve students' reading comprehension skills. Edpuzzle is one of the media

that can be used in classroom learning (Jimenez et al., 2021). Edpuzzle, according to Almobarraz (2018), is an application that provides a variety of videos as learning media. This platform presents various features that can support the teaching process effectively. Research conducted by Sundi (2020) shows that Edpuzzle is a video-based online learning media that is applied by educators and makes learning more interesting. Educators can take videos from channels such as Khan Academy, YouTube, or Crash Course, and then insert them into the Edpuzzle application, which allows students to ask questions and see the results. In this study, Edpuzzle will be used as an alternative reading learning activity to improve learners' reading skills.

One of the reasons students have low reading skills and poor learning outcomes is the limited media available in the classroom. Media functions as a container and channel for messages from educators during the learning process. It is expected that the use of media can make it easier for students to understand the material conveyed by the educator. Therefore, this study utilizes Edpuzzle as an alternative to enhance the reading skills of second-grade elementary school students. With the video feature that allows for editing to insert questions related to the reading text, it is expected that students will be trained to understand the content of the reading text. More interestingly, there is a feature that requires students to watch the video until it is finished to answer the questions.

Methods

This research used a type of Classroom Action Research based on the model developed by Kemmis and McTaggart, which included the stages of planning, action, observation, and reflection. All stages were repeated to enable continuous improvement. The purpose of this research was to improve the reading comprehension of second-grade elementary school students by utilising Edpuzzle online learning media as a teaching tool. The research procedure began with the identification of learning problems in the classroom, followed by action planning, action, observation of the learning process, and reflection to determine the design of the next cycle. The action of this method was conducted collaboratively, involving the class teacher as the researcher, peers as observers, and the participation of student guardians in providing smartphone devices for the students. Figure 1 shows a cycle chart used in this study.

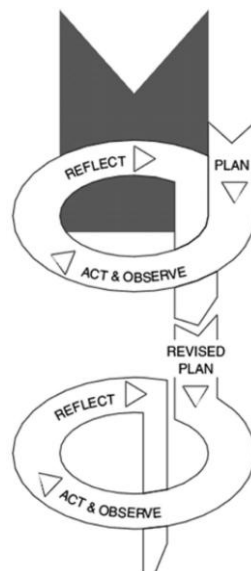


Figure 1. Class Action Research Cycle Chart

The research was conducted during the even semester of the 2023/2024 academic year, specifically from January to June 2024, at the Indonesian School in Jeddah, involving 32 students of Class II D as research subjects. The data collection techniques used include observation, tests, and documentation. The research instruments used include learning observation sheets and test questions consisting of pretests, formative tests, and posttests. Data analysis employed both descriptive

quantitative and qualitative methods, comparing test results between cycles and observing student participation and understanding during the implementation of actions.

Table 1. Action Success Criteria

Variable	Indicator	Initial Condition	End State
Reading Comprehension Ability	Percentage of the number of students who reached the KKM score (70)	17.24 %	80%

Table 1 is presented in tabular form to clarify the action success criteria. This Classroom Action Research (CAR) will be stopped if the predetermined success criteria have been achieved. In this study, the minimum limit of success is determined by a score of 70.

Results and Discussion

Results

a) Pre-cycle Research Results

In this study, the pre-cycle stage was conducted on April 21, 2024, with the aim of obtaining an initial assessment of students' reading comprehension skills before the implementation of learning interventions. In total, there were 32 learners in class II D at Sekolah Indonesia Jeddah. However, at the time of the initial test in the pre-cycle stage, only 29 learners were eligible to participate in this study.

Three learners were unable to take the initial test for specific reasons. One learner was absent due to illness, while the other two learners applied for permission and therefore could not participate in the assessment process on that day. Thus, data analysis at the pre-cycle stage was carried out based on test results obtained from 29 learners who were present. The complete data regarding the reading ability of learners at the pre-cycle stage is presented in Table 2.

