THE IMPLEMENTATION OF ATTENTION RELEVANCE CONFIDENCE SATISFACTION (ARCS) LEARNING MODEL THROUGH THE USE OF PICTURE MEDIA TO IMPROVE FIFTH GRADE ELEMENTARY STUDENTS' READING INTEREST AT SD N 21 DANGIN PURI DENPASAR

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ABSTRACT

The background of this research is to increase students' interest in reading by applying the Attention Relevance Confidence Satisfaction (ARCS) learning model assisted by media images. The purpose of this study was to find out the application of the ARCS learning model assisted by media images in increasing the reading interest of fifth grade students at elementary school 21 Dangin Puri Denpasar. This type of research is Classroom Action Research which is carried out in two cycles, each cycle consisting of planning, implementing, observing and reflecting. The subjects of this study were 19 fifth grade students consisting of 7 male students and 12 female students. Methods of data collection using tests and non-tests. The technique for collecting data on students' reading interest used the reading interest test instrument, while observing the development of students' reading interest in learning activities used observation sheet instruments, teacher and student interviews, and filling out questionnaires. Data analysis technique uses descriptive qualitative. Based on the analysis of the research data, cycle I was classified as "high enough" as much as 36.84%, which was classified as "low" as much as 47.36%. The results in cycle II which were classified as "high" reached 57.89%, and students who were classified as "high enough" reached 42.10%. So it can be concluded that the application of the ARCS learning model assisted by media images can increase students' reading interest in class V SD Negeri 21 Dangin Puri Denpasar. This can be seen in the first cycle, students' interest in reading is classified as "quite high" with an average score of 69.26. In cycle II, the average score of students' interest in reading increased from 11.05 to 80.31 in the "high" category. So that the application of the ARCS Learning Model Assisted by Image Media has increased students' interest in reading, especially in class V students at Elementary School 21 Dangin Puri Denpasar.

Keywords: *ARCS learning model, Interest in reading, Media Pictures.*

1. INTRODUCTION

Reading is a series of skills that include observing, understanding, and thinking about Maharani's quotes (in Saddhono & Slamet, 2012). Sukardi (2021) clearly describes the benefits of reading, namely opening, broadening individual insights and knowledge. Reading makes individuals able to increase intelligence, access information and also deepen one's knowledge. For this reason, interest in reading in children should be developed from an early age.

Students' interest in reading will be realized through the process of learning, practicing, and experiencing. Students' interest in reading is always accompanied by the desire and efforts to read (Rahim 2008). Students' interest in reading

requires thorough attention accompanied by feelings of pleasure towards reading activities (Wahadaniah in Ratnasari 2011). Students' interest in reading that is developed at an early age can be used as a foundation for the development of a reading culture in the future. The quality of students' reading greatly influences their success in learning and in their lives (Firdaus, 2016).

Interest is not only owned by someone just like that. Interest and grow and developed (Singer, 1987). Interest does not only exist within a person but arises because of the experience and effort to develop it. Interest arises because of external attraction and also comes from the heart. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger the relationship the stronger the interest. Winkel (1994) explains that interest is a persistent tendency to feel interested in a particular field or thing or feel happy to be involved in that field. Interest is influenced by physical, mental development, learning readiness, experience, reading materials, environmental conditions, and parental support.

Low interest in reading is still homework that has not been resolved to date because seen from the 2018 PISA (Program For International Student Assessment) average score decreased in 3 competency areas with the largest decline in reading. VOA Indonesia (2020) revealed that Indonesian students' reading ability with a score of 371 was in 74th position, their math ability with a score of 379 was in 73rd position, and their science ability with a score of 396 was in 71st position and based on the findings of the PISA survey, first, the large percentage of students low achievers, the second, is the high percentage of students repeating grades, which is 16%, and the third is the high absence of students from class because the results of the PISA survey required comprehensive remedial measures in terms of regulations, regulations, budgetary issues, infrastructure issues, school management issues, teacher quality issues, and teacher administrative burdens.

