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# Development of Microsite-Based Digital Learning Media for Elementary English Instruction

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**Abstract:** This study aims to develop microsite-based digital learning media for English instruction in elementary schools. The research employed a Research and Development (R&D) method using the ADDIE model, limited to the analysis, design, and development stages. Data were collected through observations, interviews, questionnaires, and documentation. A limited trial was conducted in three elementary schools, involving three English teachers and 60 students who evaluated the practicality and usability of the developed microsite-based learning media. The research instruments included needs analysis forms, expert validation questionnaires for both material and media aspects, and response questionnaires for teachers and students. Data were analyzed using descriptive qualitative methods and simple quantitative analysis in the form of percentage scores. The findings indicate that the developed microsite-based digital learning media demonstrates a high level of feasibility, achieving average scores of 90% from material experts and 87% from media experts. Furthermore, the results of the limited user trials revealed very positive responses, with average practicality scores of 87% from teachers and 91.2% from students, placing the media in the "very practical" category. Therefore, the developed microsite-based digital learning media can be utilized as an effective alternative learning resource to support English instruction in elementary schools.

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## Introduction

The rapid development of digital technology has significantly influenced instructional practices at the elementary school level, including English language learning. English instruction in elementary schools is expected to provide meaningful learning experiences that support students' basic language skills through engaging and age-appropriate learning media. However, classroom practices often remain dominated by conventional teaching methods that rely heavily on textbooks and teacher-centered explanations, which may limit students' learning autonomy and engagement (Syafitri et al., 2025).

Digital learning media offer opportunities to present learning materials in more interactive, flexible, and accessible formats. One digital format that has recently gained attention is the microsite, which allows learning content to be organized into compact, focused, and easily navigable web pages. Microsites enable teachers to integrate text, images, videos, and interactive elements in a single platform that can be accessed anytime and anywhere. Previous studies have shown that microsite-based learning media can support independent learning and improve students' interest in learning activities (Inriani, 2024; Rahmadini, 2025).

Several studies have explored the development of microsite-based instructional media in various subjects. Research conducted by (Gazali et al., 2025) demonstrated that interactive microsites can enhance students' learning experiences in elementary civic education. Similarly, (Tiningrum et al., 2025) and (Shavirah et al., 2025) reported that microsite-based teaching materials developed using the ADDIE model were feasible and practical for classroom use. Other studies also highlighted the effectiveness of microsites in supporting digital learning environments across different disciplines, including IPAS, mathematics, and historical content (Huda et al., 2025) and (Muttaqin et al., 2025). These findings indicate that microsites have strong potential as alternative digital learning media in elementary education, especially for English language learning, in which audio-visual multimedia integration is essential rather than supplementary, making the development of this microsite highly necessary.

Despite the growing number of studies on microsite-based learning media, research focusing specifically on English instruction at the elementary school level remains limited. At this level, English learning often faces challenges such as limited exposure to authentic audio input, insufficient visual media to support concrete vocabulary understanding, and students' dependence on teacher-centered explanations. A microsite can function as an all-in-one digital learning solution by integrating audio, visual, and interactive content in a single platform, thereby providing meaningful language exposure and supporting more engaging and independent English learning experiences for elementary students. Most existing studies emphasize subject areas such as civic education, science, or general digital media development, while the integration of microsites into elementary English learning contexts has not been sufficiently explored. In addition, few studies explicitly address the development process based on needs analysis, expert validation, and practicality testing that aligns with classroom conditions in elementary schools.

The scientific novelty of this study lies in the instructional and navigational design of the microsite, which is specifically tailored to the cognitive development of elementary school students. The microsite integrates simple, intuitive navigation, gamified learning activities, and audio-visual scaffolding that align with students' basic literacy levels and support concrete vocabulary acquisition in English learning lies in the development of a microsite-based digital learning media specifically designed for elementary English instruction, grounded in a systematic development process. This study emphasizes the analysis of teachers' and students' needs, structured media design, and validation by material and media experts, followed by practicality testing through user responses. By focusing on feasibility and practicality rather than learning effectiveness, the study offers a practical contribution that is relevant for teachers who require accessible and easy-to-use digital learning resources.

