INFLUENCE OF IMAGE MEDIA ON PUBLIC ELEMENTARY SCHOOL STUDENTS' READING INTERESTS

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ABSTRACT

This study intends to determine the effect of image media on the reading interest of Class II students of public elementary schools. The research method used is quantitative research with a descriptive approach by experimental method. The research sample consisted of 30 class II students of public elementary school Tabaringan 5 Makassar. We obtained data from the study using questionnaires, specifically pretests and posttests. Data analysis uses normality analysis and hypothesis testing. We used the t-test to independently determine the significance of the independent variable (X) on the dependent variable (Y). The findings showed an increase in the average value from the pretest of 60.50 to 77.50 in the posttest after the use of image media. Additionally, regression analysis and hypothesis testing showed that image media had a positive and significant influence on students' reading interest, with a coefficient of determination (R^2) of 0.687. This study proves that the use of image media can significantly increase students' reading interest. Image media has proven to be effective as a learning aid in fostering students' motivation and interest in reading activities in lower grades.

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1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Zajda & Zajda, 2021; Wasis, 2022; Abd Rahman et al., 2022). In the context of national life, education in Indonesia is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture, and responsiveness to the demands of changing times. Education has an important role in improving human resources (Gilal et al., 2019; Dung, 2021). Education can cause various changes, including social stratification, where access to education must be equal. Education also has the function

of forming a solid and independent personality and a sense of responsibility toward society and the nation (Nussbaum, 2017).

Blossfeld & Von Maurice (2019) states that the goal of education is to achieve expected changes in the individual, including their behavior, personal life, and societal interactions after undergoing the educational process. Additionally, García-González et al. (2020) adds that the goal of education is a set of results achieved by students after participating in guidance, teaching, or training activities. The goal of education, a central component of the education system, guides all these activities.

The goal of national education is to educate the nation and develop the whole Indonesian person, namely a person who believes in and is devoted to God Almighty, has noble character, has knowledge and skills, is physically and mentally healthy, has a solid and independent personality, and has a sense of social and national responsibility (Raihani, 2018; Sukmayadi & Yahya, 2020). This goal must be pursued by all formal education providers; its achievement requires a long time and a more specific goal analysis according to the level and needs of the students. In Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Chapter 1, Article 1, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, intelligence, noble morals, and the skills needed for themselves, the nation, and the state. In this regard, to create a pleasant learning atmosphere, students need to possess strong learning interests. This learning interest will support students in improving their learning potential (LaForce et al., 2017; Fryer et al., 2019).

Interest is a feeling of liking something. Blotnicky et al. (2018) asserts that one can express interest through statements or participation in an activity. Additionally, according to Pinkard et al. (2017); Renninger & Hidi (2019), interest is associated with the manner in which an individual interacts with specific people, objects, activities, or experiences. Therefore, teachers need to understand the characteristics and backgrounds of students in order to arouse their interest in learning, especially in reading (Dewantara et al., 2019; Nurbaeti et al., 2022; Julianto, 2024). Apart from that, to arouse students' interest in learning, one of the teaching materials needed is in the form of learning media (Rahmatika et al., 2021; Salleh et al., 2022).

Learning media is an important component in the teaching and learning process (Rahim et al., 2022; Lubis et al., 2023; Abdullah et al., 2025). Image media is an effective and easy-to-use medium. Image media is popular because it is simple to produce, does not require large costs, and does not require complex technical skills (Yan et al., 2016; Lacković & Olteanu, 2020). This is very useful for teachers who are less creative in delivering material.

Historically, educators have used learning media to clarify abstract concepts. Psychologically, media can provide various stimuli to serve various student characteristics (El-Sabagh, 2021; Kandia et al., 2023). Technologically, media can increase productivity, support individual learning, and reach students evenly (Crittenden

et al., 2019; Nicolaou et al., 2019). Additionally, empirically, image media has demonstrated its ability to foster positive interactions between students and learning materials.

In a preliminary study by the author at public elementary school Tabaringan 5 Makassar through the 2nd Batch of the Teaching Campus Program, it was found that the reading interest of grade II students was still low. Students do not enjoy reading lessons that consist solely of text without any visual aids. On the other hand, when teachers use image media, students appear enthusiastic and respond positively to learning. Image media has proven to be an important factor in motivating students to learn to read and actively participate in class (Lacković & Olteanu, 2020).

