



Indonesian Journal of Elementary Education
p-ISSN: 2715-5161; e-ISSN: 2716-5116
Homepage: <http://syekh Nurjati.ac.id/jurnal/index.php/ijee>



The Influence of Animated Film Media on the Reading Interest of Class II Madrasah Ibtidaiyah

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article info	abstract
<p>Article history: Received: 22 06 2023 Accepted: 22 06 2023 Published: 30 10 2024</p> <p>Keywords: Animated Film Media Reading Interest</p>	<p>This study aims to describe the influence of animated film media on the reading interest of grade II MI students. This study uses a quantitative approach with a <i>pre-experimental method</i>, and a <i>one-shot case study design</i>. The population of this study is grade II students, the sample in this study is 26 students participating in this study. Data collection techniques with observation and questionnaires. Indicators of reading interest are the enjoyment of reading books, the need to read books, interest in books, the desire to read books, the desire to find reading books. With 16 statements of reading interest questionnaires, this research instrument has passed the validity test, the <i>reliability</i> test and was approved to measure the reading interest of grade II students. The data analysis techniques used in this study are <i>descriptive statistical analysis</i> and inferential analysis. The results of the study provide information on the impact of animated film media on a 35% increase in reading with good scores. This is shown by the results of the hypothesis test that the application of animated film media has a positive effect on reading interest. It can be proven by the p-value (sig.t) of < 0.05, which is $0.000 < 0.05$, and the tcal value of $> ttable$ is $0.551 > 0.389$. This means that H_0 was rejected and H_a was accepted, thus there was an influence of animated film media on MI's class II reading interest.</p>

How to cite this article:

Jannah, R, Maufur. S & Alfiani, DA. (2024). The Influence of Animated Film Media on the Reading Interest of Class II Madrasah Ibtidaiyah. Indonesian Journal of Elementary Education (IJEE), 6 (2), 60-69. <http://dx.doi.org/10.24235/ijee.v6i2.14188>



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<p>Riwayat artikel: Diterima untuk direview: 22 06 2023 Diterima: 22 06 2023 Diterbitkan: 30 10 2024</p> <p>Keywords: Media Film Animasi Minat Membaca</p>	<p>Penelitian bertujuan untuk mendeskripsikan pengaruh media film animasi terhadap minat baca siswa MI kelas II. Penelitian ini menggunakan pendekatan kuantitatif dengan <i>metode pra-eksperimental</i>, dan <i>desain studi kasus one-shot</i>. Populasi penelitian ini adalah siswa kelas II, sampel dalam penelitian ini adalah 26 siswa yang mengikuti penelitian ini. Teknik pengumpulan data dengan observasi dan kuesioner. Indikator minat membaca adalah kenikmatan membaca buku, kebutuhan membaca buku, minat buku, keinginan membaca buku, keinginan untuk mencari buku baca. Dengan 16 pernyataan kuesioner minat baca, instrumen penelitian ini telah lulus uji validitas, uji <i>reliabilitas</i> dan disetujui untuk mengukur minat baca siswa kelas II. Teknik analisis data yang digunakan dalam penelitian ini adalah <i>analisis statistik deskriptif</i> dan analisis inferensial. Hasil penelitian memberikan informasi tentang dampak media film animasi terhadap peningkatan membaca dengan nilai baik sebesar 35%. Hal ini ditunjukkan dengan hasil uji hipotesis bahwa penerapan media film animasi memiliki efek positif terhadap minat membaca. Ini dapat dibuktikan dengan nilai-p (sig.t) $< 0,05$, yaitu $0,000 < 0,05$, dan nilai $t_{\text{cal}} > t_{\text{table}}$ adalah $0,551 > 0,389$. Artinya, H_0 ditolak dan H_a diterima, sehingga ada pengaruh media film animasi terhadap minat baca kelas II MI.</p>

INTRODUCTION

In this early Indonesian class, students must be used to doing things such as learning to recognize the letters of the alphabet, reading, listening and writing the letters of the alphabet while studying. In higher level Indonesian lessons, you must get used to starting to write and listen to the teacher's explanation (Laily, 2015).

