

The Use of Educational Comics to Increase Reading Interest of Grade V Students at SDN 1 Bayan in the 2024/2025 Academic Year

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Abstract

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This study aims to increase the reading interest of grade V students at SDN 1 Bayan in the 2024/2025 academic year. The subjects of this study were fifth grade students at SDN 1 Bayan with a total of 35 students, namely 14 male students and 21 female students. The research method used is the Classroom Action Research Method (PTK), which is a study conducted systematically on various actions taken by teachers to improve learning conditions. The data in this study were collected using the observation method as the main method, interviews and documentation methods as complementary methods. The results of this study indicate that there is an increase in students' interest in reading using educational comic media in class V. It is marked by an increase in the percentage of students' interest in reading. Marked by an increase in the percentage of students' interest in reading activities in classical completeness of 42% (pre-cycle) increased to 57% in (cycle I) and increased significantly to 85% in (cycle II). This shows an increase in students' interest in reading with a percentage of 85%, which has been achieved in this study. Which means that most students experience an increase in reading interest using educational comics at SDN 1 Bayan, West Bayan Hamlet, Bayan Village, Bayan District, North Lombok Regency, 2024/2025 School Year.

Keywords: Educational Comics, Elementary School, Reading Interest

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INTRODUCTION

Literacy is a basic skill that is very important in education and everyday life. Good literacy skills not only affect students' academic success but also contribute to the development of critical thinking, creativity and problem-solving skills. However, there are also many problems that occur in literacy interest, due to various problems, such as low interest in reading, difficulty in understanding reading, limited access to interesting books, less varied learning methods, and lack of encouragement from the surrounding environment. In schools, learning to read is often done conventionally with long texts and is less interesting for students.

Reading interest is a person's tendency or sense of interest in reading various types of reading. It includes the desire that arises from within a person to seek, select and read information or stories that can expand knowledge, insight or entertainment. A high reading interest usually leads to good reading habits and helps improve one's literacy skills. Factors that influence reading interest include personal motivation, family environment, school and surrounding culture. With a

high interest in reading, a person tends to find it easier to acquire new information and develop their cognitive skills.

Educational comics are a type of comic designed to convey information or educational values through interesting illustrated stories. By combining entertainment and learning elements, these comics are able to convey complex material in a more understandable and enjoyable way. The characters in educational comics often face challenges or situations that illustrate educational concepts. With the use of attractive visual illustrations, educational comics can improve understanding, strengthen memory, and encourage interest in reading, especially in children and primary school age.

Literacy in the context of the 1945 Constitution can be linked to several articles that emphasise the importance of education and access to information. Article 28C paragraph (1) states that 'every person has the right to develop themselves through the fulfilment of their basic needs, the right to education and to benefit from science and technology, art and culture, in order to improve the quality of life and for the welfare of mankind' (Affandi, 2013: 45-56). So everything in the form of science has been regulated in the 1945 Constitution.

One way that can be used to increase students' interest in reading is through the use of educational comics. Educational comics combine text and interesting illustrations, so that they can help students understand the content of reading more easily and pleasantly. Illustrations included in storybooks not only function as a complement to the text, but also as visual aids that clarify the meaning of the story (Rahmawati, 2021: 55-67). Thus, children are more easily connected to the stories they read, thus increasing their interest in books and reading activities as a whole.

Based on the initial observation on 10 February 2025 at SDN 1 BAYAN, the researcher observed directly so that the researcher obtained information about the problems that existed in the school, such as the lack of interest in reading that occurred in the class I observed. This can be seen from the causes, namely lack of motivation, a less supportive environment and less interesting reading material. Based on the results of the observation, the researcher is interested in conducting a study entitled 'The Use of Educational Comics to Increase Reading Interest of Grade V Students at SDN 1 BAYAN'.

METHODS

In this research activity, what can be done is class action research (PTK). As stated by Tanjung, et al. (2024: 12-13) PTK is a scientific activity to design and improve the quality of learning in a group of students conducted by teachers by observing, designing, and reflecting on actions with several cycles in a participatory and collaborative manner. This means that this research is carried out outside the classroom by not setting it up for private research purposes, this research takes place with valid situations and conditions without engineering. Classroom action research is reflective and participatory.

