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Enhancing Students' Reading Interest Through PQ4R Strategy Assisted by Comic Media at MI Muhammadiyah Panican

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Abstract

Reading is a fundamental activity that affects every individual in learning various kinds of knowledge. Reading activities can become the foundation of an individual that supports the character formation process. Teaching reading is not an easy task because it requires the preparation of several things, such as environmental conditions, teaching techniques, learning strategies, and others. This research was motivated by the low interest in reading among sixth-grade students of MI Muhammadiyah Panican in Indonesian language learning. This study aims to provide solutions to the low reading interest of students through the implementation of the PQ4R strategy assisted by Comic media in the Indonesian language learning of the sixth grade at MI Muhammadiyah Panican. The research method used was Classroom Action Research (CAR), which was conducted in two cycles. The subjects of this study were the sixth-grade students of MI Muhammadiyah Panican, totaling 17 students. The results showed that the students' reading interest in the first cycle had reached a percentage of 64% with fewer criteria, while in the second cycle, it had obtained a percentage of 80% with good criteria. The research by applying the PQ4R strategy assisted by Comic media in the Indonesian language learning of the sixth grade at MI Muhammadiyah Panican has successfully increased the students' reading interest according to the expected success indicators.

Keywords: *Reading Interest, PQ4R Strategy, Comic Media*



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INTRODUCTION

Education plays a pivotal role in unlocking the potential of human resources. It represents an endeavour that enables individuals to explore their potential through various learning methods recognized and accepted by society (Susilo, 2014). The importance of education for learners is evident in its ability to create change and shape their mindsets as the future generation of the nation (Tuhuteru, 2023). The quality of a nation can be measured by the human resources it has, characterized by superior personality and character (Fatimatul Zuhroh, 2022). Schools, as a venue for the development of talents and intelligence of learners, should be able to provide a conducive environment for the mental and moral development of each student (Nugroho, 2020). There are several issues with the low quality of education, including the government's low commitment to the educational sector, misunderstandings about the meaning of education, weak teacher empowerment, and problems within the education system (Musrifah, 2018).

Learning the Indonesian language is one of the means capable of enhancing the quality of human resources (Nur Tanfidiyah & Ferdian Utama, 2019). The teaching of the Indonesian language in primary schools involves four language skills, namely listening, speaking, reading, and writing skills, structured to achieve optimal results (Biman, 2020). The importance of learning the Indonesian language lies in its ability to form habits, attitudes, and student capabilities for further developmental stages, as well as assisting learners in developing language skills, absorbing values and knowledge from their environment, including learning various branches of science (Farhrohman, 2017).

Reading is a process of receiving information and knowledge through text (Irawan, Bramasta, Yulianingrum, & Mumpuni, 2022). Reading is an effective learning process for acquiring knowledge, and insights, and enhancing the reader's intelligence (Rahim, 2019). Reading is the most effective learning model for achieving educational objectives from ignorance to knowledge (Handayani & Koeswanti, 2020). The activity of reading in learners, as a process of excavating information, is vital and must be emphasized as a process of acquiring new knowledge (Oktariana, 2021). It is essential for every individual to master this to produce outstanding individuals with various knowledge from different readings as a foundation for thinking.

The interest in reading must be instilled as early as possible in every individual. Reading interest is an intense and profound attraction, accompanied by pleasure in reading activities, which encourages students to read voluntarily and enthusiastically (Elendiana, 2020). The low reading interest among learners can be caused by various factors, both from the school environment and the social environment. Several factors that can influence learners' reading interest include the limited availability of books in the surrounding environment, the low socio-economic status of parents or family, and the negative impact that may be caused by a noisy or unclean surrounding environment (Nursalina & Budiningsih, 2014).

Issues related to Indonesia's low reading ability need to be taken seriously. Data results from the World's Most Literate Nations conducted by Central Connecticut State University in the United States at the beginning of 2017 show that Indonesia ranked 60th out of 61 participating countries in literacy capability (Tahmidaten & Krismanto, 2020). Further issues can be seen from the UNESCO survey results regarding the reading interest of the Indonesian population in 2012, which recorded that the reading interest index of the Indonesian population only reached 0.001, meaning there is only

one person who engages in reading activities out of 1000 people (Nafisah, 2014). These survey data indicate that the reading interest among the Indonesian population is very low, hence improvements in literacy in Indonesia as part of character building and enhancing the quality of human resources must be maximized as much as possible.

