

## Impact of Let's Read and Kipin School 4.0 on Fourth Grade Reading Interest

Wahyu Setiawan<sup>1\*</sup> Chrisnaji Banindra Yudha<sup>2</sup> Dyah Anungrat Herzamzam<sup>3</sup>

<sup>1</sup>Teacher, Insan Madani Integrated Islamic Elementary School Jakarta, Indonesia

<sup>2,3</sup>Primary Teacher Education (PGSD), STKIP Kusuma Negara Jakarta, Indonesia

\*wahyu5516@guru.sd.belajar.id

### Abstract

This study aims to demonstrate the influence of the Let's Read and Kipin School 4.0 applications on the reading interest of fourth-grade students at Insan Madani Integrated Islamic Elementary School during the second semester of the 2023/2024 academic year. This research is quantitative with a quasi-experimental design, utilizing a pretest posttest control group design. There are three groups: experiment group 1 (Let's Read), experiment group 2 (Kipin School 4.0), and a control group (using only reading books). The sample was taken through simple random sampling, and the instrument used was a questionnaire. Data analysis was conducted using t-tests after performing normality and homogeneity tests. The results show that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, indicating a significant influence of the applications on reading interest. The average posttest score for experiment group 1 is 74.30, for experiment group 2 is 70.67, and for the control group is 61.24. With a Sig (2-tailed) value of 0.000 < 0.05, there is a significant difference between the average scores of the experimental and control groups. The conclusion of this study indicates a positive effect of the Let's Read and Kipin School 4.0 applications on students' reading interest compared to traditional methods.

Keywords: Let's Read Application, Kipin School 4.0, Reading Interest

## INTRODUCTION

Today, technology is rapidly evolving, enabling society to access information quickly and impacting various life aspects, including education. To meet emerging challenges, education must leverage technology and digital learning media. This includes using digital tools in learning, implementing digital-based assessments, and integrating other technology-related educational aspects.

As digital technology evolves, teachers are expected to create interactive learning experiences and effectively use available technology. Engaging lessons positively impact students, particularly their reading interest. Increased reading interest enhances reading skills, enabling students to better understand lessons, comprehend information, and improve their critical thinking, all rooted in reading activities and a literacy culture.

Currently, reading activities are less appealing to students due to several factors:

the prevalence of easily accessible games and social media, monotonous classroom learning, inadequate use of technology in reading, and insufficient facilities. The distractions from games and social media consume students' time, leading them to prioritize these over reading, which negatively impacts their reading interest.

In 2022, the PISA (Programme for International Student Assessment) ranked Indonesia 69th out of 81 countries in reading, with a score of 359, below the OECD average of 476. Indonesia's score is lower than several ASEAN countries: Singapore (543), Vietnam (462), Brunei (429), Malaysia (388), and Thailand (379). Indonesia outperformed only the Philippines (347) and Cambodia (329), highlighting the significant reading gap and low literacy levels in the country (OECD, 2023).

Indonesia's low reading levels are evidenced by national and provincial reading index data. The average national reading index is 37.32, categorized as low literacy activity. This score includes four dimensions: Skill (75.92), Access (23.09), Alternative (40.49), and Cultural (28.50). Of the thirty-four provinces, 9 (26%) have moderate literacy activities, 24 (71%) are low, and 1 (3%) is very low, with none classified as high literacy. The provinces with the highest scores are DKI Jakarta (58.16), D.I. Yogyakarta (56.20), and the Riau Islands (54.76), but they still fall into the moderate category as their scores are below 80.01. The lowest indices are found in Papua (19.90), West Papua (28.25), and West Kalimantan (28.63) (Ministry of Education and Culture, 2019).

The decline in students' reading interest presents a challenge for all in education, especially teachers, who are crucial in enhancing this interest through direct interaction. Teachers must create enjoyable learning experiences to inspire enthusiasm, particularly for reading. To combat monotonous teaching methods, they should adopt more active and interactive approaches while utilizing digital and technological learning media to boost students' reading interest.