Various programs have been carried out to find the best solution. In order to increase students' low interest in reading, the government of the Republic of Indonesia launched the School Literacy Movement program which aims to foster a culture of literacy in students at school (Elita & Supriyanto, 2020) (Batubara & Ariani, 2018). This is because interest in reading is not always at a greater level. Various situations also have an influence. Giving books that are not appropriate for the child's age or forcing the child to read books that are not of interest, can directly affect the child's mood. This situation will be even less profitable when viewed from the demands and responsibilities to make books part of the process of learning needs in schools.

The government is trying to find the best solution to increase reading interest and habits. In 2015, the Indonesian government took the low reading rate more seriously. This is confirmed through Permendikbud No. 23 of 2015. It is written about the importance of getting into the habit of reading non-classical books regularly for 15 minutes before class starts. This movement is known as the School Literacy Movement or GLS. This is expected to make students accustomed to reading books every day so that a reading culture is formed in schools.

In fact, the various programs that have been implemented have not yet achieved maximum results. The quality of reading in Indonesia is still far below other countries. According to the OECD (2018), the 2018 Program For International Student Assessment (PISA) conducted by the Organization for Economic Co-operation and Development (OECD) reading interest in Indonesia ranks 75th and obtains a score of 371. The latest data is January 2020, UNESCO mentions that Indonesia ranks second from the bottom in terms of world literacy, meaning that people's interest in reading is very low. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader.

The low reading interest of elementary school students was also found in class V of Elementary School 21 Dangin Puri Denpasar. In the initial observations the researchers found that the average score of Indonesian, especially reading skills,

was 69 and had not yet reached the minimum specified mastery of 75. The low interest in reading in grade students V elementary school21 Dangin Puri Denpasar because they are not motivated to read, their interest is weak and there is a lack of interaction between students and students as well as students and teachers. This is due to the use of the teacher's method which is one way. This means that only the teacher is active in lecturing, while students are passive participants. The results of interviews with teachers said that students' low reading interest was due to a lack of motivation in reading and they still had difficulty understanding the meaning of the reading.

Winaya, et al (2013) revealed that in conventional learning the lecture method is the main choice as a learning method. Students are considered not to know the lesson given by the teacher. As a result, the teacher will always lecture in learning, will be teacher-centered, not student-centered. The impact of the focus of activities on the teacher is that students become passive. Students are just waiting for the teacher to carry out their assignments, there is no student initiative to seek information, and students are not enthusiastic and feel bored to learn because the activities in the class are dominated by the teacher. It is possible that students will tend to do activities that are not good in class so that it can interfere with teaching and learning activities in class.

To overcome this, we need a new learning model that empowers students more. The Attention Relevance Confidence Satisfaction (ARCS) learning model with the aid of image media will really help increase students' interest in reading. According to Sari, et all (2015) revealed a learning model that can be applied to involve students more actively and motivated in the learning process, one of which is ARCS. The ARCS learning model, which is an acronym for Attention, Relevance, Confidence and Satisfaction, begins with giving motivation and focusing students on the lesson.

The ARCS model is proven to be able to overcome some of the problems that exist in the world of education. Some of the research results that the author has read, both domestic research and research abroad, including domestic research as a result of research by Zulfira (2017) found that the Attention Relevance Confidence and Satisfaction (ARCS) method can improve learning activities. The same thing was also done by Stefany Maya Evy who found that optimal ARCS learning strategies could have a positive impact on increasing student motivation and learning outcomes.

