# Stimulating Motivation of Low Class Students' Interest In Remote Regions Through Card Media and Image Media

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## Abstract

The purpose of this research and development is to produce a product in the form of word card media and picture cards to stimulate the reading motivation of low-grade students in remote areas. The method used in product development uses the ADDIE model. The results of product development research obtained a preset score of 93.39% with a very valid/fit for use category. The results of product practicality obtained a percentage score of 95.83%. The results of the product research developed in the form of word card media and picture card media to arouse the motivation of low-grade students' interest in learning in remote areas of SDN Inpres Kala, Bima Regency are suitable for use in learning because they have met the validity and practicality indicators of the validator. Based on the analysis conducted by researchers from the data of development products in the form of word card media and picture card media to stimulate the learning motivation of low-grade students in remote areas of SDN Inpres Kala, Bima Regency is feasible to use in learning because it has met the validity and practicality indicators.

**Keywords:** motivation, interest in reading, media word cards and picture cards

## Introduction

Reading is a very important component of learning. From elementary school to college, every content area relies on students' ability to read and process text as the primary means of conveying information (Cuevas et al., 2012). The development of reading skills is critical to an individual's academic success, both in the short and long term (Liao et al., 2022). The most fundamental of all learning difficulties is learning to read (Ma'rufah et al., 2022). Reading learning difficulty is a syndrome of difficulty in learning the components of words and sentences, integrating the components of words and sentences, as well as in learning everything related to time, direction, and timing, dyslexics will have difficulty identifying spoken words and turning them into letters or sentences.

Reading literacy is fundamental to everyday life. It is a basic prerequisite of using texts for educational, informational, or entertainment purposes and ultimately enables social participation (Heyne et al., 2023). The acquisition of reading literacy is therefore the most important educational goal during the school years. Nonetheless, large-scale studies consistently reveal that many students struggle to achieve this goal and the proportion of students is increasing year by year. The ability to read is also a major asset in the life of every individual, both at school and in society (Agatha Kristi Pramudika Sari & Shinta Shintiana, 2023). In school life, students often experience learning difficulties because they have inadequate reading skills. In addition, reading ability is also a bridge for anyone and anywhere who wants to achieve progress and success, both in the environment, the world of schooling, and the world of work (Kurniawati & Koeswanti, 2020).

According to the International Student Assessment Program (PISA), in 2015, on average about 20% of 15-year-old students across OECD countries (OECD, 2016) and about 16% of students in Germany have not reached a basic level in reading literacy (Reiss et al., 2018). To

increase students' enthusiasm for reading, motivation from teachers is needed. Interest is conceptualized as an affective state and centers on students' subjective experience of literacy situations. We focus on students' enjoyment of literacy activities at school and at home because we pay attention to the feelings that students bring to learning situations-feelings that we assume will affect their performance (Walgermo et al., 2018).

The role of motivation in reading development is mainly guided by the expected value theory of achievement motivation (Eccles 2005; Eccles and Wigfield 2002; Wigfield and Eccles 2000; for review, (Inoue et al., 2021) According to expected value theory, children who have a positive academic self-concept are more likely to be interested in certain academic subjects or tasks (e.g. reading, math), which ultimately results in better academic achievement. Moreover, the theory postulates that children's academic self-concept can also influence their subjective task scores: Children who have a positive self-concept in a particular subject are more likely to be interested in that subject, which in turn provides the basis for adaptive and focused behavior in achievement-related situations. said, if children are interested in reading, they will be more likely to read and therefore have more opportunities to improve their reading skills than children who choose not to read (Fikriyah et al., 2020). Previous research examining this hypothesis provides mixed findings.

Motivation as a multidimensional construct consists of three main aspects: competence and effective beliefs, reading values, and social motivation (Wigfield et al., 2016). The first aspect addresses people's beliefs regarding competence in their ability to complete various reading tasks. The most representative construct in this aspect is self-efficacy (Bandura, 2003). The second aspect concerns individuals' personal reasons for reading. The reasons for reading are usually categorized as intrinsic and extrinsic motivation according to self-determination theory (Wigfield et al., 2016). Whereas intrinsically motivated readers engage in reading because of personal interest and enjoyment of the reading activity itself, extrinsically motivated readers focus on goals that are outside the reading activity, such as getting good grades or recognition. The third aspect refers to the social purpose of reading. Since this study focuses on CC which is not a language used in students' social life, social motivation is not included in the discussion here (Lau, 2019).

Some previous studies aimed to increase the motivation of students' interest in reading through card media and image media, including research by (Ma'rufah et al., 2022) with the title "Efforts to improve reading skills using flash card media". The results showed: in cycle I the average average student reading ability was 16.67% and the percentage of completion rate reached the medium ability level. In cycle II the average student reading ability increased to 83.4% and the level of ability was classified as high with a completeness rate of 66.66% according to the target set by the researcher which is 83%. Based on the results of data analysis, it can be concluded that the application of image media in learning can improve the reading skills of grade I students of SDN 1 Purborejo.