Table 2. Pre-Cycle Data of Students' Reading Comprehension Ability

No.	Reading Comprehension Ability	Number of Learners	Percentage of Reading Comprehension Ability
1	Completed	5	17.24 %
2	Has not completed learning	24	82.75 %
Total		29	100 %

Based on the pre-cycle result data obtained from 29 learners, reading comprehension ability shows that the majority of learners have not achieved learning completeness. Of all the learners analyzed, only five learners (17.24%) reached the complete category, while the other 24 learners (82.75%) were still in the unfinished category. The percentage of learners who have not achieved mastery indicates that their reading comprehension skills still require improvement through more effective learning interventions. This can be caused by various factors, such as the lack of appropriate learning strategies, limited access to relevant reading materials, or a lack of skills in understanding texts in depth. Thus, more systematic efforts are needed to improve students' reading comprehension skills, for example, through the development of more interactive teaching materials, the application of innovative learning methods, and increasing students' involvement in comprehension-oriented reading activities.

b) Cycle I Research Results

In this research, the first cycle was conducted in a single meeting, with the researcher serving as the implementer of the action and two educators acting as observers. Cycle I was carried out on Monday, April 21, 2024 (Cycle I, in the third and fourth hours) in class II D of Sekolah Indonesia Jeddah, Saudi Arabia. The theme of "Knowing Feelings" and the reading material entitled "Mimi Marah" were studied in this cycle. Learning is facilitated through the use of Edpuzzle media in reading comprehension activities.

In Cycle I of this study, the planning stage involved designing various learning tools to support activities, including teaching materials, teaching modules, test questions, and learning media. The teaching modules developed are tailored to the phases, elements, and learning outcomes outlined in

the Merdeka Curriculum, with a theme of 'Knowing Feelings'. Learning uses Edpuzzle digital media in a face-to-face model. Researchers prepare reading text materials from students' Indonesian language books, which are then converted into videos using the Canva application, equipped with sound effects, and uploaded to YouTube. The video was then edited using Edpuzzle to add test questions based on Barrett's Taxonomy indicators, measuring students' reading comprehension skills.

At the stage of action implementation and observation, activities were carried out in three parts, namely introduction, core activities, and closing. In the introduction, the educator opened the learning session with greetings and prayers, took attendance, provided an overview, conveyed the objectives, and motivated the students. The core activities involved explaining the use of Edpuzzle, assisting learners in reading the text "Mimi Marah" using the media, and providing opportunities for learners to examine the text with the voice-over feature and answer comprehension questions. In the closing stage, educators and learners discuss the learning that has taken place. Learners are given the opportunity to express their opinions, draw conclusions together, and receive directions regarding the next meeting before the learning ends with a prayer.

Researchers assisted by observers conducted the observation stage to observe the process of implementing learning. Observation activities are carried out using observation sheets that have been previously designed. Based on the observations carried out, the data obtained indicate that the achievement of implementing learning activities shows that the implementation of learning carried out by educators in research in Cycle I is 60% and falls within the Sufficient category.

Table 3. Cycle I Learning Implementation Data

No.	Description	Yes	No	Note
1	Educators convey learning objectives	P		
2	Educators convey apperception	P		
3	Educators convey triggering questions	P		
4	Educators convey instructions for using Edpuzzle	P		
5	Educators help students who are still having difficulty using Edpuzzle	P		
6	Educators guide students to read the reading text		P	no time available
7	Educators provide opportunities for students to ask questions	P		
8	Educators conduct questions and answers when reading comprehension activities with Edpuzzle take place		P	no time available
9	Educators guide students in concluding learning		P	no time available
10	Educators provide evaluations related to activities that have been carried out and the next learning plan		P	no time available
Total		6		Simply
Percentage of Implementation		60%		

Based on the observation shown on Table 3, six out of ten learning indicators have been well implemented, such as the delivery of objectives, apperception, question triggers, and the use of Edpuzzle. However, four indicators have not been achieved, including guidance in reading the text, question and answer during reading comprehension, learning summarization, and evaluation, due to time constraints. For the next cycle, more effective time management is necessary to ensure that all aspects of learning are achieved optimally. Meanwhile, the results of students' reading comprehension tests in Cycle I are listed in the following diagram.

