



Feasibility of Validation Results of Multimodality Picture Story Book Development with Educational Game Approach in Language Learning

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ABSTRACT

This research is motivated by the low interest in reading among early childhood children, the use of less engaging learning media, and the dominance of conventional storybooks that only display static text and images without considering children's diverse learning styles. This study aims to determine the feasibility of validating the development of multimodality-based picture storybooks with an educational game approach in early childhood language learning. This research uses a quantitative descriptive design. From the perspective of data sources, this study uses a library method. Data on multimodality-based picture storybooks with an educational game approach in early childhood language learning were collected using observation guidelines, instruments assisted by checklists. Validation was carried out by each of a material expert, a media expert, and an early childhood education practitioner on eight aspects of feasibility, namely material content, multimodality, language, educational games, visual appearance, accessibility, local cultural integration, and holistic aspects. The validation results showed a total score of 90 out of a maximum score of 96, which, after being converted to 94%, is included in the very valid category or can be used without revision. Thus, this multimodality-based picture story book with an educational game approach in early childhood language learning is declared very suitable for use in language learning for children aged 5-6 years in PAUD because it fulfills the elements of content, visual, educational, and cultural contextual suitability, and children's development needs.

Keywords: validation results, multimodality, picture story books, educational games, learning language

Kelayakan Hasil Validasi Pengembangan Buku Cerita Bergambar Multimodalitas dengan Pendekatan Permainan Edukatif dalam Pembelajaran Bahasa

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya minat baca anak usia dini, penggunaan media pembelajaran yang kurang menarik, dan dominasi buku cerita konvensional yang hanya menampilkan teks dan gambar statis tanpa mempertimbangkan gaya belajar anak yang beragam. Penelitian ini bertujuan untuk mengetahui kelayakan hasil validasi pengembangan buku cerita bergambar berbasis multimodalitas dengan pendekatan permainan edukatif dalam pembelajaran bahasa anak usia dini. Penelitian ini menggunakan deskriptif kuantitatif. Dari perspektif sumber data, penelitian ini menggunakan metode kepustakaan. Data buku cerita bergambar berbasis multimodalitas dengan pendekatan permainan edukatif dalam pembelajaran bahasa anak usia dini dikumpulkan menggunakan instrumen pedoman observasi berbantuan daftar cek-ricek. Validasi dilakukan oleh masing-masing seorang ahli materi, ahli media, dan praktisi PAUD terhadap delapan aspek kelayakan, yaitu isi materi, multimodalitas, bahasa, permainan edukatif, tampilan visual, aksesibilitas, integrasi budaya lokal, dan aspek holistik. Hasil validasi menunjukkan skor total sebesar 90 dari skor maksimal 96; setelah dikonversi menjadi 94%, yang termasuk dalam kategori *sangat valid*, atau dapat digunakan tanpa revisi. Dengan demikian, buku cerita bergambar berbasis multimodalitas dengan pendekatan permainan edukatif dalam pembelajaran bahasa anak usia dini ini dinyatakan sangat layak digunakan dalam pembelajaran bahasa anak usia 5-6 tahun di PAUD karena telah memenuhi unsur kelayakan isi, visual, edukatif, serta kontekstual budaya dan kebutuhan perkembangan anak.

Kata kunci: hasil validasi, buku cerita bergambar, multimodalitas, permainan edukatif, pembelajaran bahasa

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INTRODUCTION

Language learning in early childhood is a crucial foundation for supporting a child's holistic development. However, in many early childhood education institutions (PAUD), language learning still faces serious challenges, such as low interest in reading, the use of unappealing media, and the dominance of conventional storybooks. Most books used only present static text and images without considering children's diverse learning styles. This condition impacts children's low language skills, as observed in several PAUDs in the Sleman area, including limited vocabulary and a lack of confidence in speaking. Research by Lero (2025) also showed that children at the St. Paulus Terpadu PAUD experienced difficulties in oral language skills. A similar finding was expressed by Nurkhasyanah (2023), Apriani et al. (2024), and Prawiyogi et al. (2021) who stated that children's low interest in reading was caused by books that were uninteresting and inappropriate for their developmental stage.

In this context, the development of multimodality-based picture storybooks using an educational game approach is highly relevant. Multimodal storybooks not only present text and images but also integrate audio, visual, animation, and interactive activities that are suited to the learning styles of early childhood. This approach enables children to learn mindfully, meaningfully, and joyfully (Ministry of Elementary and Secondary Education, 2025). According to Kress & Leeuwen (1996), multimodality involves various semiotic systems such as text, images, sound, movement, and space to convey complete meaning. Meanwhile, Piaget (1952) stated that early childhood is in the preoperational stage, requiring concrete and visual experiences. Krashen (1982) also emphasized that children acquire language naturally through understanding meaning in authentic contexts. Furthermore, Vygotsky (1978) stressed that social interaction through play activities is crucial for children's language acquisition.