Further research conducted by (Umamiah et al., 2022) with the title "The Use of Flashcards for 5 Year Old Children's Reading Ability with the Storytelling Method" the results show that the use of flashcard media is able to develop children's reading skills through flashcard media. storytelling method with the help of pictures and letters from the A-Z alphabet. Flashcard media can make children interested, easily remember new vocabulary, be able to mention the shape and sound of letters, practice listening skills, and stimulate children to think and then make children able to express their imagination. Az-Zahra Klumprik Surabaya Kindergarten with the storytelling method. Furthermore, research conducted by (Kumullah et al., 2019) with the title "Improving Early Reading Through Flash Card Media for Low Grade Elementary Students" the results showed that early reading skills through the use of flash card media in class I SD Inpres Paccerakang experienced a good increase. This can be seen from the average achievement in the pre-action percentage of 41.38%, in cycle I it increased to 58.62% and in cycle II to 82.76%. The results of observations of student activity have also increased. In

cycle I, 59.38% increased to 84.37% in cycle II. The improvement of beginner reading skills can be seen from the increase in the average score of aspects of accuracy, pronunciation, intonation, fluency and clarity of voice. Research steps in improving beginning reading skills by using flash card media.

From some of the previous research, it can be concluded that Flash Card media can increase the motivation to learn to read low-grade students because learning to read using Flash Cards is a method or method used by educators or teachers who use serialized or illustrated stories. cards or cards. letters in an effort to improve student reading learning (Sukartiningsih, 2014).

Based on the results of observations made by researchers in January 2023, it is known that there are several low-grade students at SDN Inpres Kala there are several students who cannot read and there are still many students who cannot read fluently. In addition, the motivation of students' interest in learning to read, researchers see that there is still a lack of motivation in reading. This can be seen when in the teaching of reading many students do it by force, meaning that there is no motivation from themselves so that the increase in reading comprehension is not maximized. The low reading comprehension skills of lower grade students must be followed up immediately before going to a higher level (WE Lestari, Hartono, 2020). Flashcards as an attractive image media can encourage student learning motivation and play a role in presenting material. One of the efforts that can be made to increase student teachers' interest in reading motivation can use Flash Cards media, the results of research (WE Lestari, Hartono, 2020) using Flash Cards media can improve the reading skills of low-grade students.

## Method

This research is a development research (Borg and Gall 1979), a type of teaching material research. The development design used in this research is ADDIE. The products resulting from this research are word card media products and image media used to stimulate the motivation of low-grade students' interest in learning in remote areas at SDN Inpres Kala, Bima Regency.

The type of data in this development research uses qualitative data collection techniques and quantitative data. Qualitative data collection was obtained from comments and suggestions given by material experts, product design experts, linguists as product validators, and product user teachers. While quantitative data is obtained from the results of the reading ability test scores and questionnaires given by researchers.

This research was conducted at SDN Inpres Kala which is located in Donggo District, Bima Regency. Data collection instruments Research instruments are instruments used in measuring a variable in research (Sugiyono, 2011: 148). To determine the validity, attractiveness and effectiveness of data collection instruments as follows: a) validation sheet, b) questionnaire sheet, c) interview sheet, and d) test sheet. And the data analysis techniques used in this study used descriptive qualitative and descriptive quantitative data analysis.

This development research procedure includes the following stages. 1) Analysis The steps in this analysis stage are: a) curriculum analysis, b) analysis of student characteristics, c) needs analysis, d) preparation of work plans. 2) design The steps in this research are: a) making media design, b) revision, 3) development steps at this stage, namely: a) validation by a team of experts, b) revision, c) individual trials, d) small group trials, e) large group trials. 4) the implementation of the steps at this stage, namely: a) preparing teachers and b) preparing students. 5) evaluation The evaluation stage is a stage that is carried out throughout the research stage.

Product trial at this stage, the product trial aims to collect data which is used as the basis for determining the validity of the product results. 1) Product trial design The design of the textbook trial was carried out in three stages, namely: (a) expert validation, (b) small group

trial, (c) field trial. 2) product trial subjects. Subjects of product validation of word card media and picture media, product validator linguists, product user teachers, and low grade students of SDN Inpres Kala. a) material experts, b) product design experts, c) linguists as product validators, d) product user teachers, and e) students.

**Results and Discussion**

This section contains the results of data analysis, test instruments and hypotheses (if any), answers to research questions, findings, and interpretation of findings. The research findings are discussed as much as possible by linking to previous research results. Also in this section, the author presents the merits of his/her research findings and the possibility of being able to contribute to the development of the scientific field. If any tables are presented, it should comply with the following format:

The first stage after preparing the word card media and picture card media to stimulate the motivation of low-grade students' interest in learning in remote areas of SDN Inpres Kala, Bima Regency. The validation test was carried out to determine the feasibility of the product developed. The results of the validation test from media experts were obtained in the form of quantitative and qualitative data. Media evaluation in terms of design or appearance includes several aspects, namely presentation techniques and visual communication aspects.

