Development of the Steinberg Method Using Canva Media in the Early Reading Skills of Elementary School Students on Science Concepts

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Abstract

This study aimed to: (1) identify the profile of students' initial reading learning, (2) design the Steinberg method assisted by Canva Media for initial reading learning, (3) determine students' responses to learning media using Canva Media, and (4) determine teachers' responses to the initial reading learning model through the Steinberg method assisted by Canva Media. The research method used was Research and Development (R&D) based on the Dick, Carey, and Carey framework. The research results indicate that: (1) the development of the early reading model through the Steinberg method and Canva Media was carried out through 10 stages, namely: needs identification, development, learner and context analysis, breakdown of competency objectives, instrument development, learning strategies, selection of teaching materials, formative evaluation, revision, and summative evaluation. (2) Students' responses to the early reading learning media using Canva were mostly positive. (3) Teachers' responses to the early reading learning product using the Steinberg method assisted by Canva were deemed appropriate and suitable for use in early reading instruction at elementary schools. This study concludes that the use of the Steinberg method-based early reading learning model using Canva as a medium has proven effective, is well-liked by students, and is deemed appropriate by teachers for implementation in elementary schools, allowing for further field trials.

Keywords: Steinberg Method, Canva Media, Early Reading Skills

INTRODUCTION

Reading instruction in elementary school is tailored to grade level, namely, early grades and upper grades. Reading instruction in early grades is referred to as beginning reading, while in upper grades it is referred to as advanced reading (Syelviana & Hariani, 2019). According to Badawi (2017), reading is a language skill that is receptive in nature, meaning that reading is an activity of acquiring information in the form of knowledge and experience. Having reading skills is very important for students after school to facilitate learning in elementary school, especially early reading, because before advanced reading, students must go through the early reading phase. If a child fails in early reading, it will be difficult for them to progress to the next level (Snow & Matthews, 2017).

Basic literacy occurs during preschool and elementary school years. Reading instruction in elementary schools in Indonesia is still relatively low and shows difficulties, as indicated by PISA and USAID data (Kharizmi, 2015). This low reading ability reflects the suboptimal nature of reading instruction in elementary schools, influenced by various factors (Ratri, 2023). According to Syajida & Ahyadi (2024), there are three main issues in reading instruction: (1) the use of teaching strategies is not yet optimal. (2) The development of students' reading skills, both in terms of interest and motivation to read, as students perceive

reading and writing as merely school subjects, and they lack intrinsic reasons for why they should read. (3) The presentation of reading instruction has not fully engaged students in the desired learning situation.

Previous research conducted by Pertiwi & Masitoh (2019) examined the effect of the Steinberg method on students' early reading skills. Data was collected through oral and written tests, followed by documentation. The final results showed that the Steinberg method affected students' early reading skills. In addition, research conducted by Anggraeni & Febriyanto (2016) showed that the Steinberg method using Big Book media was effective in improving students' reading aloud skills. Further research by Amellia & Mawardah (2025) showed that Steinberg's Four-Step method had a positive effect in improving early reading skills in children with mild autism at the Pelita Bunda Special School in Samarinda. The researcher aims to conduct similar research and innovate by further developing the Steinberg method using Canva media.

This study aims to: (1) determine the profile of students' early reading learning, (2) design the Steinberg method assisted by Canva media for early reading learning, (3) determine students' responses to Canva-based learning media, and (4) determine teachers' responses to the early reading learning model through the Steinberg method assisted by Canva media. The benefits of this research for teachers are as a means to increase their insight and knowledge in developing and selecting reading learning methods, especially early reading in elementary schools, by utilizing the Steinberg method and Canva media. The benefits for students are as an alternative learning tool that allows the learning process to be more active and enjoyable. The use of the Steinberg method supported by Canva-based learning media is expected to help students understand the material more easily and interestingly.

METHOD

This study used a Research and Development method based on the scheme proposed by Dick, Carey, and Carey (2009). The instructional design model developed by Dick, Carey, and Carey consists of 10 stages, namely: (1) identifying needs to formulate objectives (2) conducting subject matter analysis (3) analyzing learners and context (4) describing competency goals (5) developing assessment instruments (6) developing learning strategies (7) developing and selecting teaching materials (8) compiling and conducting formative evaluations (9) revising the learning program, and finally (10) compiling and conducting summative evaluations. The research was conducted at SDIT Raudhatul Jannah, with the research subjects being second-grade elementary school students. The data collection techniques used in this development research were:

1. Interviews. This technique was used to identify the needs for a reading instruction model suitable for students at an Islamic elementary school in Cilegon City, Indonesia.

