



The Effect of the Use of Digital Book Media on the Reading Ability of Class I of SDN 23 Cakranegara

Dikky Wahyudi^{1*}, Nurul Kemala Dewi², Aisa Nikmah Rahmatih³

¹Elementary School Teacher Education Study Program, FKIP, University of Mataram, Mataram, Indonesia.

DOI: <https://doi.org/10.29303/geoscienceed.v5i3.395>

Article Info

Received: 02 August 2024

Revised: 21 August 2024

Accepted: 26 August 2024

Correspondence:

Phone: +6281918013755

Abstract: This study aims to determine the effect of using digital book media on the reading skills of grade 1 students of SDN 23 Cakranegara. This research uses experimental research with the type of quantitative research type One Group Pretest-Posttest. The results of data analysis using the paired sample t-test test obtained a sig value (2-tailed) of $0.009 < 0.05$, if the significance value ($P < 0.05$) then the data has a significant difference. So it can be concluded that there is a significant difference using digital book media. The results of the hypothesis test show that H_0 is rejected and H_a is accepted, meaning that there is an effect of using digital book media on the reading ability of grade 1 students of SDN 23 Cakranegara in the 2023/2024 academic year.

Keywords: Digital Book Media, Reading Skills, Indonesian Language

Citation: Wahyudi, D., Dewi, N. K., & Rahmatih, A. N. (2024). The Effect of the Use of Digital Book Media on the Reading Ability of Grade I Students of SDN 23 Cakranegara. *Jurnal Pendidikan, Sains, Geologi, dan Geofisika (GeoScienceEd Journal)*. 5(3), 431-435. Doi: <https://doi.org/10.29303/geoscienceed.v5i3.395>

Introduction

Ideal learning is a learning that Grow The child's creativity as a whole, makes students remain actively and achieve learning objectives effective and takes place in comfortable environment. Ideal learning is only possible with support Ideal Teacher (Ikhsani, S. R., *et al.*, 2023). The ideal teacher must have a deep understanding of the material, be flexible in accommodating students' learning styles, and be able to motivate students to learn and develop their interests. In this case, students must also actively participate, be responsible for learning, and be open to new ideas to seek a deeper understanding. In ideal learning, the existence of textbooks and the use of media are important aspects to provide variety and support student understanding.

Media is a channel of information (*Channels of communication*) that can provide information to the recipient of the Newby message *et al.*, (in Moto, M. M. 2019). Meanwhile, according to Sukiman, in Moto

defines that "the media is a liaison who forwards messages from the source to the recipient of the message (Moto, M. M. 2019). Talking about media, of course, there are many types of learning media in Indonesia. Sadiman (in Faqih, M. 2021) explained that learning media are classified into seven groups, including: objects demonstrated, print media, still images, moving images, sound films, and machine learning. According to Rahmatih, A. N., *et al* (2024) learning media helps students understand concepts more easily and is designed according to the original form or resembles the original object so that the use of learning media allows the message to be conveyed effectively. So in common It can be concluded that the learning media is a tool or tools that Used by teacher to carry out Teaching and learning activities, teachers are also required to ensure that the media he makes is effective, Innovative and interesting, Become a student get enjoy and participate in the learning taught by the teacher.

Email: dikiw7550@gmail.com

New media is also called *New Digital Media*. Digital media is a form of media that uses digital technology to convey information or content. This also includes *platform* online such as websites, apps, and *platform* social, which allows for active user interaction and participation. Digital media also includes audio, video, and text that can be accessed through electronic devices such as computers, *smartphone*, or tablets. According to Fitria, N. (2021) Digital media is media that can be created, seen, conveyed, modified and can be used by digital electronic devices.

One example of digital media is a digital book or *e-book*. *E-book* is an electronic format of conventional books that can be accessed and read using digital devices such as computers, *smartphone*, tablets, and laptops. According to Francisca *et al.*, (2022) digital books or commonly called *e-book* is an innovative form of electronic-based learning media, designed in digital or electronic format for ease of use through technological devices such as PCs, *netbooks*, *smartphone*, and laptops.

Meanwhile, according to Zucker *et al.*, (in Suryani, A. I. 2020) stated that *e-books* are electronic books from a traditional book with digital features that can help readers, such as video, animation, and sound. Especially in early childhood, elementary school students must be invited to get used to reading using digital book media so that they can develop their reading skills appropriately and effectively.

Ideal reading skills involve good comprehension, adequate speed, and the ability to analyze texts. This involves the ability to connect information, analyze, and critically evaluate sources. Reading speed that matches the level of comprehension is also an important factor. According to Aminuddin (in Tantri, A. A. S. 2021), it emphasizes speed reading activities to know and understand the content of a reading in general. Aminuddin stated that speed reading is a variety of reading that is carried out in a relatively short time and quickly to understand the content of the reading in general (Tantri, A. A. S. 2021).