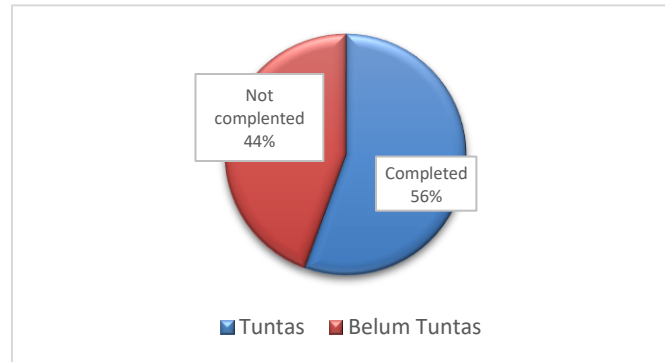


Figure 2. Reading Comprehension Test Results Cycle I

Figure 2 shows the results of the analysis of the reading comprehension test scores obtained in Cycle I, it is known that as many as 15 learners, or around 55% of the total learners who took the test, had succeeded in achieving the Minimum Completion Criteria (KKM in the Indonesian context) set, namely with a minimum score of 70. Meanwhile, as many as 45% of learners still obtained scores below the KKM limit, indicating that they were still having difficulty in optimally understanding the reading content. Additionally, during the implementation of the test in Cycle I, five learners were unable to participate in the assessment due to specific reasons. Three learners were absent due to illness, while the other two were unable to attend due to permission issues. By considering all the scores obtained by the learners who attended the test, the average reading comprehension ability score of class II D was 68.14. This result shows an improvement compared to the pre-cycle stage, although some learners still need additional guidance to reach the expected standard. Therefore, improvement efforts are needed in learning strategies so that all students can achieve completeness in reading comprehension skills.



Figure 3. Documentation of *Cycle I*

As shown in Figure 2, the research carried out in this cycle is declared quite successful, although it has not resulted in maximum achievement in both reading ability test scores and the implementation of learning. The researcher concluded that it was necessary to take further action in the form of learning in Cycle II by implementing learning based on the reflection of learning in Cycle I, in the hope of improving the quality of learning so that learning objectives can be achieved and the expected results can be achieved. The reflection obtained from Cycle I is to disable the voice feature for students who are able to read so that the device does not experience delays. Additionally, educators should communicate with parents about learner account access, including device passwords and email addresses used. Educators should also ensure that all learners can access Edpuzzle properly before learning begins to avoid technical problems that can hinder the learning process.

c) **Cycle II Research Results**

Cycle II of Classroom Action Research (CAR) was conducted on Sunday, April 28, 2024. In Cycle II of this study, planning was conducted based on the findings of deficiencies in Cycle I, and the researchers designed several improvements. Teaching modules are prepared with reference to

the Merdeka Curriculum, which is more flexible and oriented towards achieving competencies. The Edpuzzle materials and media used were improved, including by dividing the test questions into two parts to reduce technical problems when loading and submitting. Additionally, researchers coordinate with student guardians to manage student accounts and access, facilitating the learning process. An observation sheet was also prepared to assist with observation, with two observers in charge of monitoring the implementation of learning, as well as a reading comprehension test consisting of 10 multiple-choice questions.

The implementation of the action was carried out together with observation. In the introductory stage, learners participate in a series of activities, such as singing songs, praying, and exchanging greetings, before formal learning begins. The educator took attendance, ensured the learners' readiness, and provided insight through sparking questions related to the differences between them to connect the concept with the reading text material themed "Recognising and Appreciating Differences." In the core activity, the educator invites learners to discuss the concept of differences and how to respond to them, relating it to the previous material on Knowing Feelings. Next, the educator provides instructions for using Edpuzzle and ensures learners are ready to access learning media. Learners review the text in Edpuzzle and answer questions based on the material they have read. As a form of appreciation, educators give awards to learners who show active participation. The closing stage is conducted with a question-and-answer session regarding the learning that has taken place. Learners are given the opportunity to express their opinions about the learning experience, and the activity concludes with a prayer together.

The results of observations carried out in Cycle II show an increase in the implementation of learning using Edpuzzle media, as well as an improvement in students' reading comprehension test scores compared to those obtained in the first cycle. Table 4 below presents the implementation of learning in Cycle II.