Building upon this description, the goal of the research is to describe how image media influences the reading interests of elementary school students. This is because image media is considered suitable and effective for use in lower grades and is able to help teachers who are less innovative in their teaching.

2. METHOD

This study uses a quantitative approach with an experimental method. The research design used is a one-group pretest-posttest design. We conducted the study at public elementary school Tabaringan 5 Makassar. The population in this study was all 30 second-grade students. Due to the small number, we used saturated sampling, which uses the entire population as a sample. The following is a one group pretest-posttest design presented in Figure 1.
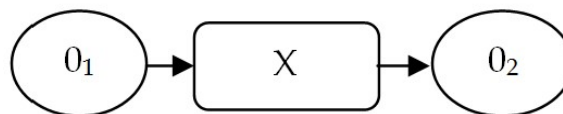
$$0_1 \rightarrow X \rightarrow 0_2$$

Figure 1. One Group Pretest-Posttest Design

Research Variables:
• Independent variable (X): Use of image media
• Dependent variable (Y): Students' reading interest

Data Collection Techniques:
• Observation
• Questionnaire (with Likert scale)
• Test (pretest and posttest)
• Documentation
• Interview

The reading interest questionnaire was compiled based on five main indicators, namely reading needs, reading search actions, enjoyment of reading, interest in reading, and the desire to continue reading. The data were analyzed quantitatively using SPSS

25 software. The tests used included normality tests, validity and reliability tests, and t-tests to measure the significance of differences between pretest and posttest.

3.   RESULTS AND DISCUSSION

Results

The goal of the research is to describe how image media influences the reading interests of elementary school students. This study includes an experiment that compares the reading interests of elementary school students in one group to those in another group. Therefore, Table 1 presents the initial results of the study.

Table 1. Initial Value of Class II

No	Class	Number of Students	Average value
1.	Pretest	30	60,50
2.	Posttest		77,50
	Total	30	

The findings in Table 1 show that the average value of the pretest is 60.50, while the average value of the posttest is 77.50. This data shows that the average value of the pretest results is lower than the average value of the posttest results. The following presents the frequency of class II pretest results in Table 2.

Table 2. Distribusi Frekuensi Nilai Pretest Kelas II

No	Interval	Ability level	Frequency	Percentage (%)
1.	0-54	Very poor	9	30
2.	55-64	Poor	7	23,33
3.	65 – 79	Enough	14	46,7
4.	80-89	Good	-	-
5.	90-100	Very good	-	-
	Σ		30	100

The experimental class's initial test frequency distribution shows no students in the excellent or destitute categories. The highest value is in the interval class 3, which has a value range of 65-79 with a total of 14 students. The following is the frequency of posttest results presented in Table 3.

Table 3. Frequency Distribution of Posttest Values of Class II

No	Interval	Ability level	Frequency	Percentage (%)
1.	0-54	Very poor	-	-
2.	55-64	Poor	2	6,7
3.	65 – 79	Enough	11	36,6
4.	80-89	Good	15	50
5.	90-100	Very good	2	6,7
	Σ		30	100

Building upon Table 3, the highest frequency of posttest tests in the experimental class is in interval classes number 1, 2, and 3, which have a range of values of 90–100, 80–89, and 65–79, with a total of 2, 15, and 11 students. So, the results of the pretest are lower than the posttest. The average result of the pretest of students before the treatment was carried out was 60.50, and after the action was given, the posttest result was 77.50.

This disparity is because an action was carried out, namely carrying out reading literacy learning in Indonesian language textbooks that had been made into picture media, reading storybooks, conducting numeracy literacy evaluations, and students composing and listening to the contents of the story.

The treatment was carried out in the experimental class, which is class II at Tabaringan 5 public elementary school in Makassar, by using Indonesian language textbooks that included pictures to help improve students' numeracy skills. Before implementing the treatment, the researcher discussed with the homeroom teacher and class assistant II at public elementary school Tabaringan 5 Makassar regarding the material that would be taught during the campus teaching program. The results of the discussion gave the researcher confidence to present all the literacy materials in the Indonesian language book, as well as the freedom to choose the implementation time. The researcher provided the treatment 8 times, with the learning implementation time on Tuesday and Friday, each for 2 x 60 minutes. During the implementation of learning using Indonesian language books, the researcher also monitored or observed student activities during the learning process.