Seeing the reality that happened at SDN 23 Cakranegara, based on a preliminary study conducted by the author on October 17, 2023, in the learning process, according to Mrs. AH as the homeroom teacher, said that children will be happy when they see new things such as using media, but in the learning process sometimes use media and also do not use media, in this case there are also four students who have low reading skills when compared to other students.

Based on the results of interviews with the 1st grade homeroom teacher, Mrs. AH, it was stated that the 1st grade students as a whole totaled 16 people, four students who were fluent in reading, four students who could only memorize all the alphabets but when

randomized had difficulty in recognizing them, and eight other students had lower abilities than others. Teachers see students' reading ability from reading fluency, pronunciation in reading, use of intonation, loudness of voice, and understanding of the content of simple sentences. The basic problem when students are asked to read is that students still have difficulty recognizing syllables and stringing them into words, so that children have difficulty reading fluently. When asked to read, students stutter and are still hesitant to recite it.

From the above problems, it has resulted in several impacts. Among them are the lack of students in understanding the material, the lack of active participation in learning activities, low academic grades and low confidence from students due to difficulties in reading which can affect their involvement in the learning process. This agrees with Iwayantari, E. (2021) who said that "low reading ability can be linked to low academic achievement, lack of literacy in adulthood, as well as increased behavioral problems and dropout rates".

The limited use of media in books alone results in saturation and lack of interest in learning to read in children. Therefore, it is necessary to use more diverse and interesting media for children, so that it can increase their interest and reading ability. Learning media functions as a means of communication that supports the learning process. According to Kemp & Dayton (in Hasan, M., *et al.*, 2021) learning media has the ability to fulfill three main functions when used for individuals, groups or large audiences. One of its main functions is to motivate interest or inspire action. Learning media has a very significant role in the learning process, with the existence of learning media can provide assistance to students in understanding the material and also facilitate teachers in delivering lessons more easily.

The benefits of using media are expected to attract attention and make it easier for students to understand the learning material (Sohibun., & Ade, F. Y. 2017). The use of learning media can increase students' enthusiasm to learn to read, interesting and fun media is very important to attract their interest in the reading learning process.

According to Chotib, S. H. (2018) the development of criteria for selecting media must be adjusted to the goals to be achieved, the situation and existing constraints, taking into account the unique capabilities and characteristics of each relevant media. The selection of learning media must be adjusted to the characteristics of lower grade students to be effective in delivering learning materials. Lower grade students tend to have shorter concentrations, therefore, the use of interesting and colorful media can help maintain their attention. In

addition, the use of interactive and visual media can help lower grade students understand the concepts taught better. By paying attention to these characteristics, the selection of the right learning media can improve the effectiveness of learning and strengthen the overall understanding of lower grade students.

The media that can be used in reading skills is digital book media or *e-books*. *E-books* allow students to access them through electronic devices such as computers, laptops, tablets, or *smartphones*. They can also adjust the appearance of the text, such as changing the *font* size, changing the screen lighting, and choosing a reading mode that is comfortable for their eyes, thus helping them read more comfortably and reducing eye fatigue (Andina, E. 2012). In addition, *e-books* also provide flexibility in storing and organizing book collections digitally, as well as providing the option to customize the appearance of text according to readers' preferences, such as *font* size and screen lighting. Additionally, *e-books* allow students to read whenever and wherever they want, whether at school, at home, or on the go. This encourages a more regular and consistent reading habit. However, some students do not have laptops or other electronic devices. There are many options that students who don't have a laptop can use. Schools may provide a library or study room along with computer devices or tablets that students can use during class. Those who do not have a laptop can also borrow devices from school to use at home through a device lending program (Andiyanto, T. 2021).

In addition, school libraries or public libraries in the neighborhood can provide access to *e-books* through computers available on-site, so students can take advantage of the time spent in the library to read and learn using *e-books*. If students have access to a *smartphone*, they can still use the *e-book* app available on their phone, even though the phone screen is smaller. It is essential for parents to work closely with their child to ensure that their child has the time and space to use the necessary devices at home (Sari, N. D., et al., 2024).

Printed books remain a great option for students who do not have access to electronic devices, and schools can ensure that all subject matter in printed book form is also accessible to students. *Audiobooks* can also be an alternative, as students can listen to the books that have been read. Those who do not have access to electronic devices but have audio devices such as MP3s can also do so. To ensure that every child has the same opportunity to learn and grow, schools and communities must work together. Thus, the use of digital books or *e-books* can be a practical and efficient alternative in improving reading skills.