Meanwhile, according to Sari, et al. (2015) revealed research conducted by Siti Masfuah concluded that the pictorial riddle method through ARCS learning can improve problem solving skills and student achievement motivation. The results of research abroad, according to Sari, et al. (2015) (in Hermann Astleitner) states that the ARCS approach can improve students' self-regulated learning. The same thing was also done by Sangeeta Malik who stated that the ARCS model could increase motivation to overcome the level of task completion. Several studies have shown problematic variables in the field, with the ARCS learning model being the initial solution in dealing with problems in the field

The results of research by Mirnawati (2020) found that the use of media images can increase students' interest in reading. The results of observation and documentation show a positive increase in students' reading interest and attitude. Using image media to improve the process of achieving real goals, namely increasing interest in reading according to the state of their ability level. In this case, it means that students must gain improvement or achievement in their learning, by using media that can stimulate students' interest in reading. The application of the ARCS model still has weaknesses so that media images are needed to increase the reading interest of fifth grade students at elementary school 21 Dangin Puri Denpasar.

To overcome this, we need a new learning model that empowers students more. The Attention Relevance Confidence Satisfaction (ARCS) learning model with the aid of image media will really help increase students' interest in reading.

2. RESEARCH METHODOLOGY

The research was conducted at elementary school 21 Dangin Puri Denpasar. The subjects in this study were 19 grade V students at Elementary School 21 Dangin Puri Denpasar, consisting of 7 male students and 12 female students. The collection technique used was test and non-test, observation, interview, and questionnaire techniques.

The collection instruments used in this study were observation sheets, interview sheets and reading interest questionnaires. Non-test instrument data analysis in this study used descriptive data analysis techniques using a Likert scale. The types of data obtained from the results of this study are qualitative data and quantitative data. The data obtained were analyzed using the following formula.

$$\overline{A} = \frac{\sum_{i=1}^{n} A_i}{n}$$

Description:

$\overline{A}$ = The average score of students' reading interest

$\sum_{i=1}^{n} A_i$ = Total Score

n = Many students

**Table 3.2 Criteria for Classifying Students' Interest in Reading**

No	Rentang Skor	Kriteria
1	$MI + 1{,}5\ SDI \leq \overline{A}$	Very High
2	$\overline{A} \leq MI + 0{,}5\ SDI <_{} MI + 1{,}5\ SDI$	Tall
3	$\overline{A} \leq MI - 0{,}5\ SDI <_{} MI + 0{,}5\ SDI$	Currently
4	$\overline{A} \leq MI - 1{,}5\ SDI <_{} MI - 0{,}5\ SDI$	Not Enough
5	$MI - 1{,}5\ SDI <_{} \overline{A}$	Very Less

The indicator of success in this research is increasing students' interest in reading using the ARCS model assisted by media images. This research is said to be successful if the average score reaches 75% of students can meet the minimum criteria and the percentage of student completeness is above 80% and is classified as high. Students' interest in reading increases after being given action.

3. RESULTS AND DISCUSSION

### 3.1 Initial Reflection Results

In the initial reflection stage, fifth grade students at Elementary School 21 Dangin Puri were given a reading interest questionnaire in the form of positive and negative. Giving this reading interest questionnaire is to determine the level of students' interest in reading before taking action. In general, the results of the initial data above can be seen in the diagram in Figure 4.1 below.
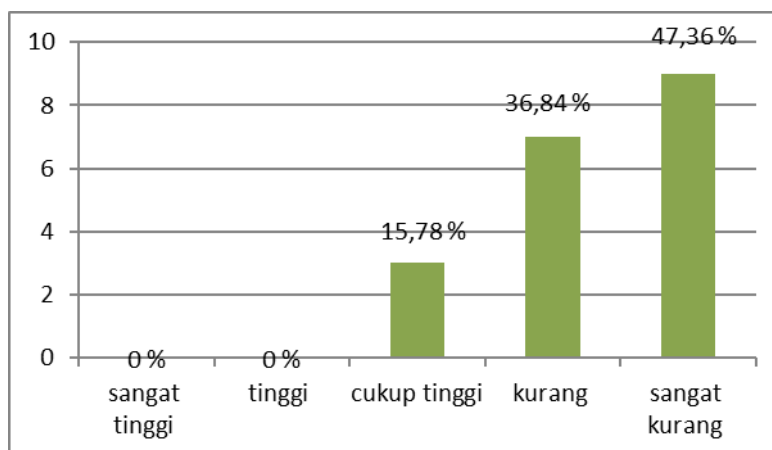
The data presented in diagram 4.1 shows the reading interest of students who are classified as "high enough" as much as 15.78%, those classified as "low" as much as 36.84%, those classified as "very poor" as many as 47.36%. For the average score of new students' reading interest reached as much as 58.36%.
But the indicators of this success are 1) the average KKM score is 75% and 2) the percentage of student completeness is above 80%. Based on the score of the initial reflection results obtained by students, it is necessary to do this research.