So it can be concluded that classroom action research (PTK) can be interpreted as the process of studying a learning problem that is in a classroom / group of students with self-reflection with various efforts to solve planned problems in various actual situations by analysing the effects of the treatment that

has been applied. In this study, where the researcher acts as an observer, namely by making direct observations when using educational comics to increase students' reading interest.

RESULTS AND DISCUSSION

A. Research Results

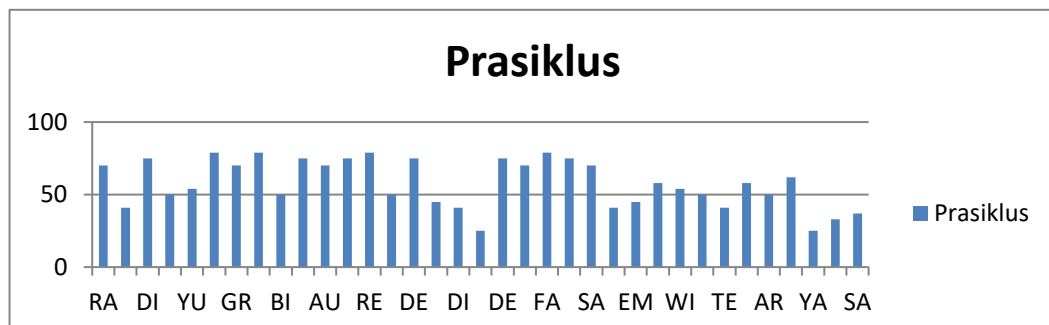
1. Description of Initial Conditions

Classroom action research (PTK) entitled 'The Use of Educational Comics to Increase Reading Interest of Grade V Students at SDN 1 Bayan in the 2024/2025 Academic Year'. This research is located at SDN 1 Bayan, West Bayan Hamlet, Bayan Village, Bayan District, North Lombok Regency.

The initial step taken in this study, before conducting classroom action research, was to conduct initial observations in the form of pre-action activities to observe students' interinsic reading interest in Indonesian language subjects in grade 5 SDN 1 Bayan on 14 May 2025, using reading books that were already available at SDN 1 Bayan school, but the books read were mixed. The subject of the research was grade 5 students taught by Mr Sitradi, S.Pd. the number of students in this class is 35 students consisting of 21 girls and 14 boys. Of the 35 students, there are 20 students who do not like to read and 15 students who like to read. In addition to making observations, researchers also assess the results of observations that have been made with observation sheets on these reading activities. So that researchers get the results of students' reading interest that has not reached the KKM, as for the problem found by researchers is that reading interest is lacking in the class I observed. This can be seen from the factors that cause it, namely low learning motivation, therefore students are less motivated to read (lack of awareness of the benefits of reading). A less supportive environment and less interesting reading material.

Before conducting classroom action research that needs to be done is to conduct pre-observation to see how far the interinsic reading interest possessed by students, by doing this research is expected to increase students' interinsic reading interest in grade 5 by using educational comics. In order for the success in this study to be seen clearly, it is necessary to carry out pre-cycle activities which will later serve as a reference for comparison before and after class action is taken.

Graph IV. 1 Development of Reading Interest of Grade 5 Students at



Pre-Cycle

2. Description of Cycle I

The implementation of Cycle I research began in May 2025 at SDN 1 Bayan school. In the implementation of Cycle I, there were 3 meetings with

Indonesian language subjects, the theme of reading literacy, the sub-theme of intrinsic reading interest, following the curriculum and subjects at school. Before the activities were carried out, teachers and researchers held discussions so that the research ran smoothly, in accordance with the researcher's planning. The research to be carried out at this time is research that creates cooperation between researchers and 5th grade teachers, namely Mr Sitradi, S.Pd. discussion activities that have been carried out by researchers and teachers regarding the implementation of research have