Observations in class VI of MI Muhammadiyah Panican in Kemangkong District, Purbalingga Regency, identified several issues related to the low reading interest of students. These issues can be evidenced through the following data on the percentage of reading interest among the class VI students of MI Muhammadiyah Panican.

Table 1. Percentage of Reading Interest Among Class VI Students of MI Muhammadiyah Panican

No	Reading Interest Indicators	Average
1	Enjoyment of reading	47,5
2	Awareness of the benefits of reading	51,2
3	Frequency of reading	50,3
4	Quantity of reading material	44,4
Average		48,3

(Source: Class VI Teacher of MI Muhammadiyah Panican)

Based on the data in the table, it is evident that the reading interest of class VI students at MI Muhammadiyah Panican is still considered low. The issue related to the low reading interest among students is marked by a lack of awareness of the importance of reading. Students only read when instructed by a teacher and tend to focus their attention on the images in books. Students lack the enjoyment of reading and do not utilize their free time for reading, leading to feelings of boredom and a tendency to be passive during reading activities. This low interest in reading significantly affects the ability to comprehend what is read and requires special attention through learning strategies that can enhance reading comprehension abilities and reading interest among students using appropriate and innovative learning strategies and media.

This issue is caused by the suboptimal implementation of teaching and learning activities in applying learning methods. The learning approach does not sufficiently emphasize student activity and is too teacher-centered, lacking educational media that can attract students' interest in reading. Online learning during the pandemic, the suboptimal role of libraries, and the absence of literacy habits are factors contributing to the decline in students' reading interests (Mu'awanah & Ajat, 2024). The low reading interest among students requires special attention through the design of reading learning activities that can enhance students' interest in reading, using appropriate and innovative learning strategies and media (Maftutah, Jannah, & Utama, 2021).

The appropriate strategy to enhance reading interest is the PQ4R strategy. The PQ4R strategy is a learning technique that aids students in previewing, questioning, reading, reflecting, reciting, and reviewing the material (Slavin, 2018). The PQ4R strategy can teach students to solve problems more effectively, involving repetitive

reading activities, discussions, and reinforcement through reviews, assisting students in understanding the text better, while providing variety in learning and reinforcing their comprehension of the reading material (Napitupulu, 2021).

Indonesian Language learning, especially reading lessons, must consider every step carefully (Sari, Utama, Suhono, & Yawisah, 2019). The steps of the PQ4R strategy in reading instruction are, (1) Preview, examining the reading material as a whole and understanding the general overview; (2) Question, posing questions about the reading material using the title as a reference; (3) Read, reading the material without taking extensive notes, attempting to answer the posed questions; (4) Reflect, understanding the information presented by connecting it with previously known knowledge; (5) Recite, recalling information using key points and answering questions; (6) Review, going over notes and answers, and if unsure, repeating the reading of the material (Sarimanah, Dewi, Efendi, & Sallu, 2019).

Effective learning undoubtedly requires educational media to support the learning process. One type of learning media that can increase students' reading interest is comic books. The word "Comic" originates from the ancient Greek "Komikos" or "kosmos," meaning to revel or jest, thus connoting comics as something light-hearted, entertaining, humorous, and not burdensome (Nurgiantoro, 2018). Comics specifically designed for educational purposes can enhance students' interest in reading the material. Referencing previous research, comic media can be developed to increase the reading interest of fifth-grade elementary school students, with a material expert validation of 78%, media expert validation of 83%, and design expert validation of 90%, thus proving that comic media can effectively boost students' reading interest (Pratiwi & Astuti, 2022).