Students succeed in learning when they have the desire to read books, because students with a high interest in reading, can control their attitudes and student behavior while in class. According to Liliawati in (Andika, 2018) interested in "reading is an intense concern accompanied by a love of reading activities to direct someone to read as they please" students tend to like to read books determined by the interests of the students themselves. So interest is motivation to do activities such as reading.

A fairly high interest in reading is the basis for students' success in many things, one of which is learning outcomes, achieving good academic results is certainly relevant to a pleasant reading interest, focusing on reading and using time greatly affects reading habits. This is in accordance with Susanto in (Nurdiana, 2016) "by showing that related to learning activities, certain interests are related to student learning outcomes, so reading interest plays an important role in supporting students' academic success".

According to Herman Wahadaniah in (Ratnasari, 2011:16) the interest in reading is that there is a strong attention to the love of reading, so that it can make a person read voluntarily or encourage outside. Reading interest is also the enjoyment of reading a person because there is an idea that reading can be beneficial for him. If when students are used to reading, this habit continues to be practiced. In addition, the hobby of reading has a positive impact on student learning outcomes.

An interest in reading in a person does not just arise without certain factors. (Prasetyono, 2008:28) revealed that factors that affect reading interest will come from intrinsic factors such as intelligence, age, gender, literacy, and attitude. Regarding external factors that can affect reading interest, namely the lack of inadequate reading books, social status, economy, peers, parents, teachers and movies. Media is a way of channeling or

learning information that has been shown by the teacher to students. Learning media is a tool, he said, for the transfer of information and learning materials.

Yusuf Hadimiarso in (Yulia & Arifin, 2016) explained "Educational technology can have the potential to improve education, among others: accelerating learning and also helping teachers make better use of their time, encouraging and developing children's enthusiasm for learning". This film is like a series of images with the illusion of motion, when viewed from the frame, displayed through a projector and produced mechanically so that it looks attractive.

Film is a suitable tool and keeps up with current technological developments, which can be used during the learning process in the classroom. Because the film is a series of motion illusion images, it makes the images projected by the projector look more mechanically vivid so that you can see and hear them (Darojah, 2011).

Animation plays a very effective role in learning because it can increase motivation, can involve students during the teaching and learning process (Mayer & Moreno 2002). The cartoon series Upin & Ipin aired on MNCTV became one of the most popular animated films by children. Episode after episode raises different topics. The film is about 16 minutes and 15 seconds long without ads or about 30 minutes with additional ads. One of the subjects of the animated film series Upin & Ipin is the theme "I am a book" (Amirudin, 2018).

The use of learning media in learning at MI itself utilizes reading books and fairy tale books, which are intended to attract children's interest in reading, so that children are easier to understand the writing contained in reading books. But in reality, there are still many children who seem to lack interest in reading. This can be seen when the child is chatting, when the reading lesson begins. Not a few of them are still not used to reading books. Animation film media is familiar to students, especially in learning, students' attraction to reading can be raised, one of which is with the media of animated films.

According to the results of the research conducted (Asdianti et al., 2022), it was revealed that in animated film media, there was a 58% increase in learning outcomes. The research and the same author's research using animation film media, were carried out at the same level, namely elementary school, the difference in the research is that the research was carried out in grade IV while the author was in class II MI.

In addition, the results of the study (Astuti & Mustadi, 2014) show that the results of the study show that animated films have an impact on students' writing skills. The results of the study (Apriliani & Radia, 2020) show that reading interest increases by 73% when applying animated film media. The research and the author's research used the same variable "Students' Reading Interest". The difference in the author's research is that it uses different methods like previous research.