- 1) Making lesson plans
- 2) Class setting is done by the researcher
- 3) The implementation of the research was carried out for 3 meetings
- 4) The use of educational comics as a medium in learning activities
- 5) 1 teacher assists in learning activities
- 6) 1 teacher served as an observer or observer

a. Cycle I action planning

Before conducting research actions, researchers conducted planning before research actions were carried out. Researchers coordinate with teachers so that the research process runs smoothly. The planning carried out by researchers before carrying out research actions is to prepare a Learning Implementation Plan (RPP). The lesson plan is a daily activity arrangement prepared by the researcher and which will be used as a reference for researchers in learning, preparing research instruments in this case, namely preparing teacher activity observation sheets, preparing assessment instruments for students and educational comic media researchers as alternative media in increasing students' interest in reading.

b. Implementation of research actions cycle I

The implementation of research actions was carried out on 14. 15 and 16 May 2025. The use of comics 'So Comic Characters' (15 pages) with the method of reading together and group discussions, the subject used is Indonesian language, with the theme of reading literacy and the sub-theme of intrinsic reading interest. In the research implementation activities, the researcher served as a teacher in the beginning to end activities, the class teacher Mr Sitradi, S.Pd as an observer and Mr Raden Yartono as documentation. Learning activities are divided into introductory activities, core activities, and closing activities starting from 07.40 - 08.50 as for the learning activities are as follows:

a) Introductory activities (10 minutes)

In this introductory activity includes praying, greeting students, appreciation, motivation, chatting and discussing the theme of the day.

b) Core activities (45 minutes)

Core activities at the first meeting, students choose educational comics freely provided by researchers, researchers guide students to browse titles, pictures and synopsis before reading, students read the comics that have been selected independently for 15 minutes or adjust to friends who have not finished reading, researchers go around observing and giving praise to enthusiastic students while reading, after the students have finished reading, the researchers go around to ask the synopsis of the story in the comic, the name of the character in the comic and what impression has been obtained after reading the comic.

c) Closing activities (15 minutes)

Closing activities are carried out with question and answer activities with children about educational comics, and after that take a break.

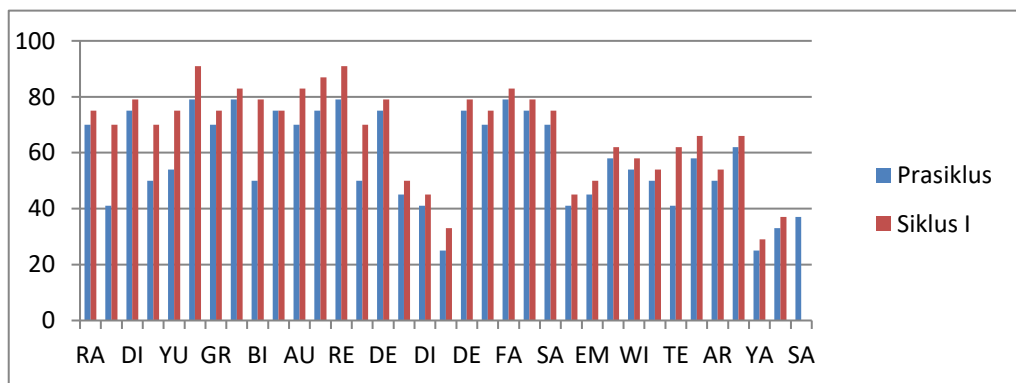
c. Observation stage (observing)

Observation is an observation activity carried out by researchers on the entire series of research implementation processes. Researchers observed everything related to the research, both student activities and activities of researchers as teachers. The process of implementing cycle I research for 3 meetings went well although there were still obstacles faced by researchers during learning activities such as, children playing, chatting with their friends so that their focus on reading was disrupted and many children still did not understand the contents of the comics they read. In addition to observing the process of implementing the research, researchers also observed that students' interest in reading in class 5 had increased at each meeting.