The low reading interest among Indonesian society, especially at Insan Madani Integrated Islamic Elementary School Jakarta, highlights a broader educational issue. Conventional teaching methods and inadequate facilities hinder students' reading engagement. Teachers must adapt by integrating digital learning media into their classrooms to enhance lesson delivery and create interactive learning experiences for students.

The Let's Read and Kipin School 4.0 applications are digital learning tools that teachers can use to enhance students' reading interest through motivating features. Researchers are exploring how teachers can improve their teaching methods to boost this interest. However, reading interest among fourth-grade students at Insan Madani Integrated Islamic Elementary School Jakarta remains low, despite the availability of facilities like a library, reading corner, and computer lab.

Interviews with Mrs. Chairunnisak, a fourth-grade teacher at Insan Madani Integrated Islamic Elementary School Jakarta, revealed that students' reading interest remains low. She identified several contributing factors: limited use of interactive learning media by some teachers, inadequate reading literacy activities, restricted functionality of reading corners, and suboptimal library management. Consequently, students are not accustomed to reading activities, as evidenced by their low participation in reading corners and infrequent visits to the school library.

To address the low reading interest in fourth grade at Insan Madani Integrated

Islamic Elementary School Jakarta, researchers proposed solutions including the implementation of the Let's Read and Kipin School 4.0 applications. These digital learning resources aim to enhance students' reading interest and are accessible online and offline through various devices, allowing easy access both in the school lab and at home.

## **RESEARCH METHOD**

This research utilizes a quantitative approach with an experimental design to assess the impact of the Let's Read and Kipin School 4.0 applications on the reading interest of fourth-grade students at Insan Madani Integrated Islamic Elementary School Jakarta. According to Sugiyono (2023), experimental methods evaluate the effect of independent variables on dependent variables in controlled settings. The study adopts a quasi-experimental method, employing a Pretest Posttest Control Group Design with participants randomly divided into an experimental group and a control group. The experimental group includes students using the Let's Read application (class 4 Hudzaifah) and the Kipin School 4.0 application (class IV Abdurrahman), while the control group (class 4 Hafsa) uses books and printed reading materials. The sampling technique in this study uses a simple random sampling approach. Data collection methods include using reading interest questionnaires and documentation techniques.

## **RESULT AND DISCUSSION**

The research conducted yielded results regarding reading interest in literacy activities for the Indonesian language subject among fourth-grade students in the second semester of the 2023/2024 academic year at Insan Madani Integrated Islamic Elementary School Jakarta as follows:

### **Research result**

The research results showed that the paired sample test between the experimental and control classes yielded a significance value of  $0.000 < 0.05$ . This indicates a significant difference in students' average reading interest from pretest to posttest after using the Let's Read and Kipin School 4.0 applications. Specifically, the average pretest score for the Let's Read group was 58.10, rising to 74.30 in the posttest. For the Kipin School 4.0 group, the pretest score was 55.05, increasing to 70.67. The control group's pretest average (reading books) was 54.65, with a posttest average of 61.24. Therefore,  $H_0$  is rejected and  $H_a$  is accepted, indicating that the applications significantly enhance reading interest among fourth-grade students at Insan Madani Integrated Islamic Elementary School Jakarta.

The independent sample test results for experimental class 1 versus the control class show a Sig (2-tailed) value of 0.000, which is  $< 0.05$ . Thus,  $H_a$  is accepted and  $H_0$  is rejected, indicating a significant difference in average scores. The average posttest score for experimental class 1 (Let's Read) is 74.30, while the control class averages 61.24. This

confirms that the Let's Read application significantly enhances reading interest compared to traditional reading books.

The independent sample test for experimental class 2 compared to the control class shows a Sig (2-tailed) value of 0.000, which is  $< 0.05$ . This means  $H_a$  is accepted and  $H_0$  is rejected, indicating a difference in average scores between experimental class 2 (Kipin School 4.0) and the control class. The average posttest score for experimental class 2 is 70.67, while the control class averages 61.24. Thus, there is a significant difference in reading interest among students using the Kipin School 4.0 application compared to traditional reading books.