The element of novelty in this study lies in the learning media used. In the previous study, the scramble

learning method used the alphabet-assisted media to improve students' reading ability, while in this study it used learning media in the form of digital books (*e-books*). Based on the above presentation, the researcher conducted a study on, "The Effect of the Use of Digital Book Media on the Reading Ability of Grade I Students of SDN 23 Cakranegara".

Method

This study uses experimental research with the type of quantitative research type *One Group Pretest-Posttest*. In this study, it began by giving a *pretest* to the experimental group to assess the initial state before the treatment. *Posttests* are then conducted after treatment to evaluate the differences between the initial and final conditions in the classroom. This approach helps ensure more accurate treatment results. The research was conducted at SD Negeri 23 Cakranegara, Jl. Senopati 4 No.30, Abian Badan Baru, Kec. Cakranegara, Mataram City, Nusa Tenggara Bar. 83232 was carried out in class I which consisted of 1 class. The data collection technique of this study uses observation and reading ability tests in the form of oral and written tests. The test was chosen because it can provide more comprehensive information related to students' reading ability. The research uses *pretest* and *posttest* methods to collect data on students' reading ability. *The pretest* is given before the intervention in the use of digital book media, while *the posttest* is given after the intervention to evaluate changes in students' reading ability after using digital book media. The assessment instrument used in this study consists of five aspects of assessment: Accuracy of voicing writing, Fairness of pronunciation, Fairness of intonation, Fluency, and Clarity. These aspects were chosen to provide a comprehensive picture of students' reading ability. Through the reading ability test instrument, students are asked to recount the experience of students' morning routines starting from waking up early to arriving at school orally and in writing.

The method used in this study is the *Shapiro-Wilk normality test*, chosen because the number of samples involved is less than 100 students, namely 16 students. The hypothesis test was carried out after conducting a normality test. This hypothesis test was carried out to determine the influence of the use of digital book media on the reading ability of grade 1 students of SD Negeri 23 Cakranegara. In this hypothesis test, a *paired sample t-test* was carried out to compare the average between *the pretest* and *posttest* scores of the experimental class.

Results and Discussion

This study uses two variables, namely digital book media (X) as the independent variable and reading ability (Y) as the bound variable. The data used came

from grade I students at SDN 23 Cakranegara in the 2023/2024 school year. This research only involves *treatment* using digital book media. The data collected includes the results of *the Pretest-Posttest*.

Table 1. Experimental Class Pretest and Posttest Results

Highest Score	100
Lowest Score	42
Average Pretest Score	67,25
Average Posttest Score	85,75

Based on the results of *the pretest* and *posttest*, students achieved the highest score of 100 and the lowest score of 42. The average pretest score for reading ability was 67.25 while the average posttest score was 85.75. This shows an increase in the average reading ability score from *pretest* to *posttest*, with a difference of 18.5.

Data on the implementation of learning using digital book media was obtained through observations made by grade 1 teachers, namely Mrs. Aprina Herawati, S.Pd. after being given by the observer and then analyzed to find out the percentage and criteria of the implementation of the applied learning, where the assessment criteria were scores 1 - 4. For more details, the implementation of learning can be seen in the table below:

Table 2. Results of Observation of the Implementation of Learning Activities

Meeting	Total Score	Percentage	Information
1	37	92,5%	Excellent
2	40	100%	Excellent

Based on the results of observations, the implementation of learning activities, experimental classes, especially grade 1, showed very good results in the implementation of learning activities. The percentage in the first meeting reached a score of 37 with a percentage of 92.5%. This shows that almost all of the learning activities carried out have been carried out. Meanwhile, the percentage in the second meeting reached a score of 40 with a percentage of 100%. This shows that all the implementation of learning activities carried out has been carried out.

Next, a normality test was carried out using *the Shapiro-Wilk test*, the presentation of the data can be seen in the following table:

Table 3. Normality Test Results

	Shapiro-Wilk		
	Statistics	Df	Sig.
PRE TEST	.911	16	.121

POST TEST	.916	16	.147
-----------	------	----	------

Based on the table, the results of the Normality Test for *the Shapiro-Wilk* method above can be seen that the significance value of *the pretest of the* experimental class is 0.121 while the significance value of *the posttest* is 0.147. When compared to the level of 0.05, the significance value of the normality test of *the pretest-posttest* value of the experimental class is greater than 0.05. It can be concluded that the data from this study is normally distributed.