Discussion

This study seeks to determine the effect of using image media on the reading interest of class II students at public elementary school Tabaringan 5 Makassar. This study used an experimental method involving 30 students as a sample. We collected data using a questionnaire that included 10 questions with alternative answers: SL (Always), S (Often), KD (Sometimes), and TP (Never). The pretest results showed an average value of 60.50, while the posttest results showed an average value of 77.50, which showed a significant increase in students' reading interest after being given treatment using image media. Renkl & Scheiter (2017) stated that information presented in visual and verbal forms can improve students' understanding and retention. The image media used in the study function as visual aids that help students connect words with their real meanings, thereby increasing their reading interest. Interesting and relevant images can capture students' attention quickly and effectively and help them understand reading texts better (Yang et al., 2013; Gultom & Mudiono, 2024).

Eight meetings, each lasting two hours, carried out the learning process. The material taught was Indonesian, and each meeting involved the use of image media to increase students' interest in reading. This methodology is in line with what Schunk & DiBenedetto (2020) stated in Social Cognitive Theory, stating that students' learning motivation is influenced by internal and external factors. The use of image media as an external factor can increase students' learning motivation by making learning more intriguing and enjoyable (Liu et al., 2011; Puspitarini & Hanif, 2019). When students feel interested and motivated, they tend to be more active in the learning process and have a higher interest in reading. The learning process begins with a literacy pretest, followed by learning using the Indonesian Language Package Book equipped with image media, and ends with a posttest to measure student learning outcomes. The results of the pretest frequency distribution showed that most students were in the destitute,

poor, and sufficient categories, with values varying from 0 to 54, 55 to 64, and 65 to 79. In contrast, the results of the posttest frequency distribution showed a significant increase in students' reading interest, with most students in the sufficient and excellent categories, with values varying from 65 to 79 and 80 to 89.

The validity test indicated that all statement items in the questionnaire were valid, with a calculated r value greater than the r table (0.361) and a significance value less than 0.05. This means that the instrument used can be relied on to measure the variables studied. The reliability test indicated that Cronbach's alpha value for the image media variable (X) was 0.841 and for the student reading interest variable (Y) was 0.872. These values indicate that the instrument used has a high level of reliability and is consistent in measuring the variables studied.

The normality test using the Kolmogorov-Smirnov method shows that the data is normally distributed with an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05. The data meets the normality assumption, allowing for further statistical analysis. The linearity test indicates that there is a significant linear relationship between the image media variable (X) and students' reading interest (Y), with a Deviation from Linearity sig. value of 0.238, which is greater than 0.05. The result shows that the use of image media has a significant linear relationship with increasing students' reading interest.

Regression analysis shows that image media has a positive and significant effect on students' reading interest. The regression coefficient value of 0.881 indicates that every one-scale increase in the image media variable will be followed by an increase in students' reading interest of 0.881. The t-value of 7.847 with a significance of 0.000 indicates that this effect is significant. Hypothesis testing shows that image media has a positive and significant effect on students' reading interest, with a significant value of 0.000, which is smaller than 0.05, and a t-count value of 7.847, which is greater than the t-table (2.048). This evidence indicates that the use of image media in learning is effective in increasing students' reading interest.

The determination coefficient (R^2) of 0.687 shows that 68.7% of the variation in students' reading interest can be explained by the image media variable. This means that image media has a significant effect on students' reading interest, while the remaining 32.3% is influenced by other variables not included in this study. Overall, this study indicates that the use of image media in learning has a critical role in increasing students' reading interest. The visualization presented by images can capture students' attention quickly and effectively and helps them understand reading texts better (Castro-Alonso et al., 2021; Firat et al., 2022). The use of image media can be an effective method in improving the quality of literacy learning in Class II public elementary school Tabaringan 5 Makassar. Overall, based on the analysis of research data, it shows that the use of image media in learning has a significant role in increasing students' interest in reading.

4. CONCLUSION

The conclusion of the results of this study is that the use of image media in learning has a significant influence on increasing the reading interest of class II students at public elementary school Tabaringan 5 Makassar. The pretest results showed an average value of 60.50, while the posttest results showed an average value of 77.50, which showed a significant increase after being given treatment using image media. Regression analysis and hypothesis testing showed that image media had a positive and significant influence on students' reading interest, with a coefficient of determination (R^2) of 0.687. This study supports the theories of visual learning, learning motivation, and constructivism and shows that the use of image media can be an effective method in improving the quality of literacy learning.

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