This study tries to apply the Upin & Ipin animation film media which will be taken on the youtube channel with the theme "I am a book" in the form of a video, then applied in Indonesian learning, on reading interest so that when it can be known the positive impact between animation film media on students' reading interest. Based on this statement, the author made it to be researched based on the title obtained, namely "The influence of animation film media on the reading interest of MI grade II students.

METHODS

The purpose of this study is to find out the influence of animated film media on students' reading interests. The approach of this research uses a quantitative approach, and the method used in this study has a *Pre-experimental* case study design and a *One shot case study* (Sugiyono, 2010: 110). The sample in this study was 26 students.

The data collection techniques that the researcher has used are observation and questionnaires, used by looking at the situation on the spot. Observation data was used to see how animated film media was used during the teaching and learning process in the

classroom. Questionnaires are used when looking at reading interest in grade II. Indicators of reading interest are the enjoyment of reading books, the need to read books, students who are interested in reading, students can use their free time to read and students who like to read. Questionnaire that is interesting to read, in this research instrument has passed the validity test, normality test, reliability test and approved to be used to measure reading interest.

The data analysis technique used in this study is the use of statistical data, about the influence of animated film media on the reading interest of grade II students. Data processing was carried out with the aim of finding out whether or not the existence of animated film media affected the reading interest of grade II students. The data analysis technique of this study is hypothesis testing, which proves the truth of the hypothesis proposed (Sugiyono, 2019). After the information was received, the data was analyzed with a normality test, a linearity test, a simple linear regression test and *an independent sample t test* to see students' reading interest after the animation film media treatment. The data processed in this study was assisted by the SPSS program version 26.

RESULTS AND DISCUSSION

Validity and Reliability Test Results

Table 1. Validity Test

No Question	r count	r Table	information
1	0,389	-0,229	Valid
2	0,389	0,281	Valid
3	0,389	0,180	Valid
4	0,389	0,129	Valid
5	0,389	-0,264	Valid
6	0,389	-0,070	Valid
7	0,389	-0,112	Valid
8	0,389	-0,037	Valid
9	0,389	0,270	Valid
10	0,389	-0,227	Valid
11	0,389	0,063	Valid
12	0,389	0,284	Valid
13	0,389	-0,010	Valid
14	0,389	0,243	Valid
15	0,389	-0,049	Valid
16	0,389	-0,229	Valid

One way to find out whether the questionnaire is valid or not first we need to find the value of the r table, with the sum of $N = 24$ then we can know the r table of $24 = 0.389$. From the validity testing data contained in table 1. It is seen that $R \text{ calculates} > R \text{ table}$, of all the questionnaire questions totaling 16 are declared valid, because $R \text{ calculates} > \text{of } R \text{ table}$ or 0.389.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.411	16

From the reliability test data in table 2. stated that the result of Cronbach's alpha > 0.06 was $0.411 > 0.06$. From the results of Cronbach's alpha from the table, it can be concluded that the 16-question reading interest questionnaire is quite reliable.

Application of Animation Film Media Class II Madrasah Ibtidaiyah

In the experimental class, the researcher gave the treatment, namely showing the Upin & Ipin animation film media with the theme "I am a book" to increase students' interest in reading through the screening of the animated film. In order to find out the application of animated film media to the reading interest of grade II students, the researcher used observation data collection techniques on animated film media when applied to classroom learning.