From the results of the reading interest scores of students in cycle 1, there was an increase in the number of students who were complete, namely 20 students, which previously in the pre-cycle score results there were 15 students who were complete. In this case it can be said that the use of educational comic media can increase students' interest in reading in class 5.

Graph IV. 2, Development of Students' Reading Interest Cycle I

In the graph above, it can be explained that in cycle I the number who completed was 20 students (57%) and those who did not complete were 15



students (43%), with an average score of 60.42. This data shows that students' interest in reading has increased in cycle 1, but still has not reached the completeness criteria standardised by the school.

d. Reflecting

Reflection activities are the final activities carried out by researchers and teachers after carrying out research implementation activities. Reflection can also be interpreted as an end-of-learning evaluation activity. Reflection activities have the aim of seeing whether the implementation of the research goes according to what was planned, to see obstacles and also obstacles during the research took place in cycle 1. During the implementation of the research, the researcher found that there were several obstacles that occurred during the implementation of the research so that the implementation of the research could not run smoothly. The obstacles or obstacles are:

- 1) If the teacher stays for a while, the children disturb each other while reading the comics, so that the focus of reading is disrupted.
- 2) Children do not listen to what the researcher explains before reading is done, so that many questions are asked by the child even though the researcher has explained it Learning activities delivered by researchers are still not optimal.
- 3) Seeing the existence of several obstacles faced by researchers during the implementation of cycle 1 research, it is necessary to improve and refine in further research, namely in the implementation of cycle II research actions. It is hoped that the implementation of cycle II will be able to overcome these obstacles. So the researcher discussed with the teacher to find a solution that would be done. The improvement steps that will be implemented in cycle II are as follows:
 - 1) Discuss with the teacher to co-operate with the researcher to supervise the children until the learning activities are completed.
 - 2) Clapping quietly and calmly before the researcher explains the activity.
 - 3) After finishing reading, the researcher gave the task of drawing one of the characters he liked in the comic and how the character's role was drawn.

3. Cycle II Description

After seeing the unsatisfactory results of the scores in cycle I, the researchers made improvements again in cycle II. By adding activities to draw characters in the comics that have been read to increase enthusiasm in reading comics and further explore the story. The implementation of cycle II research was carried out on 19 May 2025 to 21 May 2025. The action of implementing cycle II research was carried out 3 times a meeting with Indonesian language subjects, the theme of reading literacy, the sub-theme of intrinsic reading interest, following the curriculum and subjects at school. The series of activities in cycle II are planning, implementation, observation and reflection. Research activities start from introductory activities, core activities and closing activities.

a. Planning Stage (planning)

Planning research actions in cycle II is the same as planning in cycle I, namely researchers prepare lesson plans (Learning Implementation Plans), which are prepared by researchers and which will be used as a reference for researchers in learning, prepare research instruments in this case, namely preparing teacher activity observation sheets, preparing assessment instruments for students and researchers of educational comic media as an alternative media in increasing students' interest in reading.

b. Stage of Action (acting)

The implementation of research actions was carried out on 19, 20 and 21 May 2025. The subject used was Indonesian language, with the theme of reading literacy and the sub-theme of intrinsic reading interest. In the research implementation activities, the researcher served as a teacher in the beginning to end activities, the class teacher Mr Sitradi, S.Pd as an observer and Mr Raden Yartono as documentation. Learning activities are divided into introductory activities, core activities, and closing activities starting from 07.40 - 08.50 as for the learning activities are as follows:

a) Introductory activities (10 minutes)