The purpose of this study is to develop a microsite-based digital learning media for English learning in elementary schools and to examine its feasibility and practicality based on expert validation and teachers' and students' responses. This study contributes by providing an empirically validated instructional design model that integrates audio-visual multimedia and child-friendly navigation, offering a practical reference for teachers in implementing effective digital English learning media at the elementary level

## Research Method

This study employed a Research and Development (R&D) approach guided by the ADDIE model, encompassing analysis, design, development, implementation, and evaluation

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stages in the development of microsite-based digital learning media. However, this research was deliberately limited to the analysis, design, and development stages, as the primary focus was to examine the feasibility and practicality of the developed media rather than its long-term instructional effectiveness. Similar limitations in development stages have been applied in previous microsite-based media studies to ensure methodological efficiency and relevance to classroom needs (Mustaqimah et al., 2023) and (Keumala & Hartinah, 2024).

The research design emphasized a systematic and user-oriented media development process. The initial stage involved a needs analysis to identify learning conditions, instructional challenges, and expectations regarding digital media use in elementary English learning. This was followed by the design stage, which focused on structuring learning content, determining navigation flow, and designing the visual interface of the microsite. The development stage involved producing the microsite-based learning media and conducting expert validation. This approach aligns with previous studies on microsite development that highlight the importance of early validation to ensure content accuracy, visual quality, and instructional suitability (Lestari & Suciptaningsih, 2025).

The study was conducted in three elementary schools SD Negeri Bulakwaru 01, SD Negeri Bulakwaru 03, and SD Negeri Margapadang 01 involving three English teachers and 60 students as research participants implementing English as a local content subject under the Merdeka Curriculum. The research subjects included elementary school English teachers and students, who participated during the needs analysis and limited trial phases. In addition, material experts and media experts were involved as validators to assess the feasibility of the developed microsite-based digital learning media. The inclusion of experts as validators is a common practice in microsite-based media development research to ensure both pedagogical and technical quality (Prisa et al., 2023).

Data collection techniques comprised observation, interviews, questionnaires, and documentation. Observation and interviews were conducted to explore classroom learning practices, existing media usage, and obstacles faced by teachers in delivering English instruction. Questionnaires were employed for needs analysis, expert validation, and collecting responses from teachers and students regarding the practicality of the developed media. Documentation was used to support data obtained from other techniques and to record the development process. The research instruments included: needs analysis questionnaires for teachers and students, expert validation questionnaires assessing material accuracy, content relevance, instructional design, visual appearance, and technical aspects, and response questionnaires for teachers and students focusing on ease of use, clarity of learning materials, and visual attractiveness. The development of these instruments was adapted from previous microsite-based learning media studies that emphasize usability and learner engagement (Mustaqimah et al., 2023; Branch, 2009; Mayer, 2020).

Data analysis was conducted using descriptive qualitative techniques to interpret data obtained from observations and interviews, and simple quantitative analysis in the form of percentage calculations to process questionnaire responses. The validation and response results were categorized to determine the levels of feasibility and practicality of the developed media. This analytical approach is widely applied in educational media development research because it provides clear and applicable findings for classroom implementation (Keumala & Hartinah, 2024).

 

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## Results and Discussion

The results of this study are presented based on the stages of development and evaluation conducted, namely needs analysis, expert validation, and practicality testing of the microsite-based digital learning media for elementary English instruction. Needs Analysis Results. The results of the needs analysis indicate that both teachers and students require digital learning media that are easy to access, visually engaging, and capable of supporting independent learning. Based on questionnaire data, the majority of teachers (above three-quarters of respondents) stated that the learning media currently used in English instruction were predominantly textbook-based and lacked interactive digital features. Teachers also reported difficulties in providing varied learning resources that could be accessed flexibly outside classroom hours.

From the students' perspective, the needs analysis revealed a strong preference for learning media that integrate visual elements such as images and short videos, simple and intuitive navigation, and concise learning materials that can be accessed repeatedly. This finding aligns with studies showing that students tend to prefer media with visual and interactive components, such as video and animation, which are perceived to increase engagement, understanding, and motivation in learning activities (Zahro et al., 2025; Saputri et al., 2025). Most students indicated that such features helped them stay focused and motivated during learning activities. Previous research also reports that visual learning media significantly enhances students' attention and motivation compared to traditional or non-visual formats (Prasetya et al., 2025) and (Tula Kalang et al., 2024).