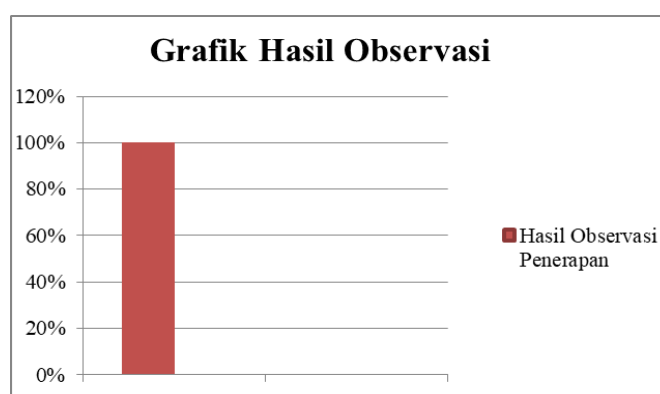


Figure 1. Graph of Teacher Activity Observation Results

From the result of figure 1. Graphs, teachers' observations show 10 components that have been implemented in learning, this means that teachers are active in applying animation film media. At the following point, a) the teacher greets when the lesson is about to start. b) The teacher provides explanations to students related to the research material. The teacher asks students to be active and focus on learning. c) the teacher shows the prepared Upin & Ipin animated film media. d) each student watched the animated film Upin and Ipin that had been shown by the researcher. e) After finishing watching the animated film Upin and Ipin, the teacher explained the importance of books in the animated film videos that have been aired. f) the teacher responded to the students' answers who asked about the books in the film Upin and Ipin. g) the teacher gives a review of the stories in the Upin and Ipin shows that have been aired. h) Teachers motivate their students to always read books, because books are windows to the world. i) the teacher also gives messages and advice as shown in the animated films Upin and Ipin.

Reading Interest in Class II Madrasah Ibtidaiyah

The distribution of questionnaires to students is intended to find out the reading interest of the 2nd grade of MI Salafiyah Cirebon City. The questionnaire made includes 5 indicators according to (Anjani et al., 2019) Indicators of reading interest are the enjoyment of reading books, the need to read books, students who are interested in reading, students can use their free time to read and students who like to read. From the questionnaire with five alternative options that have been distributed to 26 grade II students, to see their interest in reading.

Table 3. Distribution of Frequency of Reading Interest

Interval	Frequency	Percentage	Category
59 – 61	1	4%	Less good
62 – 64	5	19%	Good
65 – 67	2	8%	Good
68 – 70	9	35%	Excellent
71 – 73	6	23%	Excellent
74 – 76	3	12%	Excellent
Sum	26	100%	

From table 3. above, the frequency distribution is known that of the 26 students who were asked questions about students' reading interest after applying animated film media during Indonesian lessons in grade II MI Salafiyah Cirebon, namely 1 student or (4%) students answered that their reading interest was not good, after using animated film media. 5 students or (19%) answered that their reading interest was good after using animated film media, 2 students or (8%) answered that their reading interest was said to be good after using animated film media. 9 students or (35%) answered that their reading interest was categorized as very good after the use of animated film media. 6 students or (23%) answered that their reading interest was very good after the use of animated film media and 3 students or (12%) were categorized as very good in their reading interest after the application of animated film media.

The Influence of Animation Film Media on Reading Interest in Grade II of Madrasah Ibtidaiyah

The influence of animated film media on students' reading interest in grade II is the final result in this study, to find out the results of the study, the author uses SPSS Version 26 to analyze the data and then the author concludes the results with a hypothesis test.

Table 4. Test of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Animated Film Media	.201	26	.008	.916	26	.036
Reading interest	.162	26	.077	.951	26	.239
a. Lilliefors Significance Correction						

In table 4, the test of normality of animation film media shows a significant value of 0.036. Since the significant value is greater than 0.05, it is a media variable for a normal animated film. and the normality test of reading interest showed a significant value of 0.239. Because the significant value is greater than 0.05, the variable data that is interesting to read is also distributed normally.

Table. 5 Hypothesis Test

Coefficient						
Type		Unstandardize d Coefficients		Standardize d Coefficient s	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.248	11.372		5.474	.000
	Animated Film Media	.086	.156	.112	.551	.587
a. Dependent Variable: Reading Interest						

From table 5. It can be seen that the animation film media has a positive influence on reading interest. This is in accordance with the p-value (sig.t) < 0.05 , which is $0.000 < 0.05$, and the t-value of the ttable $>$, which is $0.551 > 0.389$. This means that H_0 was rejected and H_a was accepted, so that there was an impact of animated film media on the reading interest of 2nd grade MI Salafiyah Cirebon City.