2. Literature Review. This technique was used to develop a hypothetical model of early reading instruction using the Steinberg method with Canva media at an Islamic elementary school in Cilegon City, Indonesia.

3. Surveys and Questionnaires. This technique was used to obtain data on student needs and data from individual trials.

4. Expert Judgment. This technique was used to obtain expert evaluations of the early reading learning model using the Steinberg method with Canva Media at an Islamic elementary school in Cilegon City, Indonesia.

Data analysis used triangulation techniques because the data was obtained using qualitative instruments. The data generated consists of preliminary data for the hypothetical learning model and model feasibility data (Donkoh & Mensah, 2023). The data is as follows: (1) data from the identification of model development needs in the form of questionnaires and interviews, (2) data from the rational testing of instructional materials in the form of evaluations and opinions from media experts, evaluation experts, and early reading material experts, (3) data from the testing of the model's comprehensibility involving experts in the field of early reading, (4) data from testing involving experts and practitioners in the field of learning media, (5) data from implementation involving experts and practitioners in the field of early reading, (6) data from small group trials involving groups of students.

Data in the form of assessments from several experts and practitioners were collected. The results of the assessment collection were then analyzed based on the following (Schwartz & Arena, 2013).

$$Percentage = \frac{Z\ (Answer\ x\ Weight\ of\ Each\ Choice)}{n\ x\ Highest\ Weight} X 100$$

Explanation: $\sum$ = sum

n = total number of questionnaire items

From this formula, the results are then converted using a percentage formula so that they can be interpreted, and the level of achievement of the learning model development can be obtained. The percentage formula for the overall assessment is as follows.

$$Percentage = (F/N)\ X\ 100\%$$

Explanation:

F = total percentage of subjects

N = number of subjects

Based on the assessment results from several experts, the validation scores are interpreted in Table 1.

Table 1. Conversion of Expert Assessments and Student Response Assessments

No.	Achievement Range	Qualification	Description
1.	5	Very good	No Need to revise
2.	4	Good	No Need to revise
3.	3	Fair	Revised
4.	2	Insufficient	Revised
5.	1	Very Poor	Revised

RESULTS AND DISCUSSION

Based on the findings of the previous data analysis, the researcher obtained several research results related to (1) the profile of early reading learning in grade II of an Islamic elementary school in Cilegon City, Indonesia (2) the design of an early reading learning model using the Steinberg method with Canva media in grade II of an Islamic elementary school in Cilegon City, Indonesia (3) student responses to Canva media for early reading learning in grade II at one of the Islamic elementary schools in Cilegon, Banten (4) teachers' responses to the development of a model for early reading instruction using the Steinberg method with Canva Media for second-grade elementary school students.

Early reading learning at one of the Islamic elementary schools in Cilegon, Banten, is already quite good, although there are still some shortcomings in reading ability, namely the students' early reading skills. Students can read early on, but they are not yet able to do so optimally. They can only read simple words and are not yet fluent in reading sentences or texts. Additionally, they do not yet pay attention to punctuation marks, and the use of reading methods and models in each school is not yet varied. This is evidenced by the data analysis conducted by the researcher through the distribution of questionnaires on teaching material needs, learning model needs, and interviews with second-grade teachers at an Islamic elementary school in Cilegon City, Indonesia. The Steinberg initial reading method with Canva Media is a method that can be used to develop students' interest and initial reading skills so that they can read accurately (Amher, 2023; Ginayah et al., 2024). It is hoped that students' interest in reading and accurate reading skills will help them gather their knowledge and support their learning to the next stage. The Steinberg learning method and Canva Media used are also useful for training higher-order thinking and are meaningful learning for students (Taufiqurrahman et al., 2025).

The product, which has been validated by experts, was then tested by researchers on students and teachers. However, in this trial, the researchers did not implement it as a learning

activity but only tested students' responses to the early reading learning media using Canva and teachers' responses to the early reading learning model development product through the Steinberg method with Canva. The student response test was conducted at two elementary schools in Cilegon with 40 respondents. The following is a summary of student responses to Canva Media.