These findings confirm that the learning conditions prior to media development were characterized by limited digital integration, thereby justifying the need for microsite-based learning media. The results are consistent with previous microsite development studies that emphasize accessibility and learner engagement as key requirements in digital learning media (Sulistianingsih & Taufiqulloh, 2025). Similar needs-related findings are also reported in microsite and digital media development research that adopts systematic instructional design models in basic education contexts (Mustaqimah et al., 2023).

**Table 1. Results of Needs Analysis of Teachers and Students toward Digital Microsite-Based Learning Media**

| No | Needs Indicators | Teachers (%) | Students (%) | Category |
|---|---|---|---|---|
| 1 | Ease of access to learning media | 88 | 91 | Very High |
| 2 | Attractive visual appearance | 85 | 93 | Very High |
| 3 | Simple and user-friendly navigation | 87 | 90 | Very High |
| 4 | Support for independent learning | 83 | 89 | High |
| 5 | Availability of concise and easy-to-understand materials | 86 | 92 | Very High |
| **Average** | | **85.8** | **91.0** | **Very High** |

The data in Table 1 indicate that both teachers and students demonstrate a very high level of need for digital microsite-based learning media, particularly in terms of accessibility, visual appeal, and support for independent learning. The expert validation results demonstrate that the developed microsite-based digital learning media meet the feasibility criteria after revisions were implemented based on expert feedback. Validation was conducted by material experts and media experts using structured validation instruments. Material experts evaluated the relevance of content to the elementary English curriculum, clarity of language use, and alignment with learning objectives. Media experts assessed technical aspects, including layout consistency, navigation flow, readability, visual balance, and overall usability. The

 

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validation scores obtained from both expert groups reached the minimum criteria for the "feasible" category, with several aspects achieving a "very feasible" level after revisions. Improvements suggested by experts included refining instructional instructions, adjusting font size for readability, and optimizing navigation buttons.

The summary of expert validation results is presented in Table 2, while the development flow and validation stages are visualized in Figure 1. Overall, the validation results indicate that the microsite is suitable for classroom use. These results support findings from prior studies that highlight the importance of expert validation in ensuring the pedagogical and technical quality of microsite-based media before classroom application (Suciptaningsih et al., 2024). The use of an ADDIE-based development flow with early expert involvement is also in line with development procedures reported in prior instructional media studies (Tiningrum et al., 2025).

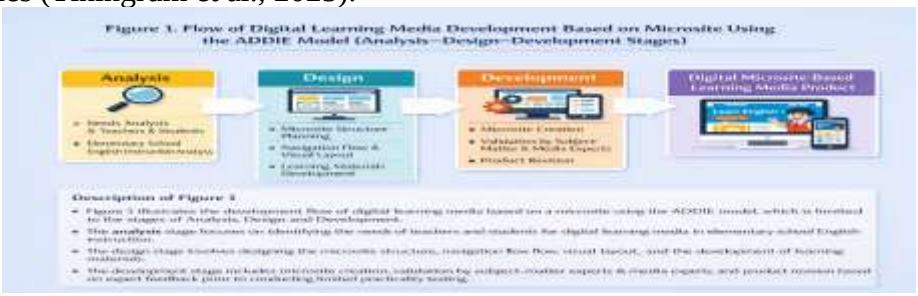


**Figure 1. Flow of Digital Learning Media Development Based on a Microsite Using the ADDIE Model (Analysis–Design–Development Stages)**

Figure 1 illustrates the development flow of digital learning media based on a microsite using the ADDIE model, which is limited to the stages of Analysis, Design, and Development. The analysis stage focuses on identifying the needs of teachers and students for digital learning media in elementary school English learning. The design stage includes planning the microsite structure, navigation flow, visual layout, and the development of learning materials. The development stage involves creating the microsite, conducting validation by subject-matter experts and media experts, and revising the product based on expert feedback before carrying out limited practicality testing.