Data from Cycle I Research Results
In the first cycle of action, it was carried out based on the results of observations during the activity using the ARCS learning model assisted by media images to increase students' interest in reading. The results of data analysis regarding students' reading interest in cycle I, after being presented, will be presented in the following diagram of Figure 4.2.
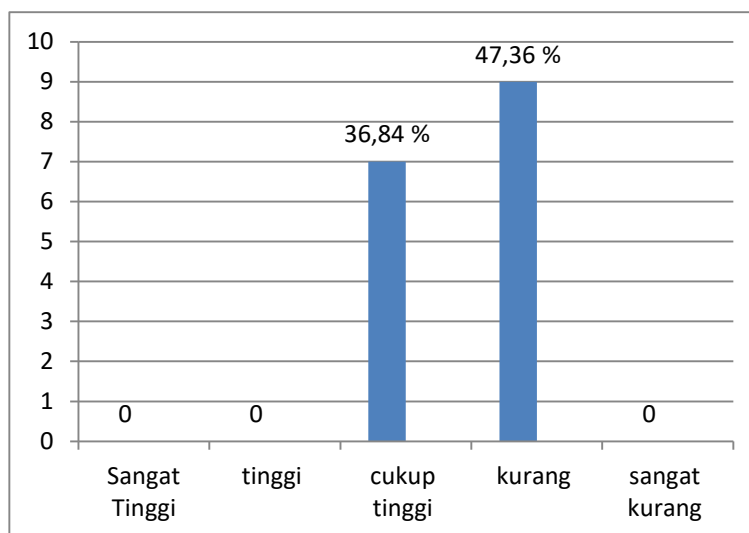
The data in diagram 4.2 shows that students' interest in reading is classified as "quite high" at 36.84%. However, there are still students who are classified as "less" by 47.36%, with a total score of new students reaching 69.26, so this research must be continued in cycle II.

Data from Cycle II Research Results

In giving action cycle II based on observations during the activity taking place using the ARCS learning model assisted by media images to increase students' interest in reading. The results of data analysis regarding students' reading interest in cycle II are presented in the following diagram of Figure 4.3.
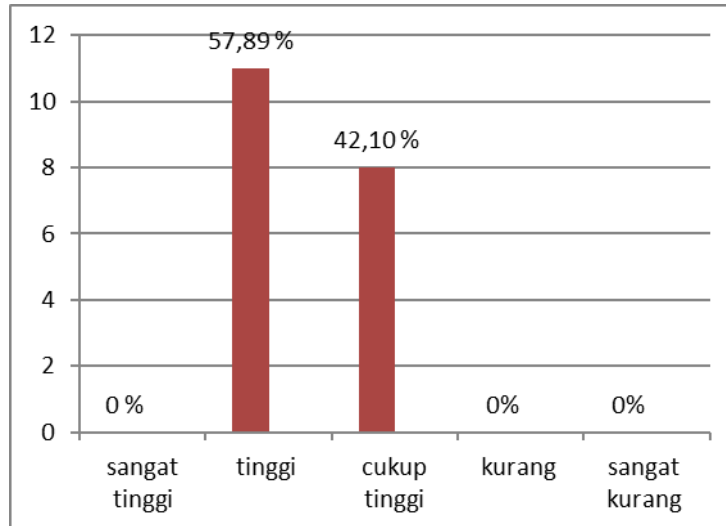
The data in the diagram in Figure 4.3 shows that students who are classified as "high" reach 57.89%, and students who are classified as "high enough" reach 42.10%. From the total score the overall value of the students has reached 80, 31%. So this research can be stopped.

