

The Effect of Implementing ClassDojo Assisted by a Smartboard on the Reading Motivation of Third-Grade Elementary School Students

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Abstract

This study aimed to determine the effect of implementing ClassDojo assisted by a Smartboard on the reading motivation of third-grade students at SD Negeri 32 Sorong City, using a one-group pretest-posttest design with 25 students. Data were collected through pre- and post-tests, observations of teacher-student activities, and a reading motivation questionnaire. The results showed that the average score rose from 45.36 in the pre-test to 58.93 in the post-test, an increase of 13.57 points. Reliability testing yielded Cronbach's Alpha values of 0.891 (pre-test) and 0.895 (post-test), indicating high reliability. The Shapiro-Wilk normality test showed significance values of 0.692 (pre-test) and 0.643 (post-test); since both exceeded 0.05, the data were determined to be normally distributed. Observations reinforced the quantitative findings by demonstrating the students' enthusiasm and active engagement during the lessons. It is concluded that the implementation of ClassDojo supported by a Smartboard positively impacts the reading motivation of third-grade elementary school students and serves as an alternative interactive learning medium for teachers at the elementary level.

Keywords: *ClassDojo; Smartboard; reading motivation.*

1. Introduction

The ability to read and comprehend text is a fundamental skill crucial to learning in primary schools. Reading motivation relates not only to the speed at which students articulate words but also to their ability to process written symbols into coherent meaning (Çalışkan & Ulaş, 2022). Reading fluency itself encompasses accuracy, speed, and appropriate prosody (Kuswardani et al., 2023).

Observations in the third-grade class at SD Negeri 32 Sorong City revealed that approximately 40% of students lacked reading fluency, characterized by halting delivery, the ignoring of punctuation marks, and flat intonation. Conventional print-based methods are considered to limit reading interest and students' visual-interactive engagement, leading some students to read mechanically without grasping the main ideas (Permatasari et al., 2025). Interactive media such as Smartboards—which combine large colored text, images, animations, and touch-based activities—are believed to foster active student engagement and boost reading motivation (Muliawanti et al., 2022; Asni & Surya, 2026).

Based on this context, this study focuses on the impact of implementing interactive features from the ClassDojo application—supported by Smartboard technology—on the reading motivation of third-grade students at SD Negeri 32 Sorong City. The study aims to determine the effects of this implementation and is expected to contribute an alternative interactive learning medium for primary school teachers to enhance students' reading motivation.

2. Method

This study employs a quantitative approach using a pre-experimental design—specifically, the one-group pretest-posttest design—in which a single group undergoes testing both before and after the intervention, without a comparison group (Sugiyono, 2022). This design was selected because the

researcher could not randomly assign students to experimental and control groups but instead utilized existing classes.

2.1 Participants / Research Subjects

The study population consisted of all third-grade students at SD Negeri 32 Sorong City during the 2025/2026 academic year. The sample comprised 25 students (13 boys and 12 girls) aged 8–9 years, selected from the same third-grade class during the period of January–March 2026.

2.2 Instruments and Data Collection

Data were collected using three techniques: (1) a reading comprehension pretest and posttest to measure accuracy, speed, prosody, and text content comprehension; (2) observation sheets for teacher and student activities during instruction; and (3) a reading motivation questionnaire. The validity of the test and questionnaire instruments was verified by a validator, and they were found to be reliable, with Cronbach's Alpha values of 0.891 (pretest) and 0.895 (posttest)—both well above the 0.60 threshold.

2.3 Data Analysis

The data were analyzed descriptively (minimum, maximum, and mean values) to compare pretest and posttest results. A Shapiro-Wilk normality test—a prerequisite test—was conducted due to the small sample size ($N = 25$), serving as the basis for the subsequent parametric hypothesis test (Paired Sample T-Test). Observational data were analyzed using a descriptive-qualitative approach to reinforce the quantitative findings.

2.4 Ethical Considerations

The research was conducted with the permission of SD Negeri 32 Kota Sorong and the Grade III homeroom teacher. Student identities were kept confidential, and the data were used solely for the academic purposes of this research.

3. Results and Discussion

3.1 Results

The pretest results showed an average student reading motivation score of 45.36, with scores ranging from 30 to 65; this indicates that the students' initial reading motivation fell into the low category and was uneven. Following the implementation of instruction using ClassDojo supported by a Smartboard over eight sessions, the average posttest score rose to 58.93, with the maximum score increasing to 75 (Table 1).

Data	N	Minimum Value	Maximum	Average (Mean)
Pretest	25	30	65	45,36
Posttest	25	30	75	58,93

Table 1. Summary of descriptive analysis results for pretest and posttest

The 13.57-point increase in the mean score indicates an improvement in students' reading motivation following the intervention. Instrument reliability testing yielded Cronbach's Alpha values of 0.891 (pretest) and 0.895 (posttest), indicating high reliability. The Shapiro-Wilk normality test resulted in significance values of 0.692 (pretest) and 0.643 (posttest); as both values exceeded 0.05, the data were determined to be normally distributed and suitable for subsequent parametric testing.

Observational findings reinforce these quantitative results: students demonstrated enthusiasm and active engagement during lessons using ClassDojo, particularly regarding attention to media visuals, comprehension of text and images, and both student independence and peer collaboration.

3.2 Discussion

The low reading motivation observed in the pre-test (45.36) aligns with the initial issues identified, namely halting reading habits and reliance on conventional teaching methods. The increase in motivation following the intervention (58.93) demonstrates that interactive learning media like ClassDojo can integrate visual, audio, and kinesthetic elements, thereby accommodating diverse learning styles and enhancing student attention (SMART Technologies, 2022).

These findings are consistent with research by Muliawanti et al. (2022), which showed that Smartboard-based media increased student motivation and engagement in reading lessons, as well as research by Asni and Surya (2026), which found that interactive media improved reading literacy among elementary school students through active engagement. This alignment reinforces the premise that interactive media based on ClassDojo and Smartboards has the potential to boost reading motivation among elementary school students in general.

This study has limitations, including a pre-experimental design lacking a control group and an inferential hypothesis test (Paired Sample T-Test) that did not utilize data from the entire sample; consequently, the statistical significance of the effect has not been fully confirmed. The limited sample scope—restricted to a single school—also limits the generalizability of the results.

4. Conclusion

The implementation of ClassDojo supported by Smartboards was proven to enhance the reading motivation of third-grade students at SD Negeri 32 Sorong City, evidenced by an increase in the average score from 45.36 (pre-test) to 58.93 (post-test), and supported by valid and reliable instruments as well as normally distributed data. The primary contribution of this study is providing preliminary evidence that Smartboard-based interactive learning media can serve as an effective alternative for addressing low reading motivation in the lower grades of elementary school.

Future research is advised to conduct a comprehensive hypothesis test (Paired Sample T-Test) incorporating a control group, expand the study population and sample, and examine other relevant variables—such as reading interest or learning outcomes in other subjects—to allow for broader generalizability of the findings.

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Author Contributions

[Muh Risky Raul Iriansyah: conceptualization, methodology, writing—original draft. Anis Alfian Fitriani: supervision, writing—review and editing. Adi Iwan Hermawan: data analysis. All authors have read and approved the published manuscript.]

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