## Discussion

Based on the research conducted on fourth-grade students at Insan Madani Integrated Islamic Elementary School Jakarta, through paired sample tests and independent sample tests, there was an increase in reading interest in both the experimental and control classes using the Let's Read and Kipin School 4.0 applications, as shown in the table 1.

Table 1 Results of the Paired Sample Test for the Experimental Class  
Compared to the Control Class

|        |                                              | Paired Differences |                |                 |                                           |         |         |    |                 |
|--------|----------------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|---------|----|-----------------|
| Pair   |                                              | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         | t       | Df | Sig. (2-tailed) |
|        |                                              |                    |                |                 | Lower                                     | Upper   |         |    |                 |
| Pair 1 | Pretest Eksperimen 1 - Posttest Eksperimen 1 | -16.200            | 6.187          | 1.383           | -19.095                                   | -13.305 | -11.711 | 19 | .000            |
| Pair 2 | Pretest Eksperimen 2 - Posttest Eksperimen 2 | -15.619            | 7.399          | 1.615           | -18.987                                   | -12.251 | -9.673  | 20 | .000            |
| Pair 3 | Pretest Kontrol - Posttest Kontrol           | -6.588             | 4.302          | 1.043           | -8.800                                    | -4.376  | -6.314  | 16 | .000            |

The data analysis results based on the table 1 indicate that the implementation of the Let's Read and Kipin School 4.0 applications positively affects the reading interest of fourth-grade students at Insan Madani Integrated Islamic Elementary School Jakarta, with a significance value of  $0.000 < 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted, indicating a significant effect of the Let's Read and Kipin School 4.0 applications on enhancing students' reading interest.

The data analysis results based on the table 2 show that in the experimental group, most subjects experienced a change in their reading interest levels between the pretest and posttest. This is evident from the comparison of average scores: in experimental class 1 (using the Let's Read application), the pretest score was 58.10, and the posttest score was 74.30; in experimental class 2 (using the Kipin School 4.0 application), the pretest

score was 55.05, and the posttest score was 70.67. This indicates an increase in average scores before and after the treatment was applied.

Table 2 Descriptive Statistics Results for the Experimental Class  
Compared to the Control Class

| <b>Paired Samples Statistics</b> |                       |       |    |                |                 |
|----------------------------------|-----------------------|-------|----|----------------|-----------------|
|                                  | Pair                  | Mean  | N  | Std. Deviation | Std. Error Mean |
| Pair 1                           | Pretest Eksperimen 1  | 58.10 | 20 | 7.040          | 1.574           |
|                                  | Posttest Eksperimen 1 | 74.30 | 20 | 5.110          | 1.143           |
| Pair 2                           | Pretest Eksperimen 2  | 55.05 | 21 | 9.030          | 1.971           |
|                                  | Posttest Eksperimen 2 | 70.67 | 21 | 5.170          | 1.128           |
| Pair 3                           | Pretest Kontrol       | 54.65 | 17 | 8.923          | 2.164           |
|                                  | Posttest Kontrol      | 61.24 | 17 | 7.344          | 1.781           |

The hypothesis test results indicate that the analysis of the Let's Read application (X) on reading interest (Y) shows a significant difference (2-tailed) with a value of 0.000 from the paired sample t-test. This value, which is less than 0.05, indicates a significant effect from the treatment applied to each variable. Furthermore, the average (mean) of the pretest and posttest is 17.250, indicating a significant increase in posttest scores. Thus,  $H_0$  is rejected and

$H_a$  is accepted. Based on these findings, it can be concluded that the Let's Read application positively affects reading interest in Indonesian language learning among fifth-grade elementary students (Saputra et.al., 2023).

The impact of the Let's Read and Kipin School 4.0 applications on the reading interest of fourth-grade students at Insan Madani Integrated Islamic Elementary School Jakarta is evident during literacy activities in Indonesian language learning, where many students enthusiastically engaged with the stories available in these applications. Some students even informed their teachers that they enjoyed reading and were competing to complete the number of texts. In contrast, the control class, which only used reading books or printed materials, showed an increase in reading interest, but students' enthusiasm for reading was still lower compared to the experimental classes 1 and 2.