Summary of Research Results

To make it easier to find out the increase in data about students' reading interest from cycle I to cycle II, a summary of the results of the following research is made.
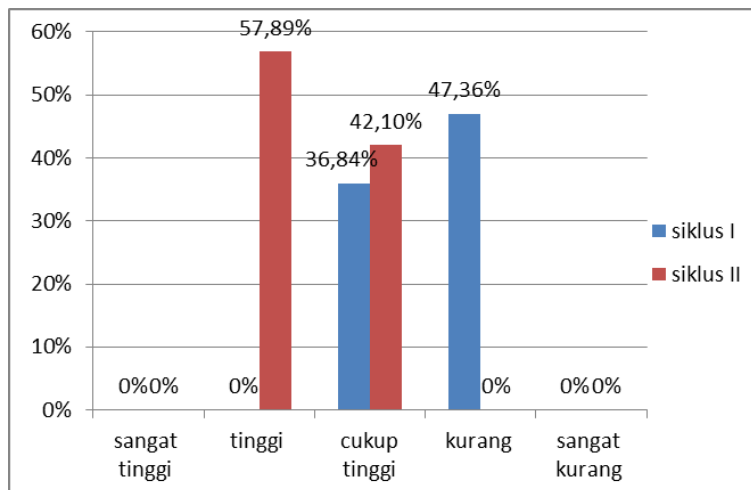
Based on the data analysis in Figure 4.4, it shows that students' interest in reading in the implementation of cycle II actions has increased compared to before, either individually or classically. The number of students who received the "High" category experienced a significant increase, while the number of students who received the "Less" category could be reduced to 0%. For this reason, this research can be ended because it has been able to answer the problems raised at the beginning of the study.

3.2 Discussion

At the beginning of cycle I, a class of 19 students was divided into five groups of four students. Quantitatively, the average score of students' reading interest in cycle I was 69.26, qualitatively students' reading interest was quite high. However, the percentage of completeness of students' interest in reading still does not meet 80% according to the expected criteria.

In cycle II, the average score of students' interest in reading was 80.31 and the percentage of completeness of students' reading interest had exceeded 80%. In cycle II, there has been an increase in students' interest in reading. There was an increase in student interest when applying the ARCS learning model assisted by media images in classroom action research because students felt more interested and motivated in learning given by the teacher using innovative models supported by media images. This feeling of interest and motivation will generate high curiosity from students to manipulate and demonstrate media images so that students' interest in reading increases. According to Harsono, et al (2012) said students who have interest will feel interested and want to carry out various activities or businesses related to this and are marked by pleasure and there is no element of compulsion.

When the ARCS model is applied, the center of attention of students in the learning they learn can be recalled so that students are confident in expressing opinions or answering questions. With the help of media images students are more interested so that when giving questions students can answer questions posed by the teacher. The application of the ARCS model assisted by media images has a positive impact on increasing students' interest in reading.

Students' interest in reading in cycle I and cycle II can be increased by using media images and the application of the more effective ARCS learning model can attract students' attention in the learning process. In addition, providing opportunities for students to dare to appear by asking, answering, and answering questions has been proven to be able to foster student self-confidence. There was an increase in students' interest in reading from cycle I to cycle II, indicating that the application of the ARCS model assisted by media images was very effective in increasing students' interest in reading.

4. CONCLUSION

Based on data analysis and discussion of research results, it can be concluded that the application of the ARCS learning model assisted by media images can increase students' reading interest in class V Elementary School 21 Dangin Puri Denpasar. This can be seen in the first cycle, students' interest in reading is classified as "quite high" with an average score of 69.26. In cycle II, the average score of students' interest in reading increased from 11.05 to 80.31 in the "high" category.

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