**Table 2. Results of Expert Validation by Subject-Matter Experts and Media Experts on Digital Microsite-Based Learning Media**

| No | Assessed Aspects | Subject-Matter Expert (%) | Media Expert (%) | Category |
|---|---|---|---|---|
| 1 | Alignment of materials with the curriculum | 90 | – | Very Feasible |
| 2 | Clarity of language and material presentation | 88 | – | Very Feasible |
| 3 | Alignment of materials with learning objectives | 92 | – | Very Feasible |
| 4 | Layout and design consistency | – | 87 | Very Feasible |
| 5 | Navigation and ease of use | – | 89 | Very Feasible |
| 6 | Visual quality and readability | – | 85 | Feasible |
| **Average** | | **90.0** | **87.0** | **Very Feasible** |

The validation results indicate that the digital microsite-based learning media fall into the *very feasible* category after revisions were made based on suggestions from subject-matter and media experts.

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The practicality test results show positive responses from both teachers and students following limited trials of the developed microsite-based digital learning media. Teachers reported that the microsite was easy to operate, flexible in supporting instructional activities, and effective in presenting English learning materials in a more engaging format. The majority of teacher responses fell within the "practical" to "very practical" category.

Students' responses similarly indicated positive perceptions. Most students stated that the microsite increased their interest in learning English, helped them understand learning materials more easily, and enabled them to learn independently without relying heavily on teacher explanations. The complete practicality test results are presented in Table 3, while the distribution of teacher and student responses is illustrated in Figure 2. These results align with previous microsite-based learning studies that reported increased learner motivation and positive user perceptions due to interactive and visually appealing digital media (Matswaya, 2025; Wahyuningtyas, 2025).

**Table 3. Results of Practicality Testing of Digital Microsite-Based Learning Media Based on Teachers' and Students' Responses**

| No | Practicality Aspects | Teachers (%) | Students (%) | Category |
|---|---|---|---|---|
| 1 | Ease of use | 89 | 92 | Very Practical |
| 2 | Clarity of learning materials | 87 | 90 | Very Practical |
| 3 | Visual attractiveness of the media | 88 | 94 | Very Practical |
| 4 | Support for independent learning | 86 | 91 | Very Practical |
| 5 | Suitability for learning activities | 85 | 89 | Practical |
| **Average** | | **87.0** | **91.2** | **Very Practical** |

Based on the practicality test results, the digital microsite-based learning media received very positive responses from both teachers and students.

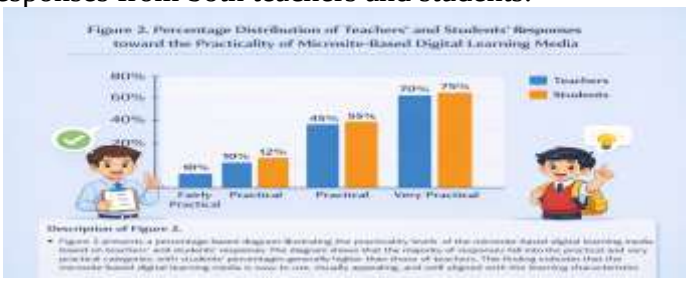


**Figure 2. Percentage Diagram of Teachers' and Students' Responses to the Practicality of Digital Microsite-Based Learning Media**

Figure 2 presents a percentage diagram illustrating the level of practicality of digital microsite-based learning media based on teachers' and students' responses. The diagram shows that most responses fall within the *practical* and *very practical* categories, with students' percentages generally higher than those of teachers. This indicates that the digital microsite-based learning media are easy to use, engaging, and well aligned with the learning characteristics of elementary school students. (The diagram may be presented as a bar chart with the categories "Quite Practical – Practical – Very Practical" for teachers and students.)

**Discussion**

The findings of this study indicate that microsite-based digital learning media function not only as a technical learning platform but also as a cognitively supportive learning environment for elementary school students. The strong demand identified during the needs analysis reflects students' preference for learning media that reduce complexity while maintaining visual engagement. The simple and intuitive navigation of the microsite supports students' cognitive load by minimizing extraneous processing, allowing learners to

focus more effectively on essential English learning content. This aligns with Cognitive Load Theory, which emphasizes the importance of reducing unnecessary mental effort to enhance learning effectiveness, particularly for young learners (Surbakti et al., 2024).