Several studies have reinforced the importance of this approach. Hafidhoh (2023) found that

multimodality-based digital storytelling can increase early childhood engagement and confidence in storytelling. Ningsih (2024), Erlita (2014), and Sariani (2014) demonstrated that visual symbols and concrete objects in a multimodal approach can enhance children's understanding of story content. In this regard, multimodal picture storybooks have advantages over conventional books because they allow children not only to read and listen but also to interact actively. Furthermore, Zhou (2017) stated that interactive multimedia storybooks significantly improve vocabulary comprehension, emotional engagement, and participation in language learning. Educational game elements embedded in storybooks have also proven effective. Sari (2024), for example, showed that puzzle games can expand children's vocabulary, while Kartika (2025), Asyikin & Sapri (2022), and Arum et al. (2021) demonstrated that digital games can stimulate early childhood phonological abilities.

However, for the storybook to be suitable for use in early childhood education (PAUD) learning practices, a validation process is required. The feasibility of the validation results is key to assessing whether the multimodality-based picture storybook with an educational game approach meets quality standards in terms of content, multimodality, language, educational games, visual appearance, accessibility, local cultural integration, and holistic aspects. In this study, validation was conducted by material experts, media experts, and PAUD practitioners. In line with this, research by Sumiati (2021) shows that digital audiovisual-based picture storybooks validated by material, design, and media experts obtained excellent results with positive responses from PAUD children. Research by Fajriyani (2020) also proved that picture story e-books developed through validation stages by material and media experts were able to significantly stimulate the receptive language skills of children aged 5–6 years.

Furthermore, research by Zaida (2024) emphasised the importance of language and character aspects, where picture storybooks validated by material, language, and media experts achieved a



very high level of feasibility and were effective in fostering polite behaviour in children. In line with this, Rizkiyah (2022) emphasised that, through the development of digital picture storybooks, validation by material and media experts resulted in high feasibility and improved digital literacy in early childhood. Meanwhile, Samaya (2021) emphasised the importance of integrating local culture into learning media, where the validation results of picture storybooks based on local wisdom were declared highly valid and suitable for use in early reading learning. Therefore, this research aims to thoroughly examine the feasibility of validation results from developing multimodality-based picture storybooks with an educational game approach, to utilise them as a reference and an innovation in holistic, contextual, and enjoyable language learning for early childhood.

How do we assess the feasibility of the validation results for the development of multimodality-based picture storybooks using an educational game approach in early childhood language learning? That is the sole research question in this study.

In accordance with the research question, this article also has a single objective. The purpose of this study is to determine the feasibility of the validation results for the development of multimodality-based picture storybooks using an educational game approach in early childhood language learning.

METHOD

This research employed a quantitative-qualitative descriptive method. Metode ini lazim digunakan terutama dalam penelitian keendidikan (Hatch & Farhady, 1982:61; Sugiyono, 2021:13; Abubakar, 2021:16; and Bandur, 2013:61). Through this method, the feasibility of multimodal picture story teaching materials with an educational game approach for early childhood students was described quantitatively and qualitatively.

This literature research took place in the odd semester of the 2024/2025 academic year. The

research object was a multimodality-based picture story book with an educational game approach in early childhood language learning.

Teaching material data was collected using documentation techniques. This technique was reinforced by observation guidelines validated using time triangulation.

Data analysis techniques in this study were used to determine the feasibility of the validation results of the multimodality-based picture story book with an educational game approach in early childhood language learning.

The data obtained consisted of quantitative and qualitative data from three validator groups: material experts, media experts, and early childhood practitioners. Therefore, the analytical approach used consisted of two types: quantitative analysis of validation assessment scores and descriptive analysis of open-ended suggestions.

Quantitative assessment was conducted using a four-point Likert scale, consisting of:

- 1) not feasible,
- 2) less feasible,
- 3) feasible,
- 4) very feasible.

Each validator provided an assessment based on specific indicators compiled in the validation sheet. All scores from each validator were summed and then analyzed using the combined validity formula according to Akbar (2013:83) as cited by Slamet (2022):

$$V = \text{Tse}/\text{Tsh} \times 100\%$$

Where:

V : combined validity

Tse : total empirical score generated (validation results from experts and practitioners)

Tsh : total maximum expected score.