The analysis of the data, based on the table 3, shows that the Sig (2-tailed) value is 0.000, which is  $< 0.05$ . Therefore,  $H_a$  is accepted and  $H_0$  is rejected, indicating a difference in the average scores between experimental class 1 (Let's Read) and the control class, with average scores of 74.30 for the experimental class 1 and 61.24 for the control class. Similarly, the Sig (2-tailed) value for experimental class 2 also shows 0.000, which is  $< 0.05$ . Thus,  $H_a$  is accepted and  $H_0$  is rejected.

Table 3 Results of the Independent Sample Test for the Experimental Class  
Compared to the Control Class

| <b>Independent Samples Test</b> |                                      |                                               |      |                              |        |                        |                    |                          |                                                 |        |
|---------------------------------|--------------------------------------|-----------------------------------------------|------|------------------------------|--------|------------------------|--------------------|--------------------------|-------------------------------------------------|--------|
| Subject                         |                                      | Levene's Test<br>for Equality<br>of Variances |      | t-test for Equality of Means |        |                        |                    |                          |                                                 |        |
|                                 |                                      | F                                             | Sig. | T                            | Df     | Sig.<br>(2-<br>tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the<br>Difference |        |
|                                 |                                      |                                               |      |                              |        |                        |                    |                          | Lower                                           | Upper  |
| Reading<br>Interest             | Equal<br>variances<br>assumed        | 2.580                                         | .117 | 6.355                        | 35     | .000                   | 13.065             | 2.056                    | 8.891                                           | 17.238 |
|                                 | Equal<br>variances<br>not<br>assumed |                                               |      | 6.173                        | 27.900 | .000                   | 13.065             | 2.116                    | 8.729                                           | 17.400 |

The data analysis results based on the table 4 show that there is a difference in the average scores between experimental class 2 (Kipin School 4.0) and the control class, with an average of 70.67 for the experimental class and 61.24 for the control class. Thus, it can be concluded that there is a significant difference in reading interest levels among students before and after the treatment (using the Let's Read and Kipin School 4.0 applications). This means that  $H_0$  is rejected and  $H_a$  is accepted, indicating a significant difference in the increase in reading interest among students using the Let's Read and Kipin School 4.0 applications compared to those using reading books or printed materials.

Table 4 Statistics of the Experimental Class Compared to the Control Class

| <b>Group Statistics</b> |                          |    |       |                   |                    |
|-------------------------|--------------------------|----|-------|-------------------|--------------------|
| Subject                 | Kelas                    | N  | Mean  | Std.<br>Deviation | Std. Error<br>Mean |
| Reading<br>Interest     | Posttest<br>Eksperimen 1 | 20 | 74.30 | 5.110             | 1.143              |
|                         | Posttest Kontrol         | 17 | 61.24 | 7.344             | 1.781              |
|                         | Posttest<br>Eksperimen 2 | 21 | 70.67 | 5.170             | 1.128              |
|                         | Posttest Kontrol         | 17 | 61.24 | 7.344             | 1.781              |

The research findings align with Azwani (2023), which indicated an increase in the average literacy skills of fourth-grade students at State Elementary School 03 Carangrejo after using the Let's Read learning media. This study also demonstrates that the use of Let's Read media has a significant impact on the literacy abilities of students at that school. These findings are supported by t-test results from the questionnaire data in both the control and experimental classes, where the significance value for the questionnaire was 0.017, lower than the established significance level of 0.05. Similarly, data from

written tests showed a significance of 0.000, also below 0.05. Thus, it can be concluded that the digital literacy skills of students using the Let's Read media are better than those of students using visual media in their learning processes

## **CONCLUSION**

The implementation of the Let's Read and Kipin School 4.0 applications has proven effective in enhancing literacy activities in the Indonesian language subject. Research results from student questionnaires and observations showed paired and independent sample test values with a significance level of  $0.000 < 0.05$ , indicating that these applications significantly improve students' reading interest.