The first and second questions asked about students' liking or disliking of PowerPoint media with Canva images. The results showed that 35 out of 40 students liked PowerPoint media with Canva images, while 5 students did not like PowerPoint media with Canva images. The third and fourth questions asked whether the words and sentences in the Canva media were easy or difficult to understand. The results showed that 33 out of 40 students understood the words and sentences in the media, while 7 students did not understand the words and sentences in the media. The fifth and sixth questions asked whether the images in the Canva media were very interesting or not. The results showed that 40 students were interested in the Canva images presented. The seventh and eighth questions asked whether the students liked or disliked the color scheme in the Canva image media. The results showed that 40 students liked the color gradient presented in the media. Questions nine and ten asked whether students were interested or not interested in reading using the Compi image media. The results showed that 40 students were interested in reading using the Canva media. Finally, questions eleven and twelve asked whether students were motivated or not motivated to learn to read using the Canva image media. The results showed that 40 students were motivated to learn to read using the Canva media.

The positive responses obtained from students and teachers indicate that the integration of the Steinberg Method—known for its step-by-step, structured approach to reading—with visually engaging Canva media effectively supports the development of early reading skills (Agustiani et al., 2025; Ginayah et al., 2024). The method's focus on gradual progression, repetition, and comprehension aligns well with students' needs at the early reading stage, while Canva's colorful and interactive features increase motivation and attention. This combination makes the reading experience not only more accessible but also more enjoyable, reinforcing the importance of using systematic methods alongside creative digital tools in early literacy instruction (Rahayu, 2024).

These findings reinforce the potential of the Steinberg method combined with Canva media as an effective approach to strengthen early reading skills, particularly in understanding science-related concepts (Kustiarini et al., 2024). The high percentage of students who responded positively—both in terms of interest and motivation—demonstrates that the use of

structured, gradual learning steps in the Steinberg method, when supported by the visual and interactive appeal of Canva, can significantly enhance students' engagement and comprehension. This synergy not only helps students to decode and understand words and sentences more easily, but also makes abstract science concepts more concrete and accessible (Apriana et al., 2025; Arianti et al., 2023). The results suggest that this model is not only suitable for reading instruction in general but also holds promise for integrated learning where literacy and content knowledge, such as science, can be developed simultaneously through engaging digital media (Abidin et al., 2021).

The responses from students and teachers above indicate that the Steinberg method for early reading instruction using Canva is highly favored and appealing to students, and for teachers, it is appropriate and suitable for use in early reading instruction. Therefore, the Steinberg method for early reading instruction using Canva can be further tested in a field trial.

CONCLUSION

Early reading instruction at an Islamic elementary school in Cilegon City, Indonesia is already quite good, although there are still some areas where students' early reading skills are lacking. Students can only read simple words and are not yet fluent in reading sentences or texts, and they do not yet pay attention to punctuation marks when reading. The methods and models of reading used in each school are not yet varied. Therefore, the development of an early reading learning model using the Steinberg method with Canva media is necessary to improve students' early reading skills.

The product design conducted by the researcher uses 10 development stages according to the Dick and Carey development method, starting from stage (1) Identifying needs to formulate objectives (2) Conducting an analysis of lesson materials (3) Analyzing learners and context (4) Outlining competency targets (5) Developing assessment instruments (6) Developing learning strategies (7) Developing and selecting teaching materials (8) Compiling and conducting formative evaluations, (9) revising the learning program, and finally (10) compiling and conducting summative evaluations.

Based on students' responses regarding the Canva learning media for early reading created by the researcher, it was concluded that the learning media is effective and can be used in early reading instruction. Students stated that the learning media created was liked, sparked interest, and provided motivation to read. Based on these results, practitioners are encouraged to use this learning model appropriately to achieve the desired learning outcomes for students. The use of this developed learning model can be successful if each step is carried out systematically and continuously.

Based on the teachers' responses above, it can be concluded that the learning model developed through the Steinberg method using Canva media created by the researcher is deemed suitable and appropriate for use in early reading instruction at elementary schools. Therefore, the learning model using the Steinberg method with Canva media can be further tested in a field trial.

SUGGESTIONS

We suggest that teachers use the Steinberg method as a variation in choosing methods and strategies for teaching early reading. This method is relatively simple and not too complicated to implement with students. On the contrary, this method is easy for students to understand and can help them in the process of learning to read. In addition, researchers also suggest that teachers use images from Canva in learning activities. Images from Canva are not only beneficial for reading lessons but can also support learning in other subjects because Canva offers a wide range of visual options suitable for various materials. The use of colored Canva images is more recommended than black-and-white images because they are more appealing and help enhance students' attention and interest in learning.

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