The results of this validity percentage calculation are used to determine the product's level of feasibility based on specific criteria, such as very

valid, reasonably valid, less valid, or invalid. The feasibility level categories are presented in Table 1 below:

Table 1
Product Feasibility Criteria

Feasibility Percentage	Feasibility Level
85,01 – 100	Very valid, or can be used without revision
70,01 – 85,00	Moderately valid, or can be used but needs minor revision
50,01 – 70,00	Less valid, not recommended for use due to the need for major revision
01,00 – 50,00	Invalid, or should not be used

Meanwhile, qualitative data in the form of open suggestions and input from the validators were analysed descriptively. This input covered validated aspects, including content/material suitability, multimodality, language, educational games, visual display, accessibility, local cultural integration, and holistic aspects. The results of this qualitative analysis served as the basis for revising and refining the storybook to optimise its use in learning. Thus, the data analysis approach in this study was comprehensive, encompassing both numerical and substantive aspects, thus providing an objective picture of the feasibility of a multimodality-based picture storybook with an educational game approach based on the assessment of experts and practitioners in the field of Early Childhood Education (PAUD).

RESULTS

Validation of the development of multimodality-based picture storybooks using an educational game approach was conducted by three parties with competencies in their respective fields: one subject matter expert, one media expert, and one early childhood education practitioner. These three validators were selected purposively based on their academic background and experience in early childhood education, particularly in the areas of language, learning media, and early childhood education management.

The validation process was conducted using an assessment instrument in the form of a 4-point Likert-scale questionnaire with an open-ended suggestion section. Validators were asked to assess eight main aspects that had been designed in the instrument grid, namely:

- 1) Suitability of the story content/material to the characteristics of children aged 5–6 years,
- 2) Multimodality, namely the integration of text, images, sound, and activities,
- 3) Language, seen from the perspective of simplicity, communicativeness, and suitability to the child's age,
- 4) Educational games, which include meaningfulness, connection to the story content, and the ability to encourage children's participation,
- 5) Visual appearance, which includes color, layout, and illustrations that support understanding,
- 6) Accessibility, especially for children with special needs through supporting features such as sign language,
- 7) Integration of local culture, which reflects regional cultural values in the story,
- 8) Holistic aspects, namely the extent to which the media supports cognitive, motor, social-emotional, moral/religious development, and Pancasila values.



The three validators assessed each aspect, then the results were analyzed to determine the level of product suitability. The validation results are used as the basis for determining whether the product can be used without revision, requires revision, or is not suitable for use in early childhood language learning. The validation results from the three experts are presented in the following table.

Table 2
Validation Results by Experts

No.	Indicators	Judgers			Tse	Criteria
		Media Expert	Subject Expert	Practitioner		
1	Content/Material Suitability	4	4	4	12	very valid, or can be used without revision
2	Multimodality	4	4	3	11	
3	Language	3	4	4	11	
4	Educational Games	4	3	4	11	
5	Visual Display	4	4	4	12	
6	Accessibility	3	4	4	11	
7	Local Cultural Integration	4	4	4	12	
8	Holistic Aspects	3	4	3	10	
Tse Total					90	
Tsh Total					96	
Value: $90/96 \times 100$					94	

Based on the data in Table 1, the expert validation results yielded a total empirical score (Tse) of 90, out of the maximum expected score (Tsh) of 96. This score, when converted, yields a feasibility score of 94%. Based on Akbar's (2013) validity criteria, this score falls into the highly valid category, meaning the product is suitable for use without revision. These results indicate that the multimodal picture book with an educational game approach has met feasibility standards in terms of content, design, pedagogical approach, and accessibility for early childhood.

A closer look reveals three aspects that received the highest scores: content/material suitability, visual presentation, and local cultural integration. This demonstrates that, from a content perspective, the language teaching materials are suitable for use because they cover all material that meets objective criteria. From a visual presentation perspective, these language teaching materials for early childhood education (PAUD) students are also believed to have a unique appeal for them. Finally, from a local cultural integration perspective, these language teaching materi-

als for PAUD students provide language learning that aligns with local culture. These findings align with Piaget's (1952) opinion, which states that early childhood is in the preoperational stage, where children are better able to understand concepts through meaningful, concrete and visual experiences. Furthermore, the local culture-based approach is also supported by the findings of Nurkhasyanah (2023), who stated that integrating local culture into learning media can strengthen children's identity and increase the appeal of stories.

This indicates that the story's content is appropriate for children's developmental characteristics, the visualisation is engaging and easy to understand, and the local cultural content is well integrated. These findings align with Piaget's (1952) assertion that early childhood is in the preoperational stage, making it easier for them to grasp concepts through concrete experiences and visual representations. Therefore, presenting visually rich stories with local cultural content is crucial for strengthening understanding and instilling cultural values from an early age.