From a self-regulated learning perspective, the microsite design enables students to access materials independently, revisit learning content, and control their learning pace. Features such as concise learning units, visual illustrations, and repeated access to materials support elementary students' ability to plan, monitor, and evaluate their own learning activities. This explains the high practicality scores obtained from students, as the microsite facilitates learning autonomy without requiring continuous teacher assistance. Similar findings have been reported in studies highlighting the role of digital media in fostering self-regulated learning at the elementary level (Siti & Azzahra, 2024).

Furthermore, the integration of visual elements and audio components in the microsite aligns with visual learning and dual coding principles, which suggest that combining verbal and visual information enhances comprehension and memory retention. In elementary English learning, where students often struggle with abstract vocabulary and limited exposure to authentic language input, the availability of images, short videos, and audio pronunciation serves as effective cognitive scaffolding. This multimedia integration helps students build concrete associations between words, sounds, and meanings, thereby improving engagement and understanding.

Compared to previous studies that focused on microsite development in subjects such as civic education, science, and religious education, this study extends prior findings by emphasizing the cognitive function of microsite-based media in elementary English instruction. While earlier research highlighted feasibility and usability, this study demonstrates how microsite design elements such as simplified navigation, visual scaffolding, and modular content directly support elementary students' cognitive characteristics and learning needs. This reinforces the scientific novelty of the study by positioning the microsite not merely as a digital product, but as a cognitively informed instructional medium for young English learners. Overall, the discussion demonstrates that the developed microsite-based digital learning media effectively supports elementary students' cognitive processes by reducing cognitive load, promoting self-regulated learning, and enhancing comprehension through visual and audio scaffolding. These findings provide theoretical and empirical support for integrating microsite-based digital media into elementary English instruction as an innovative yet cognitively appropriate learning solution.

## Conclusion

This study successfully developed a microsite-based digital learning media intended to support English instruction at the elementary school level. The development process, which was grounded in needs analysis and strengthened through expert validation, resulted in a learning media that meets established The feasibility results showed that the developed microsite-based digital learning media was highly feasible, achieving an average score of 90% from material experts and 87% from media experts after revisions were implemented based on expert feedback. In addition, the results of the limited user trials indicated very positive responses, with average practicality scores of 87% from teachers and 91.2% from students, which were categorized as very practica standards in terms of content relevance, instructional design, visual quality, and technical usability. In addition, the positive responses obtained from teachers and students indicate that the developed microsite demonstrates a high

level of practicality, particularly in facilitating ease of use, supporting independent learning, and enhancing student engagement in English learning activities.

Overall, the findings confirm that microsite-based digital learning media can function as a feasible and practical alternative learning resource for elementary English instruction. This study provides a concrete contribution to digital learning media development by offering an accessible, flexible, and teacher-friendly solution that supports contemporary learning demands in elementary education contexts.

## Recommendation

Based on the findings of this study, several follow-up recommendations are proposed for teachers and future researchers. For teachers, microsite-based digital learning media can be utilized as an alternative instructional resource to support English learning both inside and outside the classroom. Teachers are encouraged to integrate the microsite into regular learning activities, particularly to support independent learning, repetition of learning materials, and students' exposure to audio-visual English input. In addition, teachers may adapt and enrich the microsite content by adding interactive exercises, simple formative assessments, and differentiated learning activities to accommodate varying levels of students' English proficiency. Effective use of microsite-based media also requires teachers to provide clear guidance and scaffolding, especially for students with limited digital experience.

For future researchers, further studies are recommended to extend this research by implementing the remaining ADDIE stages, particularly the implementation and evaluation phases, to examine the instructional impact of microsite-based learning media on students' English achievement, motivation, and engagement. Future research may employ experimental, quasi-experimental, or mixed-method designs with larger and more diverse participant groups to generate stronger empirical evidence regarding learning effectiveness. In addition, subsequent studies may explore the integration of microsite-based media with other digital learning platforms to enable systematic monitoring of student progress and learning outcomes.

Several challenges identified during the research process should also be addressed in future investigations. The limitation of development stages restricted the measurement of long-term learning outcomes, while variations in students' access to technology and digital literacy may influence learning implementation. Therefore, future research should consider expanding development stages, ensuring adequate technological facilities, and incorporating digital literacy support to optimize the use of microsite-based digital learning media in elementary education contexts.

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