## **ACKNOWLEDGEMENT**

Thank you to Mr. Chrisnaji Banindra Yudha, M.Pd, and Mrs. Dyah Anungrat Herzamzam, M.Pd, for their guidance in completing this scientific article. Additionally, thanks to Mr. Risky Dwiprabowo, M.Pd, and Mrs. Devita Cahyani Nugraheny, M.Pd, for their constructive suggestions, which greatly assisted in the completion of this article.

## **REFERENCES**

- Afifatunnisa, Fadhilah Luthfi, Agus Rusmana, & Yunus Winoto. Strategi Pengadaan Koleksi Bahasa Sunda dengan Teknik Alih Bahasa di Aplikasi Bacaan Digital Let's Read. *Jurnal Ilmiah Multidisiplin*, Vol.2. 2023.
- Ayuningrum, S., Herzamzam, D.A. Konsep dan Implementasi Pembelajaran Membaca Pemahaman di SD Kelas VI, (Seminar Nasional Inovasi Pendidikan Ke-5 dan Seminar Nasional Guidance Counseling Project. 2021.
- Azwani U.K.N, Ma'rufah R.F, Laksono S.D. Pengaruh Media Let's Read Terhadap Kemampuan Literasi Digital pada Pembelajaran Bahasa Indonesia Siswa Kelas IV, Seminar Nasional Sosial Sains, Pendidikan, Humaniora (SENASSDRA) Universitas PGRI Madiun Vol. 2 (2). 2023.
- Badan Pengembangan dan Pembinaan Bahasa, KBBI VI Daring, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2023.
- Fernando F. Pengaruh Penggunaan Media Pembelajaran Berbasis Aplikasi Kipin School 4.0 Terhadap Motivasi Belajar Siswa Mata Pelajaran IPA Kelas IV di Sekolah Dasar. Skripsi. Prodi PGMI, Fakultas Tarbiyah IAIN Curup. 2024.
- Kementrian Pendidikan dan Kebudayaan. Indeks Aktivitas Literasi Membaca 34 Provinsi. Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan. 2019.
- Nur Wafiqoh, Siti & Sri Nugraheni, Aninditya. Implementasi Aplikasi Education (Kipin School 4.0) Untuk Meningkatkan Motivasi Belajar di Rumah Siswa Kelas V MIN 1 Pati Berbasis Android. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, Vol.4.2, 2022.

- OECD. PISA 2022 Results (Volume I): The State of Learning and Equity in Education. PISA, OECD Publishing, Paris. 2023.
- Okaviana, E., Ayuningrum, S. Pengembangan Cerita Pendek Menggunakan Media Gambar Grafis untuk Siswa SD, DWIJA CENDEKIA: Jurnal Riset Pedagogik 4(2), 2020.
- Okaviani F.P, Hilaliyah T, Solihat I. Pengaruh Aplikasi Let's Read dan Literacy Cloud Terhadap Keterampilan Membaca pada Siswa Kelas IX SMPN 5 Kota Serang Tahun Ajaran 2022/2023, Jurnal Ilmiah Wahana Pendidikan Vol 9(16). 2023.
- Pratiwi V.D. Pengaruh Aplikasi Kipin School 4.0. Terhadap Hasil Belajar PPKn di SMP Negeri 6 Yogyakarta. Jurnal Serunai Pancasila dan Kewarganegaraan Vol. 12 No. 1. STKIP Budidaya Binjai. 2023.
- Safitri, I.C., Asri, S., Ayuningrum, S. Hubungan Minat Membaca dengan Keterampilan Membaca Pemahaman. Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III. 2021.
- Saputra, M.H.S et.al. Pengaruh Aplikasi Let's Read Terhadap Minat Baca pada Pembelajaran Bahasa Indonesia Siswa Kelas V Sekolah Dasar. Prosiding Konferensi Ilmiah Dasar Universitas PGRI Madiun. 2023.
- Sugiyono. Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, R&D dan Penelitian Tindakan). Bandung: Alfabeta.CV. 2023.
- Yudha, C.B., et.al. Pembelajaran Literasi dan Numerasi Berbasis Digital Bagi Guru Sekolah Dasar. Journal of Social Outreach: Jurnal Pengabdian Masyarakat, Vol.03 No.01. 2024.