Previous research relevant to this study provides a profound understanding of the crucial role of education in shaping human resources (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023). The study by Susilo (2014) highlights the essential role of education in unlocking individual potential and its impact on character development. Additionally, Nugroho's research (2020) discusses the challenges in providing quality education in Indonesia, including factors influencing the development of students' characters in schools. Furthermore, Farhrohman (2017) delineates the importance of Indonesian language learning in human resource development, while Rahim (2019) emphasizes the significance of reading in an educational context. Elendiana (2020) identifies factors affecting students' reading interest, whereas Pratiwi and Astuti (2022) spotlight the effectiveness of comic books as learning media in enhancing students' reading interest. By referring to these studies, we can deepen our understanding of the importance of education, language learning, challenges in reading interest, and effective solutions to enhance students' reading interest.

The problem statement of this research is to analyze the impact of students' low reading interest on their reading comprehension abilities at MI Muhammadiyah Panican, identify the factors causing low reading interest among students at MI Muhammadiyah Panican, evaluate the implementation of the PQ4R learning strategy in enhancing students' reading interest at MI Muhammadiyah Panican, and assess the effectiveness of using comic books as learning media in increasing students' reading interest at MI Muhammadiyah Panican. The aim of this research is to provide a better understanding of the factors influencing students' reading interest and to provide recommendations for improving both their reading interest and reading comprehension abilities at MI Muhammadiyah Panican. By addressing these

questions, this research is expected to make a significant contribution to efforts to enhance students' reading interest and the quality of education at MI Muhammadiyah Panican.

METHODOLOGY

This research is a classroom action research (CAR) aimed at enhancing the low reading interest of students in class VI of MI Muhammadiyah Panican. The implementation of the PQ4R strategy, with the support of comic media, is expected to precisely address the situation and problems by providing solutions and to measure the level of success in learning Indonesian language theme 4 on globalization, from October to November 2023 during the first semester of the 2023/2024 academic year (Susilo, H., Chotimah, H., & Sari, 2022). The subjects of this classroom action research are the students of class VI of MI Muhammadiyah Panican, Kemangkong District, Purbalingga Regency in the 2023/2024 academic year, consisting of 17 students, with 10 males and 7 females. The researchers conducting this study collaborated with the class VI teacher of MI Muhammadiyah Panican to carry out research by the applicable procedures. This research model refers to the classroom action research design of Kemmis and McTaggart. The procedure for implementing the Kemmis and McTaggart model of classroom action research can be divided into four parts: (1) planning of action, (2) implementation of action, (3) observation, and (4) reflection. This classroom action research was carried out in two cycles, namely cycle I and cycle II, with each cycle consisting of two meetings. The research was conducted collaboratively between researchers, classroom teachers, and colleagues as observers. The data collection techniques in this study are Non-test techniques. Non-test techniques consist of questionnaires, observation sheets, and documentation.

This study began with planning the lessons, executing the teaching, observing the teaching process, and reflecting on the learning outcomes (Fitrah, 2017). In the planning phase, a Lesson Plan (RPP) was created using the PQ4R strategy and Comic media. The creation of Comic media was tailored to the material to be studied. The data collection instruments prepared were related to the activity instruments of teachers and students, as well as the instruments for measuring students' reading interests. During the learning process, the steps undertaken were as follows: (1) Initial phase, which includes introduction, interaction, direction, and encouragement. (2) Core section, consisting of six steps. First, briefly view the reading material. Second, formulating questions. Third, reading carefully. Fourth, consider the information that has been read. Fifth, reciting the information learned. Lastly, review the material that has been studied. (3) Closing activities. During the observation phase, observers carried out their observations simultaneously with the progression of the learning process in each session. After collecting the observation results, reflection was conducted to evaluate the effectiveness of the learning that had occurred. The data from these observations were then thoroughly analyzed to identify areas that needed improvement to achieve the set indicators (Maulina et al., 2022). The expected indicator is that there is an increase in the students' reading interest through the application of the PQ4R strategy and with the aid of comic media in the Indonesian language learning in class VI of MI Muhammadiyah, with achievements meeting at least the criteria for good.

