ABSTRACT

Children's physical and motor skills develop rapidly during childhood, highlighting the value of interactive learning platforms in fostering their interest in learning. This study examines the shortcomings of current reading applications for children, particularly related to interface complexity and adaptability to various skill levels. This study uses a child-centered design method to create a reading application with direct manipulation interaction design specifically for children aged 5–8 years. The usability of the reading application was tested on 16 children using the USE Questionnaire, which consists of 30 questions, evaluating usability, ease of use, ease of learning, and satisfaction. With a high usability score of 91.21%, the results demonstrate that the application meets the expectations and needs of children, making it highly appropriate for children to use in their reading learning process. With 75% of users favoring the design based on clear verbal instructions, the direct manipulation voice-to touch method was the most popular of the four games. This study illustrates the efficacy of child-centered design in developing engaging educational aids that address the needs and preferences of children. However, further improvements are necessary to enhance the learning experience. The article's final section addresses recommendations for future research.

***Keywords**: Learning Application, Read, Interaction Design, Child-Centered Design, Direct Manipulation, USE Questionnaire*