The next test carried out is a hypothesis test. The hypothesis test in this study uses the Paired Sample T-test formula. The test results can be seen in the following table:

Table 4. Hypothesis Test Results

	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Pretest-Posttest	-9.938	13.374	-2.972	15	.009

Based on the table, it can be seen that the value of *Sig* (2-tailed) is $0.009 < 0.05$ with *df* 15, while $t_{hitung} = 2,972, = 1,753$, because $(2,972) \geq (1,753)$ is rejected and accepted. So it can be concluded that there is an Effect of the Use of Digital Book Media on the Reading Ability of Grade I Students of SDN 23 Cakranegara. $t_{tabel} > t_{hitung} H_0 H_a$

Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is an influence of the use of digital book media on the reading ability of grade 1 students of SDN 23 Cakranegara for the 2023/2024 Academic Year. This can be seen from the results of the hypothesis test where *the pretest* and *posttest data* that have been carried out obtained a *Sig* value (2-tailed) of $0.009 < 0.05$ where H_0 rejected and accepted. H_a

Acknowledgements

I would like to thank the Rector of the University of Mataram, the Dean of the Faculty of Teacher Training and Education, the Head of the Department of Education, the Head of the Elementary School Teacher Education Study Program, the Supervisor 1, the Supervisor 2, the Principal of SDN 23 Cakranegara, the Teacher of Grade I of SDN 23 Cakranegara, and all those who have helped in the preparation of this Thesis with Scientific Article Proposals.

References

- Andina, E. (2011). Buku digital dan pengaturannya. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 2(1), 79-95.
- Andiyanto, T. (2021). *Pendidikan dimasa covid-19*. Raih Asa Sukses.
- Chotib, S. H. (2018). Prinsip Dasar Pertimbangan Pemilihan Media Pembelajaran. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(2), 109-115.
- Faqih, M. (2020). Efektivitas Penggunaan Media Pembelajaran Mobile Learning Berbasis Android Dalam Pembelajaran Puisi. *Jurnal Konfiks*, 7(2), 27-34.
- Fitria, N. (2021). Kemampuan Keaksaraan melalui Media Digital "Bermain Keaksaraan" pada Anak Usia Dini. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, 5(1), 36-49.
- Francisca, F., Zahra, J. O. V., Anggraeni, S. H., & Aeni, A. N. (2022). Pengembangan E-book BUDIMAS "Buku Digital Agama Islam" untuk Pembelajaran PAI pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(3), 5268-5277.
- Hasan, M., Milawati, M., Darodjat, D., Harahap, T. K., Tahrim, T., Anwari, A. M., ... & Indra, I. (2021). Media pembelajaran.
- Ikhsani, S. R., Tangawunisma, A., Sholeha, A., Divanka, P., & Setiabudi, D. I. (2023). Karakteristik Pembelajaran Tematik Yang Ideal Pada Sekolah Dasar. *Student Scientific Creativity Journal*, 1(1), 290-295.
- Iwayantari, E. (2021). Penerapan Gerakan Literasi Sekolah Dalam Meningkatkan Kemampuan Membaca Pemahaman Dan Dampaknya Terhadap Upaya Menumbuhkan Nilai-Nilai Karakter Di Smpn 2 Bojongsoang. *Wistara: Jurnal Pendidikan Bahasa dan Sastra*, 2(1), 58-66.
- Moto, M. M. (2019). Pengaruh Penggunaan Media Pembelajaran dalam Dunia Pendidikan. *Indonesian Journal of Primary Education*, 3(1), 20-28.
- Rahmatih, A. N., Fauzi, A., Ermiana, I., Handika, I., & Rosyidah, A. N. K. (2024). MEDIA MANIPULATIF PAPAN PEREDARAN DARAH MANUSIA: PENGARUHNYA TERHADAP PENGUASAAN KONSEP SAINS PESERTA DIDIK SEKOLAH DASAR. *BIOCHEPHY: Journal of Science Education*, 4(1), 392-399.
- Sari, N. D., Tihuri, R., Rudianto, N. F., Ristina, C. A., & Atiyah, I. (2024). Rancang Bangun User Interface Aplikasi E-book Berbasis Android. *Instink: Inovasi Pendidikan, Teknologi Informasi dan Komputer*, 3(1), 1-10.
- Sohibun, S., & Ade, F. Y. (2017). Pengembangan media pembelajaran berbasis virtual class berbantuan Google Drive. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 2(2), 121-129.
- Suryani, A. I. (2020). Faktor-Faktor Yang Mempengaruhi Kemampuan Membaca Siswa (Studi Kasus Di SDN 105 Pekanbaru). *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 9(1), 115-125.
- Tantri, A. A. S. (2021). Cara Memaksimalkan Kemampuan Membaca Cepat. *Acarya Pustaka: Jurnal Ilmiah Perpustakaan dan Informasi*, 1(2).