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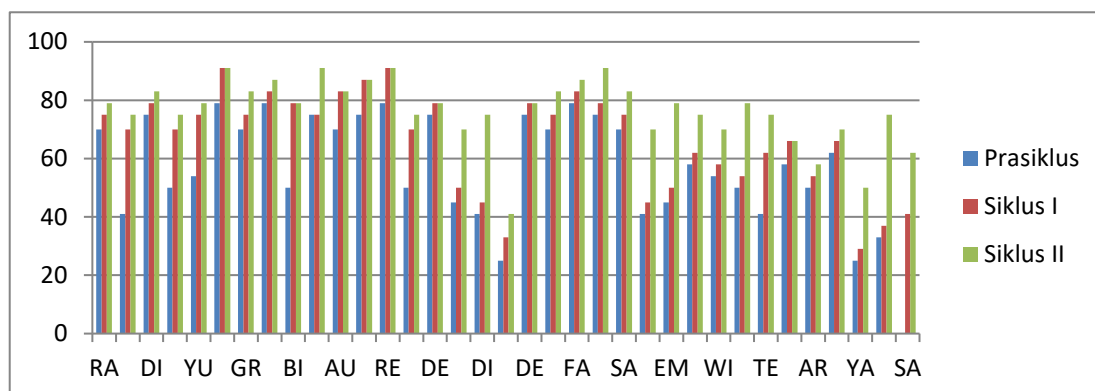
c) Closing activities (15 minutes)

Closing activities are carried out with question and answer activities with children around educational comics, and after that rest.

c. Observation stage (observing)

Observation is an observation activity carried out by researchers on the entire series of research implementation processes. Researchers observe everything related to research, both student activities and researcher activities as teachers. The process of implementing cycle II research for 3 meetings went well and smoothly from the beginning to the end of learning activities in accordance with what had been planned by the researcher. In addition to observing the process of implementing the research, researchers also observed that students' interest in reading in class 5 had increased very rapidly. This can be seen from the results of the reading interest scores of students in cycle II, there is an increase in the number of students who are complete, namely 30 students, which previously in the results of cycle I scores there were 20 students who were complete. In this case it can be said that the use of educational comic media can increase the reading interest of grade 5 students. These results can be seen from the following table:

Grafik IV. 3, Perkembangan Minat Baca Siswa Siklus II



B

Discussion

During the research, the researcher carried out the learning process starting from the preliminary activities, namely preparing the media, praying, greetings, taking students' attendance, appreciation, motivation, chatting and discussing the theme. The core activities are students choosing educational comics freely, researchers guide students to browse titles, pictures and synopses before reading, students read comics, students read comics, students read comics, students read comics, and students read comics.

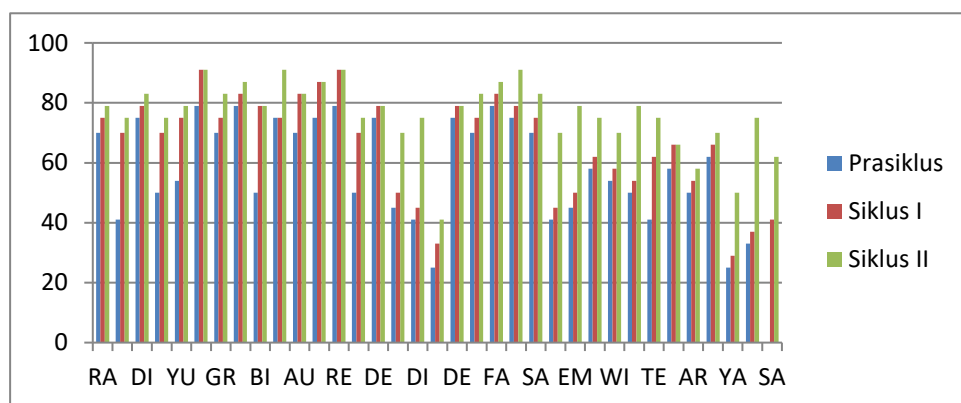
After the students finished reading, the researcher told the students to take notes with sheets, comic titles and impressive things or what lessons could be taken in the educational comic stories that had been read. The closing activity is a question and answer activity with children about educational comic

The results obtained in the implementation of pre-cycle actions, students' reading interest is said to be less developed because out of 35 students there are 42% students who are complete and 58% students who are not complete. In cycle I, there was an increase in students' reading interest, namely 57% of students were complete and 43% of students were not complete, and out of 35 students there were 20 students who were complete and 15 students who were not complete. The 20 students who completed this are said to be active in class and like to read storybooks, so they enthusiastically read educational comics with a variety of pictures. The 15 students who have not completed this are students who lack interest in reading or are less interested in reading books. Therefore, these 15 students cannot be said to be complete in increasing students' interest in reading.