RESULTS AND DISCUSSION

This Classroom Action Research has been conducted on the students of class VI MI Muhammadiyah Panican, Kemangkong District, Purbalingga Regency. The research, which was carried out by applying the PQ4R strategy assisted with comic media on the theme of Globalization, has achieved the expected results. The purpose of this research is to endeavor to increase the students' reading interest. Reading interest is a primary factor that is very important in forming literacy habits and affects the intellectual development of students. Factors that influence the students' reading interest include the family environment, school curriculum, community infrastructure, and the availability of reading materials (Dalman, 2017). The low reading interest among students is greatly influenced by factors related to reading interest, thereby affecting the outcomes of reading lessons, especially the students' reading comprehension ability in Indonesian language lessons.

Understanding students' reading interests can be observed from various aspects of reading interest. Different methods can be utilized to measure students' reading interests. Four indicators can serve as references to measure reading interest, namely, (1) Reading Attention, which is the attention, focus, and seriousness shown by the reader in reading, (2) Reading Enjoyment, which refers to the pleasure or liking a reader has in making reading an activity of hobby, (3) Reading Time, where a reader with good reading interest can be observed from the time spent reading or having a productive routine in reading activities, (4) Number of Reading Books, where high reading interest can be identified from the number of reading books owned or the number of books that have been read (Ama, 2020). Reinforcing the indicators for measuring reading interest, we have: (1) Reading Frequency and Quantity, where an individual with high reading interest can be evidenced by the frequency and quantity of reading, or can be described as how much and often a reader engages in reading activities, (2) Quantity of Reading Sources, where the quantity of reading sources is proof that someone has a high reading interest, demonstrated by how much an individual values the importance and variety of the readings they have engaged with (Dalman, 2017).

Implementing the PQ4R strategy in teaching, supported by the use of comic media, is an approach that integrates detailed steps with the use of comics as an appealing tool in the reading-learning process. The PQ4R strategy is a method that can assist students in reading, remembering, and understanding the content of the reading (Rahayu, Riyadi, & Hartati, 2018). Opinions and findings from previous studies have encouraged researchers to apply the PQ4R strategy as an effort to address the issue of students' lack of reading interest. In the context of learning, the use of educational media also becomes important as support in the implementation of learning strategies. Maharsi stated that educational comics are a type of comic aimed as a learning tool to communicate various messages (Kustandi & Darmawan, 2020). Reading instruction that applies the PQ4R strategy in collaboration with comic media can have a positive impact and influence the reading interest of students.

This Classroom Action Research (CAR) was conducted in two cycles. Each cycle consisted of 2 meetings, with each meeting lasting 2 x 35 minutes. Each cycle included four phases: planning phase, action phase, observation phase, and reflection phase. The measurement of students' reading interest was conducted through a questionnaire instrument on students' reading interest. The questionnaire was filled out at the end of each cycle and the end of the instruction. Students completed the questionnaire

instrument with a total of 32 statements, comprising 16 positive and 16 negative statements. A recapitulation of the questionnaire results on the reading interest of fifth-grade students of MI Muhammadiyah Panican in cycle I and cycle II can be seen in Table 2 below.

Table 2. Recapitulation of Students' Reading Interest Questionnaire

No	Reading Interest Indicators	Cycle I Average	Cycle II Average
1	Enjoyment of reading	68%	82%
2	Awareness of the benefits of reading	63%	81%
3	Frequency of reading	63%	79%
4	Quantity of reading material	61%	76%
Total Average		64%	80%
Criteria		Poor	Great

Based on the data in the table, it shows that in Cycle I, the students' reading interest with the indicator of reading enjoyment obtained an average of 68%, and on the indicator of awareness of the benefits of reading, it obtained an average of 63%. On the reading frequency indicator, an average of 63% was obtained, and on the reading quantity indicator, an average of 61% was achieved. The total average obtained was 64% with the criteria being insufficient. The results obtained have not yet met the set criteria, so improvements will be made to the learning using the PQ4R strategy assisted by comic media. It is expected that students will be more involved and enthusiastic in reading activities so that ultimately the expected results can be achieved in the next learning cycle.

The results from Cycle II have achieved outcomes for the first indicator of reading enjoyment, obtaining an average percentage of 82% with good criteria. The second indicator awareness of the benefits of reading, obtained an average score of 81% with good criteria. The third indicator reading frequency, obtained an average of 79%, with sufficient criteria. The fourth indicator on the quantity of reading, obtained an average score of 76%, with sufficient criteria.