Table 4. Cycle II Learning Implementation Data

No.	Description	Yes	No	Note
1	Educators convey learning objectives	P		
2	Educators convey apperception	P		
3	Educators convey triggering questions	P		
4	Educators convey instructions for using Edpuzzle	P		
5	Educators help students who are still having difficulty using Edpuzzle	P		
6	Educators guide students to read the reading text	P		
7	Educators provide opportunities for students to ask questions	P		
8	Educators conduct questions and answers when reading comprehension activities with Edpuzzle take place	P		
9	Educators guide students in concluding learning		P	
10	Educators provide evaluations related to activities that have been carried out and the next learning plan		P	
Total			8	Good
Percentage of Implementation			80%	

Based on this data, it can be seen that in Cycle II, the implementation of learning increased with an achievement of 80%. Eight out of ten indicators were well implemented, including guidance on reading the text, discussion, and question-and-answer sessions when using Edpuzzle. However, learning summarization and evaluation was still not done. This result shows an improvement from Cycle I, although the aspects of reflection and evaluation still need to be improved to achieve optimal implementation. Meanwhile, the results of the students' reading comprehension tests in Cycle II are listed in the following diagram.

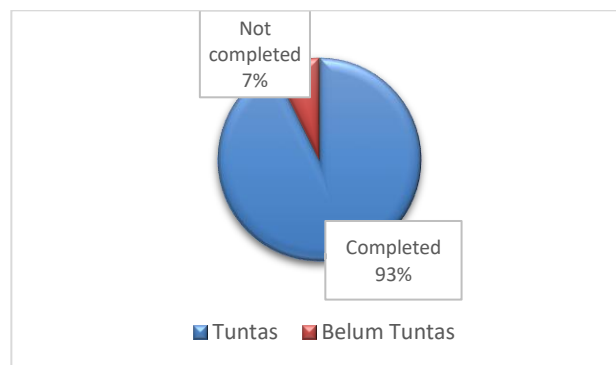


Figure 4. Reading Comprehension Test Results *Cycle II*

Data on students' learning outcomes in the form of reading comprehension skills obtained in Cycle II also showed an increase when compared to those in Cycle I. In Cycle II, 25 students, or 93%, had reached the KKM, while two students, or 7% of all students, still scored below the KKM. The average value of test scores for reading comprehension skills is 82.40. The percentage of reading comprehension skills among class II D students in Cycle II reached 93%, with 7% still not complete. When compared to the average value in Cycle I, which amounted to 68.14, the average value in Cycle II increased to 82.40, indicating a significant rise.



Figure 5. Documentation of Cycle II

Overall, learning with Edpuzzle media in Cycle II has run optimally according to the plan in the teaching module as shown on Figure 5. Learners demonstrated independence and enthusiasm in following the learning process and were able to operate Edpuzzle with minimal dependence on the educator. In addition, the results of the reading comprehension ability test for students in Cycle II have also reached 93%, which meets the predetermined action success criteria. Therefore, the researcher concluded that the research did not need to be continued to the next cycle.

Discussion

The success of this class action research is determined by an improvement in the quality of the learning process and the results of learning activities, which aim to achieve the previously set targets. To measure students' reading ability, researchers use Barret's Taxonomy, as previously conducted research by Khotimah (2016), which is one of the classifications of reading competence consisting of five stages: 1) literal understanding, 2) reorganization, 3) inferential understanding, 4) evaluation, and 5) appreciation. Researchers chose Barret's taxonomy as a reference because, as stated by Nisa (2022), it is a taxonomy that specifically emphasises the development of reading comprehension skills for the content of a reading text. Before conducting the research, the researchers carried out pre-cycle actions to determine the initial reading comprehension ability of students by administering initial tests. The data obtained show that the reading comprehension ability of students is still not optimally developed. This

can be seen based on the results of the initial test score, which shows that 17.24% of students, or only five, have achieved ideal reading comprehension skills. It is known that of the 27 students in Class II D who took the initial test, there were five children with reading skills in the complete category, while 22 children were in the unfinished category. Furthermore, as many as five children did not attend school, so they did not take the initial test. The data show that 18.51% of students in Class II D at Sekolah Indonesia Jeddah have not yet completed their reading comprehension skills.

