



Analysis of Low Interest in Reading in Grade IV Elementary School Students

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ABSTRACT

The purpose of this study was to find the factors causing the low interest in reading at Public Elementary School 2 Lamangga in grade IV. This research is a qualitative and descriptive research. The subjects of this study amounted to four people. Data collection techniques as follows: 1) Observation, 2) Interview, 3) Documentation. Data analysis begins with data collection and then analyzed to determine the results. Upon further consideration, the statements made in this essay become clearer. Data analysis in the Miles and Huberman model qualitative research was carried out at the time the data collection took place, and after completing the data collection within a certain period. The results of this study revealed the factors causing the low reading interest of fourth grade students at Public Elementary School 2 Lamangga. Factors that reduce students' interest in reading are internal factors and external factors. Internal factors that cause students' low interest in reading are the nature and habits of these students. External factors that reduce students' interest in reading are books or reading materials, the school environment, and the family environment.

Keywords: Analysis, Factors, Interest in Reading, Students

1. Introduction

The aim of national education is to educate the whole human life and develop Indonesian people as moral, knowledgeable, and capable human beings who fear God Almighty, have strong moral principles, independent minds, and a sense of social and national responsibility (S. P. Utami, 2019). As a result, the government promotes equity and raises educational standards. It is believed that education plays an important role in supporting the growth and stability of the country (Aswar et al., 2022).

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Given that many students are bored and uninterested in their studies, it is important that social sciences are taught in an atmosphere where there are learning activities that are interesting and enjoyable for students (Suparman et al., 2020). In addition, teachers are expected to be able to teach resources that are relevant to the subject matter discussed. This is only intended to arouse students' interest in learning so they don't get bored during the learning process and can actually concentrate (Journal & Volume, 2021).

Many social studies students are noisy and do not pay attention to the teacher during class. This can be seen from the fact that teachers do not use learning strategies and media that are in accordance with the features of the course topics. The teacher never teaches strategies or approaches when carrying out learning activities in social studies classes (Y. S. Utami, 2020). When using contextual teaching strategies, student learning outcomes are less affected because students are less involved in their learning and teachers are less preoccupied with books. However, this does not prevent instructors from maximizing the instructions given to provide maximum learning outcomes (Akbar & Tarman, 2018). Teachers can use their own media to promote student achievement and interest in learning, so that learning outcomes reach or exceed Minimum Completeness Criteria (Alidawati, 2019).

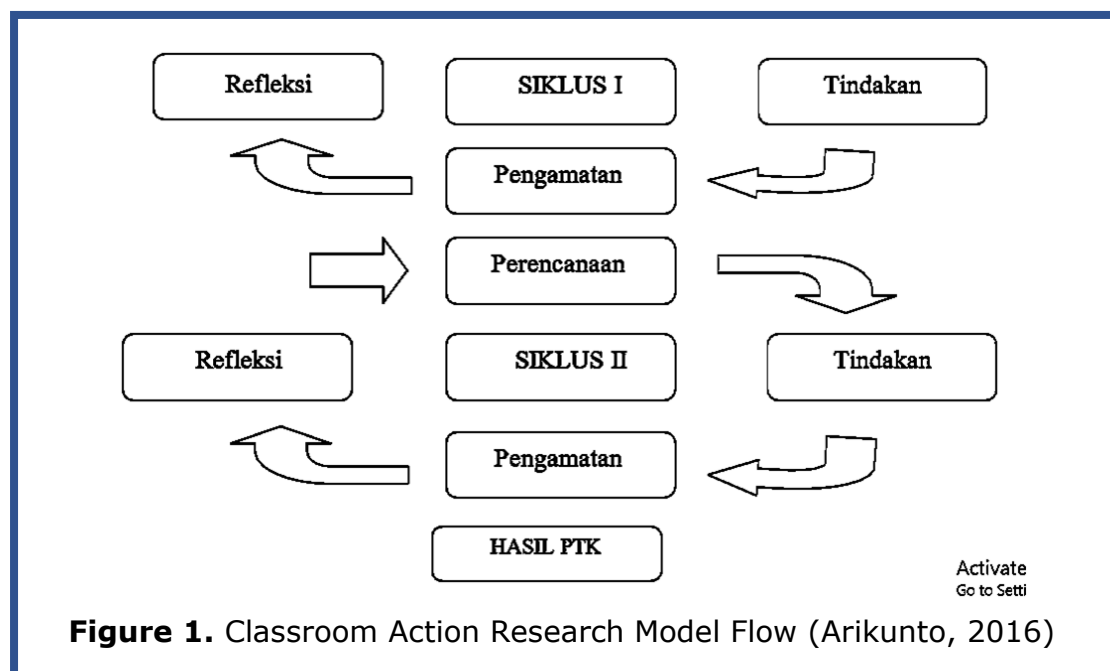
Based on the findings of initial observations made to class V teachers. On November 21, 2022. The KKM IPS grade for Class V Kaobula 1 Public Elementary School was confirmed to be 70. If there were students who scored more than 70, then they were considered complete, and if they received a score less of 70, is said to be incomplete. The low daily test scores of Indonesian students on material rich in energy sources are still low out of a total of 22 students, 8 have completed the course (36.36%), and 14 have not (63.64%). The notion of learning completeness states that students are considered finished when they have achieved a grade level of at least 75% of students who have passed the KKM. According to the principle of mastery learning, the teacher carrying out the lesson does not produce effective learning.