From the results of the assessment that has been carried out by the validator on the presentation technique obtained a percentage of 97.66%, this result completes the previous research by (Oktaviyanti, 2022) while in the aspect of visual communication obtained a percentage of 97.91%, this result is greater than the previous research conducted by (Apriliani, 2020) overall the final results of media validation by the validator obtained a percentage. 94.78%. The suggestions from the validators: 1) instructions for use need to be clarified again, 2) text readability is enlarged again so that it looks the same as other participants. The results of the media material validation test are in the form of qualitative data and quantitative data. Media assessment on the learning aspect obtained a percentage of 93.75%. Language test results in the form of qualitative data and quantitative data. Media assessment from the aspects of suitability to the level of student development, communicative, integration and integration of thinking flow. The validation results from the aspect of suitability to the level of student development obtained a percentage of 100%, the communicative aspect obtained a percentage of 100%, and the aspect of coherence and integration of the flow of thought obtained a percentage of 75%. The final result of all aspects received a percentage of 91.66%.

Table of validation results categorization criteria

| Achievement level % | Category | Test decision |
|---|---|---|
| 85,01-100,00 | Very valid | Valid Can be used without revision |
| 70,01-85,00 | Pretty valid | Usable, however needs minor revision |
| 50,01 – 70,00 | Less valid | Can be used with big revision |
| 01,00 – 50,00 | Invalid | Cannot be used |

Source: adapted from Akbar (2015:42)

Based on the final results of media, material and language validation that the average score of the validity of media cards and media images to increase students' interest in learning motivation is as follows $\frac{94,78+93,75+91,66}{3} = 93,39\%$. Based on the score of the eligibility criteria

of learning media to increase the motivation of low grade students' interest in learning, they get a very valid category.

The results of the practicality test of learning media are in the form of qualitative data and quantitative data evaluating the practicality of the media in several aspects, namely: material and content, book presentation, language, and learning implementation. The material and content aspects get a percentage of 95.83%, the presentation aspect of the book gets a percentage of 91.66%, the language aspect gets a percentage of 100%, and the implementation aspect of learning gets a percentage of 95.83%.

| Table of practicality criteria of learning media | | |
|---|---|---|
| Criteria Remarks | Validation level | Information |
| 81,00% - 100,00% | Very practical | Can be used without revision |
| 61,00% - 80,00% | Practical | Usable, however needs minor revision |
| 41,00% – 60,00% | less practical | Recommended not to use |
| 21.00% – 40,00% | impractical | Should not be used |
| 00,00% - 20,00% | Very impractical | Should not be used |

Source: adapted from Akbar (2015:42)

Based on the final results of the practicality test of word card media and picture media to increase students' interest in learning motivation at SDN Inpres Kala, Bima Regency, they are as follows $\frac{95,83+91,66+100+95,83}{4} = 95,83\%$. Based on the score of the practicality criteria of learning media to increase interest in learning motivation, low grade students get a very practical category.

Implementation of Card Media and Picture Media



Image. 1         Image. 2         Image. 3

## Discussion

The learning media of word cards and picture cards stimulates the learning motivation of low-grade students in remote areas of SDN Inpres Kala, Bima Regency. The learning process that is expected at this time is learning that is able to motivate students to acquire their own knowledge. In accordance with the demands of the 2013 curriculum, in learning in schools teachers can also use learning media as an integral part of learning, this component needs to get the attention of teachers. The importance of the media in facilitating students (students), the presentation is adjusted to the learning objectives set (Miftah, 2013). Media word cards and media

images to stimulate motivation in low-grade students' learning interest in remote areas of SDN Inpres Kala, Bima Regency get very valid criteria. This is because the word card and picture card media contain real pictures and are easily understood by students. Prastowo in Tania (2017) The substance of the material presented in the form of photographs should have relevance to the competencies that students must master.

The practicality of media word cards and picture cards to motivate low-grade students in remote areas of SDN Inpres Kala, Bima Regency, is very practical because the media developed is easy for students to understand. Based on the results of the questionnaire from the teacher, it shows that the instructions for using and learning activities in the media make it easy for students in learning activities. According to Prastowo's explanation in Tania (2017) teaching materials are all materials (both information, text, and tools) that are systematically arranged which fully display the competencies that students will master with the aim of studying and planning the implementation of learning and using it in the learning process. With regard to the development of learning technology, the role of the media is very important. Learning media in the form of machines (technology) is seen as an application of knowledge that can be in the form of electronic media or other learning machines that occupy a strategic position in facilitating and facilitating learning (Miftah, 2013).

## Conclusion

The end result of this research and development is in the form of word card media and picture card media which are used to motivate low grade students' learning interest in remote areas of SDN Inpres Kala, Bima Regency. The media used in this study is limited to low class students at SDN Inpres Kala, Bima Regency, West Nusa Tenggara (NTB). The material on the word card and picture card media is adapted to the character of low class students. The design in this media display is dominated by white blue and other bright colors that can make students more attractive. Images and illustrations in learning media are presented in images according to real images or can be easily understood by students and the use of images in learning media is adapted to learning material.

Based on the analysis conducted by researchers from product development data in the form of word card media and picture card media to stimulate low grade students' learning motivation in remote areas of SDN Inpres Kala, Bima Regency, it is feasible to use in learning because it has met the indicators of validity and practicality.

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