Discussion

The application of animated film media for the learning of grade 2 students has a good influence on student interaction in participating in research according to the perspective of expert experts. (Munir, 2012) argues that animation media is a means of intermediary to transmit messages that are arranged as a sequence of images and text (frames). in a specific rule or sequence to give the impression that the image or text is moving. In addition to being able to explain concepts that are difficult for the media to do, there are also animated films that have their own appeal by students, when they look interesting, it will encourage students to participate during the learning process in class.

Using animated films in the learning process can improve the quality of the learning process and outcomes. When animated films can succeed in attracting the attention of students, thus the information conveyed can be easily understood, when the five senses are optimally involved, such as the ears and eyes that function to obtain information (Rahayu and Kristiyanto, 2011). Because researchers use animated film media to see if it has an effect on reading interest when applied to the teaching and learning process.

This is in accordance with the observation of the activities of educators and students when applying animated film media to learning. When observing the activities of teachers and students applying the animation film media of the learning process, it was seen that students were interested when the Upin & Ipin animated film media was shown with the theme "I am a book" during the process of showing the film Upin & Ipin

After the teacher motivates the students to read the book. During the learning process, students were also active in asking questions about the Upin & Ipin film that had been aired, namely 3 students who asked about the importance of books as in the animated film Upin & Ipin. Based on the observation of the activities of teachers and students during the implementation of animated film media that has been implemented, it was obtained that the percentage of observation results that 100% had been carried out in 10 components contained

in the steps of learning animation filming media. This percentage is classified as very good. This means that students feel happy using animated film media in Indonesian learning.

According to (Anjani et al., 2019) the indicators of reading interest are students' reading interest, students' reading interest awareness of the importance of reading, students interested in reading, students can use their free time to read and students have their own desire to find reading materials. Therefore, the researcher used the reading interest indicator to see the reading interest of 2nd grade MI Salafiyah Cirebon City in this study.

Ratnasari (2011:16) stated that the interest in reading, namely focusing on depth and intensity, can be produced from the pleasure of reading. To direct a person to read on their own volition with external factors. Solikhah (2016:13) stated that reading is an activity that is also carried out to obtain information that the author wants to convey through words in the form of writing. Interest is a preference and attraction about a problem or activity without anyone saying it (Slameto, 2010: 180).

According to (Suprapno, 2015) a good room is needed in educational institutions to increase students' reading interest both in the room and in the library collection, this also requires good cooperation between teachers and librarians, which is also needed by schools to provide spaces for students such as journals, walls and school journals, and no less important is the availability of books that meet the needs of readers. This is in accordance with the researcher choosing to use animated film media as a means to arouse interest in reading, as it is already known that media can stimulate students' interest in learning. Therefore, the researcher feels that the medium of animated films is suitable, used to make children interested in reading because of its use which is easy for children to understand.

Based on the results of the analysis and processing of this research data, animated film media is able to increase students' interest in reading. So that when in school students have a high interest in reading.

CONCLUSION

Based on the results of the study, the impact of animated film media to see the reading interest of MI grade II students, it is concluded that the application of animated film media has a significant impact on students' reading interest. In this study, it can be stated that choosing learning media has a big impact on student learning outcomes, for example, those who have done the use of animated films. Motivation and benefits in watching animated movies for students are the driving factors to increase reading interest. The results of the study on the variables of animated film media are suspected to have a positive effect on reading interest. It can increase the reading interest of grade II students by 35%. So far, teachers have not used learning media during the learning process in class, this has an impact on student interest, when the learning process students are less active and feel bored quickly when in class. So it is possible to use animated film media in classroom learning, so that animated films are able to motivate, increase students' interest and actively return to learning in class.

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