When teachers include media images in their lessons, students pay closer attention and learn more efficiently. In addition, the image display attempts to provide accurate and accurate images (Monika Ketuko et al., 2023). Now that images are used in media and students can imagine them, they don't understand their physical form. Thus, it is important to provide guidelines for selecting teaching materials to think carefully. Because educational media functions as a learning tool as well as a factor for teacher success in preparing students to become the next generation and the next generation of the nation and achievements that deserve to be celebrated (Dinar Damayanti Saefullah Putri, Kun Hisnan Hajron, Neni Imaniar, 2020). Therefore, teachers must incorporate learning media into their lessons so that students are involved in the learning process and feel entertained (Ekananda, 2014). To simultaneously achieve the three most important factors in this situation, namely cognitive, emotional factors and psychomotor factors. To get around this, researchers suggest using simple, effective, and affordable learning resources, including media images in social studies learning.

2. Methods

This classroom action research was conducted in two cycles, with three meetings in each cycle, with a total of two cycles of 35 minutes each (Sulfem,

2018). The planning stage, implementation stage, observation stage, and reflection stage are the four stages of activity that make up each cycle (Siregar, 2017). The subjects in this study were 22 students of class V. There were a total of 11 boys and 11 girls. The classroom action research model is as follows, if described:



This classroom action research was carried out over two cycles, with each cycle consisting of three meetings of 60 minutes each. Four data collection techniques used by researchers to collect research data are observation, interviews, documentation, and tests. The height of each score is divided by the number of students who have scores to determine the average value (Purwanto, 2018). The formula used to get the class average can be found in the sentence above:

The Formula for calculating the average value

$$\text{Average} = \frac{\text{Total Score}}{\text{Number of observed items}} \times 100\%$$

Formulas for knowing percentage

$$P = \frac{\sum x}{n} \times 100\%$$

Based on the success criteria applied, the use of Image Media in Social Studies class is said to be effective if: 1) The percentage of student learning outcomes increases in each cycle, 2) Each cycle sees average growth, 3) Students who enter 75% of Minimum Completeness Criteria succeed in the traditional sense.