Overall, the recapitulation of the student reading interest questionnaire results in Cycle II falls within the good criteria, with an average total acquisition of 80%. The reading interest among students has been achieved optimally and as expected. The measurement results of the students' reading interest reflect an achievement in the good category, affirming that efforts to enhance reading interest have had a positive impact in line with the desired targets.

The improvement achieved is relevant to previous research conducted, which stated that the application of the PQ4R strategy showed an increase in the percentage of reading interest from an initial condition of 57% to 70%, and in Cycle II it increased to 92% (Erlina, Anggraeni, Saada, & Hajron, 2022). This research is relevant to the results obtained when applying the PQ4R strategy and achieving an increase in students' reading interest. The use of Comic media to complement the learning

activities has also had a positive impact on the outcomes of students' reading interest. The results obtained are relevant to previous research indicating that students' reading interest increased when learning with Comic teaching materials. This increase resulted in survey measurement outcomes of 23.23 in the high category and observation measurement outcomes of 23.11, also in the high category (Lubis, 2018).

It can be concluded that the reading interest of sixth-grade students at MI Muhammadiyah Panican has progressively improved and is relevant to previous research that addressed the same issue. The results of such previous studies can strengthen the findings of the research conducted by the researcher. The improvement in the students' reading interest through the application of the PQ4R strategy supported by comic media has seen significant and satisfactory progress, in line with the expected indicators.

The novelty of the research findings lies in the successful implementation of the Classroom Action Research (CAR) conducted on sixth-grade students at MI Muhammadiyah Panican, Kemangkong District, Purbalingga Regency. This research focused on enhancing students' reading interest by applying the PQ4R strategy assisted with comic media, particularly on the theme of Globalization. The significance of this research lies in recognizing reading interest as a fundamental factor in shaping literacy habits and influencing students' intellectual development. Various factors affecting students' reading interest, such as family environment, school curriculum, community infrastructure, and availability of reading materials, were considered in this study. The research employed comprehensive indicators to measure reading interest, including Reading Attention, Reading Enjoyment, Reading Time, and Number of Reading Books. These indicators, along with additional measures such as Reading Frequency and Quantity, and Quantity of Reading Sources, provided a thorough understanding of students' reading habits and preferences.

Implementation of the PQ4R strategy, supported by comic media, represented an innovative approach integrating detailed steps with appealing learning tools in the reading-learning process. This method aimed to assist students in reading, remembering, and understanding the reading content effectively. Drawing insights from previous studies, which advocated for the PQ4R strategy to address students' lack of reading interest, the current research integrated this approach with comic media to engage students more effectively. Additionally, the use of educational comics as learning tools was emphasized as a means to communicate various messages effectively in the learning process. The findings of this research contribute to the existing body of literature by providing empirical evidence of the positive impact of the PQ4R strategy supported by comic media on students' reading interest. The improvement observed aligns with previous research outcomes, reinforcing the efficacy of this approach in addressing students' reading interest effectively. Overall, the research underscores the significance of innovative teaching strategies and engaging learning materials in fostering students' reading interest and achieving desired educational outcomes.

CONCLUSION

The Classroom Action Research (CAR) conducted in the sixth grade of MI Muhammadiyah Panican in Indonesian language learning, by implementing the PQ4R strategy and supported by comic media, has positively impacted the students' reading interest. Implementing the PQ4R strategy, collaborating with comic media, could

enhance the previously low reading interest, resulting in a significant increase in students' reading interest. The research findings from cycle I showed that students' reading interest reached a percentage of 64% with "less" criteria, whereas the results from cycle II achieved a percentage of 80% with "good" criteria. These results have met the research success indicators, thus the research was considered sufficient and there was no need to proceed to cycle III. Recommendations for future research include expanding the scope of themes and materials, conducting comparative studies to understand the relative advantages of the PQ4R strategy with comic media, as well as focusing on the long-term effects and contextual factors influencing the implementation of this strategy.

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