To improve learning, researchers conducted a case study type of research. After the action, students' reading comprehension skills improved. The second cycle was implemented as an improvement over the first cycle. The learning session was attended by 27 learners and observed by two observers. The results of this study indicate that the use of Edpuzzle media is effective in improving students' reading comprehension skills. This finding aligns with research conducted by Hasnita (2022) and Rahayu (2022), which suggests that the use of Edpuzzle can enhance the learning process by making it more engaging and interactive. In line with this, research conducted by Silverajah & Govindaraj (2018) has proven that Edpuzzle increases students' learning independence. The use of Edpuzzle in the learning process can serve as an innovative alternative for educators to create a more engaging, interactive, and effective learning environment. The integration of this technology enables students to become more engaged in the learning process and deepen their understanding of the material presented. In line with this, Shelby & Fralish (2021) also stated that Edpuzzle is a media platform that enables students and teachers to select learning videos, edit, cut, record sound, and add questions.

The results showed that the research findings aligned with previous relevant studies. Previous findings emphasize the advantages of Edpuzzle in increasing learner engagement through its interactive features (Qadriani et al., 2021). Features such as mid-video quizzes, speed adjustment, and monitoring learner responses enable teachers to create more adaptive and engaging learning experiences for students (Sirri & Lestari, 2020). The use of Edpuzzle in this study demonstrates that it has advantages in creating interactive and student-centred learning experiences. This addresses the challenges of 21st-century learning approaches, particularly for teachers in adapting to and innovating with technology (Hastomo, 2024). In line with previous research, this finding also demonstrates that Edpuzzle is not only effective in improving reading comprehension skills but can also be enjoyable and satisfying for students (Sundi et al., 2020). By giving learners the opportunity to interact directly with the material through digital media, Edpuzzle also indirectly helps increase students' learning motivation and confidence in understanding learning content.

In addition, research conducted by Sirri & Lestari (2020) found several advantages of Edpuzzle, namely: 1) Edpuzzle allows educators to create lessons based on video content more easily, 2) the ability to pull videos from various sources makes it possible to display video content on the platform without distractions or advertisements, 3) since quizzes can be inserted into videos, educators can tie video content directly to assessments, and 4) learners can watch videos on their own devices. This feature ensures that learners follow all parts of the material arranged by the educator, thereby optimising their understanding of the presented material. Thus, the use of Edpuzzle as a learning media not only contributes to the improvement of learning effectiveness, but also provides a solution for educators in managing the learning process that is more directed and in accordance with the needs of learners.

After the class action research was carried out, the data obtained in the pre-cycle showed an increase in Cycle I, namely the percentage of classical completeness of reading skills, at 55.6%. The data in Cycle I had increased compared to the data obtained during the pre-cycle period, the researcher felt that action was needed in Cycle II so that the research could provide better results. The data obtained in Cycle II showed that the percentage of classical completeness of students' listening skills increased to 93%. The data increased after researchers used Edpuzzle media in the learning process. With the use of Edpuzzle media in the learning process, students can become interested in continuing to read and answer questions related to the material until they can answer all questions correctly. This finding aligns with research conducted by Febrianti & Saputra (2022), which suggests that Edpuzzle can enhance student learning achievement. Nevertheless, teachers should also be more proficient in the use of digital media so that they can provide proper guidance and direction to their students.

Conclusion

Based on the results of the research data analysis and the discussion outlining the main findings, it can be concluded that there is a significant increase in the reading comprehension ability of students after the implementation of Edpuzzle media-based intervention. This improvement is evident through changes in the average score of the reading comprehension test results, which increased from 44.82 in the pre-cycle stage to 68.1 in Cycle I, and then further to 82.41 in Cycle II. In addition, the increase was also reflected in the percentage of classical completeness, which at the pre-cycle stage reached only 18.51%, then surged to 55.6% in Cycle I, and finally reached the optimal figure of 92.59% in Cycle II. This data shows that most students have reached the minimum completeness criteria set after participating in learning with Edpuzzle media. Thus, the results of this study provide empirical evidence that the systematic and planned use of Edpuzzle media can be an effective solution in overcoming reading comprehension obstacles experienced by class II D students at the Indonesian School in Jeddah, Saudi Arabia.

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