3. Findings and Discussion

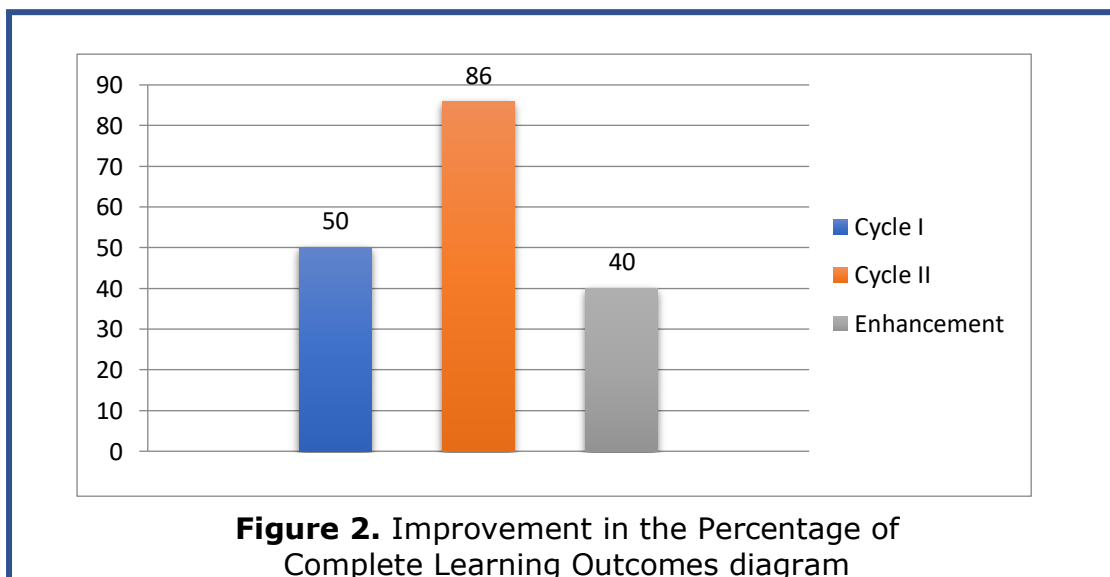
3.1 Findings

Classroom Action Research or CAR is used in this study. With the help of this research, fourth graders of Kaobula Public Elementary School 1 will learn more about social studies. This study was divided into two cycles, each consisting of two sessions. Based on the research findings, information is obtained in table 1 below about the value of IPS learning outcomes with media images in cycles I and II.

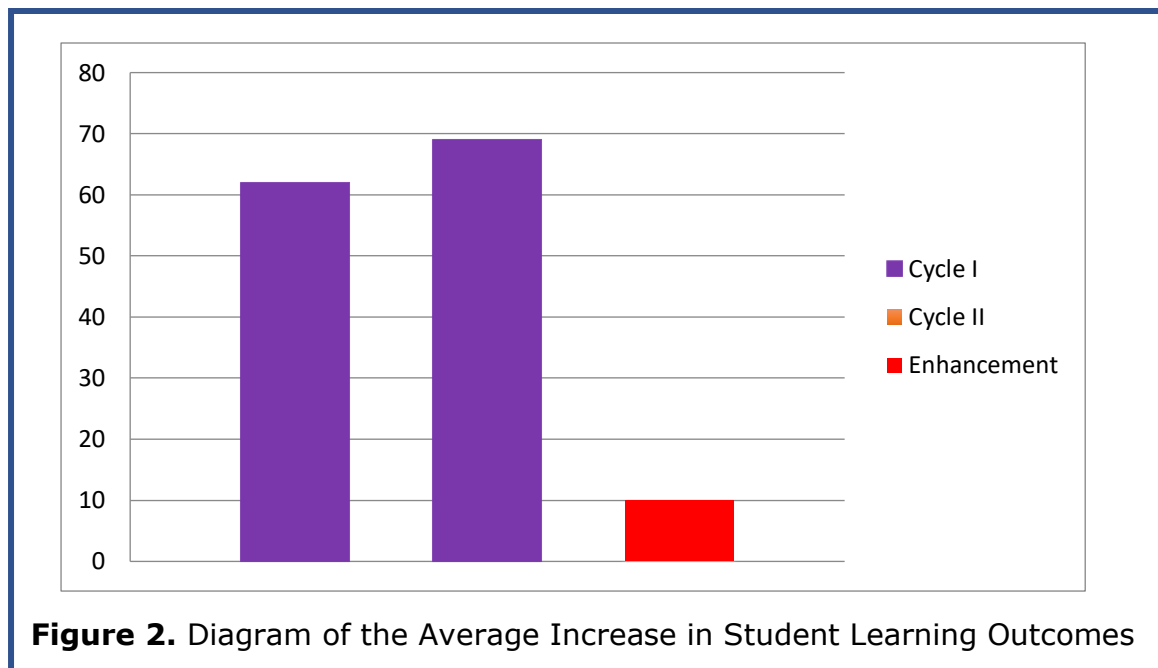
Table 1. Student Learning Outcomes Cycles I and II

Description	Siklus I	Siklus II
Average	67,95	71,27
The highest score	75	78
Lowest Value	60	65
Complete the Minimum Completeness Criteria	54,54%	86,36%
Not Completed Minimum Completeness Criteria	13,64%	45,46%