Judging from the results of students' interest in reading in cycle I has not met the KKM which is 75% for classical completeness, therefore the researcher continued his research to cycle II. In cycle II, students' intrinsic reading interest increased significantly, namely there were 85% of students who were complete and 15% of students who were not complete, because in cycle II students' intrinsic reading interest had increased and met the KKM of 75% classical completeness, therefore cycle II was the last cycle carried out by researchers in this study. Judging from the explanation above, it can be concluded that the use of educational comics as an alternative learning media can increase students' intrinsic reading interest in class V SDN 1 Bayan. These results are in line with the following theory:

Piaget's Cognitive Theory states that children learn through active interaction with the surrounding environment. This learning process involves two main mechanisms, namely assimilation (absorption of new information into existing knowledge schemes) and accommodation (adjustment of knowledge schemes to accommodate new information). Educational comics with an interesting combination of visuals and text, make it easier for students to do both processes. The images and stories in the comics help students connect new concepts with their experiences or knowledge they already have, so that understanding becomes deeper and more enjoyable.

Graph IV. 4, Recapitulation of Student Reading Interest Development in Pre-Cycle, Cycle I and Cycle II



Based on the table above, it can be seen that the results obtained in the implementation of pre-cycle actions, students' reading interest is said to be less developed because out of 35 students there are 42% students who are complete and 58% students who are not complete. In cycle I, there was an increase in students' reading interest, namely 57% of students were complete and 43% of students were not complete, and out of 35 students there were 20 students who were complete and 15 students who were not complete. The 20 students who completed this are said to be active in class and like to read storybooks, so they enthusiastically read educational comics with a variety of pictures. The 15 students who have not completed this are students who can be said to be lazy at school, mostly playing around, their academic knowledge is somewhat lacking. Therefore, these 15 students cannot be said to be complete in increasing students' interest in reading. Judging from the results of students' reading interest in cycle I, it has not met the KKM, which is 75% for classical completeness, therefore the researcher continued his research to cycle II. In cycle II, students' intrinsic reading interest increased significantly, namely there were 85% of students who were complete and 15% of students who were not complete, because in cycle II students' intrinsic reading interest had increased and met the KKM of 75% classical completeness.

CONCLUSION

Based on the results of the research on the discussion of the results of the analysis carried out in this action research related to the use of educational comics

to increase the reading interest of grade V students of SDN 1 Bayan in the 2025 learning year, the following conclusions can be drawn:

The use of educational comics can increase the reading interest of fifth grade students of SDN 1 Bayan in the 2024/2025 academic year, this can be seen from the number of students who have successfully reached the individual completeness value criteria carried out from cycle I to cycle II. The number of students who completed before the research action was 15 students with a percentage of 42%. Continued in cycle I research action increased by 20 students who were complete with a percentage of 57%. In cycle II, it increased significantly, namely there were 30 who were complete with a percentage of 85%. The 85% figure is above the classical completeness of 75%. In accordance with these results, it can prove that educational comic media has a big influence on students' intrinsic reading interest, because with educational comics the development of students' reading interest increases according to plans and expectations.

SUGGESTIONS

Based on the conclusions of the research results above, the researcher conveyed the following suggestions:

1. For Educators : Educators can use educational comics as an alternative learning media in increasing students' interest in reading. Educational comic media is equipped with pictures along with writing and learning that can make students not easily bored when reading it. Learning using educational comics can be adjusted to each week's learning, for example in learning Indonesian, the theme of reading literacy, the sub-theme of intrinsic reading interest, then the educational comics used are comics whose stories can educate or provide learning that can be imitated and emulated by students who read them.

2. For Schools : Schools can foster cooperation with teachers in improving teacher skills to develop learning media, so that problems in learning can be resolved. For example, organising training in making media or educational learning tools to increase students' interest in reading.

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