The aspects of multimodality, language, educational games, and accessibility each received a score of 11 out of a maximum of 12. These results indicate that the media is considered quite comprehensive in combining various communication modes, such as text, images, sound, and play activities. This aligns with the theory of Kress & Leeuwen (1996), who explain that multimodality is important because it helps convey meaning through various means, such as text, images, sound, and movement, making learning content more transparent and easier for children to understand. These findings are further supported by research by Hafidhoh (2023), who demonstrated that multimodality-based digital storytelling can increase children's engagement, confidence, and comprehension in storytelling.

Furthermore, the holistic aspect received a score of 10, which is the lowest score, although still in the valid category. This means that although this storybook encompasses cognitive, motor,

socio-emotional, language, religious-moral, and Pancasila values, there is still room for improvement in its holistic integration. Vygotsky (1978) stated that children's learning is strongly influenced by social context and interactions, so future improvements can focus on more explicit interactive activities to support children's socio-emotional development and character formation. This aligns with research by Nisa (2019), which emphasizes the importance of integrating moral values and Pancasila into children's stories to support early character development.

Overall, the results of this validation confirm that the development of a multimodality-based picture storybook with an educational game approach is highly suitable for use in early childhood language learning. This storybook is not only visually appealing and supports children's learning styles, but also encourages active participation through play activities that are meaningful, inclusive, and relevant to the local cultural context. Therefore, this validation serves as an important stepping stone before the product is widely implemented in early childhood education settings.

DISCUSSION

Based on the data in Table 2, the expert validation results yielded a total empirical score (Tse) of 90, out of the maximum expected score (Tsh) of 96. This score, when converted, yields a feasibility score of 94%. Based on Akbar's (2013) validity criteria, this score falls into the highly valid category, meaning the product is suitable for use without revision. These results indicate that the multimodal picture book with an educational game approach has met feasibility standards in terms of content, design, pedagogical approach, and accessibility for early childhood.

Specifically, three aspects received a maximum score of 12: appropriateness of content/material, visual presentation, and integration of local culture. This indicates that the developed story is considered highly relevant to the characteristics of early childhood, presented in an engaging and



easy-to-understand visual manner, and able to convey contextual local cultural values.

These findings align with Piaget's (1952) opinion, which states that early childhood is in the preoperational stage, where children are better able to understand concepts through meaningful, concrete, and visual experiences. Furthermore, the local culture-based approach is also supported by the findings of Nurkhasyanah (2023), Salmiati et al. (2016), and Hariyani & Fitri (2020) who stated that integrating local culture into learning media can strengthen children's identity and increase the appeal of stories.

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Pancasila into children's stories to support early character development.

Overall, the results of this validation confirm that the development of a multimodality-based picture storybook with an educational game approach is highly suitable for use in early childhood language learning. This storybook is not only visually appealing and supports children's learning styles, but also encourages active participation through play activities that are meaningful, inclusive, and relevant to the local cultural context. Therefore, this validation serves as an essential stepping stone before the product is widely implemented in early childhood education settings.

Three indicators of teaching material suitability were deemed the best by the validators' assessments. This was because all validators gave the highest score, 4. These indicators were:

- 1) content/material suitability indicator,
- 2) visual display indicator, and
- 3) local cultural integration indicator.

The other three indicators remained at 4. This was because two of the three validators gave a score of 4; one validator gave a score of 3. These indicators were: 1) multimodal indicator; 2) educational game indicator; and 3) accessibility indicator. "Finally, one indicator was at 3. Two validators gave a score of 3, while the other gave a score of 4. This indicator is a holistic indicator.

The media expert's scoring mode was 4. Of the eight indicators, five received a score of 4: Content/Material Suitability, Multimodality, Educational Games, Visual Display, and Local Cultural Integration. The remaining indicators received a score of 3.

The material expert's scoring mode was also 4. Of the eight indicators, seven received a score of 4: Content/Material Suitability, Multimodality, Language, Visual Display, Accessibility, and Local Cultural Integration. Only the Educational Games indicator received a score of 3.

CONCLUSION

This multimodality-based picture storybook with an educational game approach is highly suit-

able for use in language learning in early childhood education institutions, especially for children aged 5–6 years, because it meets the eligibility criteria in terms of content, appearance, educational function, as well as cultural contextual values and inclusivity. It is recommended that this storybook be implemented more widely in various early childhood education units as an alternative, engaging, and inclusive storybook. Furthermore, further development can be carried out by adding interactive features and strengthening holistic development aspects so that the product optimally supports children's needs.

Multimodality Picture Storybooks with an Educational Game Approach to Language Learning should be used in various early childhood education centers (PAUD). This is due to the book's content suitability.

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