The table shows that students who successfully complete cycle I have learning outcomes of 54.54%, while students who do not successfully complete the cycle have learning outcomes of 13.64%. According to Mastery Learning theory, students are declared complete if they meet the minimum requirements of 70% of students who have completed the minimum completeness criteria in this first cycle, namely the minimum completeness criteria for social studies topics. The researcher then repeated the activities of cycle II; in cycle II the percentage of students who successfully completed the minimum completeness criteria was 86.36%, while the percentage of students who were not successful was 45.46%. According to Mastery Learning theory, this meets the criteria for completion, which requires a minimum completion rate of 70% of students. The increase in student learning outcomes shows that students are increasingly proficient in understanding the subject matter. This is possible because students consider visual media to be very strong and easy. It is hoped that students can increase their enthusiasm for learning through the use of media images, resulting in better learning outcomes. Figure 1 below shows the increase in the percentage of completed learning objectives:



Besides that, the average increase in student learning outcomes can be seen in Figure 2:



Based on Figures 1 and 2, with a total of 22 students, the percentage of students who passed increased from cycle I by 54.54% to 86.36% in cycle II or increased by 31.82%. Based on the graph, cycle I displays the number 67.95, while cycle II shows the number 71.27, an increase of 3.32, indicating that the average learning outcomes have also increased.

3.2 Discussion

Students generally think that social studies class is the most boring and generally boring class. Because it is believed that remembering and summarizing the subject matter helps one to understand a lot of information. To avoid boredom in class, some students don't pay attention to the teacher when explaining. Thus, the use of learning media in the learning process is necessary to improve student learning outcomes.

The most effective, affordable, and straightforward type of media for students to learn subject matter is visual media so that the imagery in the media is consistent with social studies topics. As a result, social studies learning through the media can direct students to pay attention to the material to be explained. Therefore, it is hoped that attention to learning will improve student learning outcomes. The lack of picture media in cycle I which was marked by mastery learning of 54.54% with an average of 67.95 was caused by the teacher's inability to use media pictures effectively and the monotonous learning atmosphere so that social studies learning was only limited to memorizing, writing, and summarizing. Economic activities related to local natural resources and other potentials are the first topics to be explained.

Nearby economic activity is described in this information. One of them is by displaying a visual representation of nearby economic activities such as markets, farmers, businesses, etc. When the teacher was teaching the material, some students still didn't pay attention. students also receive less teacher

instructions. Weaknesses of cycle I must be overcome by the teacher by using specific examples and a methodical approach to teaching the material. To get students' attention, the teacher might look for more allusions to other interesting pictures. Economic activities and natural resources are the topics discussed in cycle II. This information discusses the potential of the region's natural resources. Pictures of fields, fields, businesses, etc., can also be exhibited, so that the financial resources of the surrounding community can be seen.

The instructor was able to filter the media at the Cycle II meeting into variations that attracted students' interest and made them pay attention to what was conveyed by the teacher. This was also seen in Cycle II, where the percentage of students who passed the KKM jumped to 86.36%. In addition, students' understanding of the content offered grows. The ability of the students to explain back to the pictures that the teacher had previously discussed serves as evidence of this. In addition, children are very curious and do not hesitate to ask questions about concepts they do not fully understand. After studying in a group, there is a sense of obligation and brotherhood among friends, and choosing friends is not an option. Therefore the use of media images can improve student learning outcomes from cycle I to cycle II, namely 54.54% to 86.36%, for students of SD Negeri 5 Sangia Wambulu. As a result, there was an increase of 31.82% in cycle II. From cycle I to cycle II, the average student learning outcomes ranged from 67.95 to 71.21. It has risen to 3.32. The author says that teachers can better understand the use of media images based on the analysis and learning objectives that have been explained because image media can help students understand topics through the media provided by the teacher.

4. Conclusion

The use of media images can improve student learning outcomes in social studies courses based on the findings of class action studies and debates that have been offered. Student learning outcomes from cycle I and cycle II showed an increase in this regard. The level of completeness of students in cycles I and II were 54.54% and 86.36%, respectively. The average value of students is 67.95 in cycle I and 71.27 in cycle II. Image media can increase instructor involvement in the educational process. The percentage that increased from cycle I to cycle II on the teacher's observation sheet shows this. Cycle I produces a percentage of 69.04%, and Cycle II produces a percentage of 80.75%.

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