

The Effect of Poster Media on Fourth-Grade Students' Learning Interest in Indonesian Language at MIS Babul Ilmiy Rumbia

Resti

restihanafia861@gmail.com

Nurhaedah

nurhaedah7802@unm.ac.id

Andi Dewi Riang Tati

andi.dewi.riang@unm.ac.id

Universitas Negeri Makassar

ABSTRACT

This study was conducted to examine the effect of poster media on fourth-grade students' learning interest in Indonesian Language at MIS Babul Ilmiy Rumbia, Jeneponto Regency. This research employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The population and sample consisted of 13 fourth-grade students selected through saturated sampling. Data were collected using observation sheets and a learning interest questionnaire based on four indicators: attention, interest, enjoyment, and participation. The results of descriptive analysis showed that the implementation of poster media was categorized as good (87%), indicating that the learning process was carried out effectively. The average score of students' learning interest increased from 66.62 (pretest) to 82.31 (posttest). Inferential analysis using a paired-sample t-test revealed a significant difference between pretest and posttest scores ($t = 17.139$; $\text{Sig.} = 0.000 < 0.05$). These findings indicate that the use of poster media has a significant positive effect on students' learning interest. Therefore, poster media can be considered an effective instructional tool to enhance student engagement and create a more interactive learning environment in elementary education.

Key words: Poster Media; Learning Interest; Fourth-Grade Students; Indonesian Language

INTRODUCTION

Education plays a crucial role in developing students' knowledge, skills, and character, which are essential for their personal growth and future contributions to society. In the classroom context, the success of learning is not only determined by the curriculum and teaching materials but also by how teachers manage and deliver the learning process. Teachers are expected to design learning experiences that are not only informative but also engaging and meaningful for students. This requires the use of appropriate strategies and approaches that can stimulate students' interest and active participation in learning (Sanjaya, 2020; Karwono, 2017).

One important factor that supports effective learning is the use of instructional media. Learning media serves as a bridge between teachers and students by presenting information in ways that are easier to understand and more interesting to follow. According to Arsyad (2019), instructional media can enhance students' attention, improve comprehension, and increase motivation during the learning process. When used effectively, media can transform a passive classroom into an interactive environment where students are more actively involved in constructing their understanding.

Student learning interest is a key element that influences the success of the learning process. Students who have high learning interest tend to show greater enthusiasm, concentration, and persistence in completing learning tasks. They are also more likely to participate actively in classroom discussions and activities. On the other hand, students with low learning interest often display passive behavior, lack of focus, and minimal engagement, which can negatively affect their learning outcomes. Therefore, increasing students' learning interest is an important goal in teaching and learning activities.

Based on preliminary observations conducted on September 20, 2023, in Grade IV at MIS Babul Ilmiy Rumbia, Jeneponto Regency, it was found that students' learning interest was relatively low. Approximately 70% of students showed signs of boredom and disengagement during the lesson. This was reflected in behaviors such as talking with peers, lack of attention to the teacher's explanation, and reduced participation in classroom activities. These conditions were largely influenced by the use of monotonous and teacher-centered teaching methods, which limited students' opportunities to interact and engage with the learning material. This situation indicates a gap between current teaching practices and the need for more engaging and student-centered learning approaches.

To address this issue, it is necessary to introduce innovative instructional strategies that can attract students' attention and increase their interest in learning. One effective approach is the use of visual learning media, such as posters. Posters are a simple yet powerful medium that combines visual elements, colors, and concise information to convey messages effectively. They can help students understand learning materials more easily while also making the classroom atmosphere more interesting and enjoyable. According to Syarwah et al. (2019), learning media functions to motivate students, present information clearly, and support the instructional process. By using posters, teachers can create a more dynamic learning environment that encourages students to be more active and engaged.

Although previous studies have shown that instructional media can improve student engagement and motivation, limited research has specifically examined the use of poster media in enhancing students' learning interest, particularly at the elementary school level. In addition, few studies have focused on its application in Indonesian language learning. This indicates a research gap in understanding how poster media

can be effectively implemented to improve students' learning interest in real classroom settings.

Therefore, this study aims to investigate the effect of poster media on the learning interest of fourth-grade students in Bahasa Indonesia at MIS Babul Ilmiy Rumbia. Specifically, this study seeks to (1) describe the implementation of poster media in the classroom, (2) describe students' learning interest, and (3) examine the effect of poster media on students' learning interest. It is expected that the findings of this study can provide practical insights for teachers in selecting appropriate instructional media and contribute to improving the quality of teaching and learning in elementary education.

LITERATURE REVIEW

Learning Media

Learning media is defined as any tool, material, or technique used in teaching and learning activities to facilitate interaction, communication, and the effective delivery of instructional messages from teacher to student. According to Arsyad (2019), learning media plays a vital role in the educational process by presenting information, motivating learners, and providing instruction. Its primary function is to bridge abstract concepts and make them more tangible and understandable for students. Heinich et al. (2019) describe instructional media as something that contains information and knowledge used to facilitate the learning process. In practice, media helps overcome the limitations of space, time, and sensory power, enabling students to grasp complex material more easily. The benefits are multifold, as noted by Sudjana et al. (2021), including attracting student attention, growing learning motivation, clarifying material meaning, diversifying teaching methods, and allowing students to engage in various learning activities beyond just listening. Media can be classified into several types, including audio, visual, audio-visual, print-based, and computer-based media, each selected based on learning objectives, material characteristics, and student needs.

Poster Media

Poster media is a specific type of visual media belonging to the graphic media category. It is a designed medium that combines visual elements such as images, symbols, colors, and concise text to convey a message or information effectively and efficiently. Sudjana (2015) posits that a poster is a powerful medium designed to capture the attention of passersby and implant meaningful ideas in their memory through strong colors and messages. In an educational context, poster media functions as a learning tool that can motivate students, present core material visually, and stimulate critical and creative thinking. Wijayanti (2016) outlines the benefits of poster media in education, primarily for motivation and providing creative learning experiences. Posters can encourage students to inquire further about the presented topic and offer opportunities for creative expression and

participation. The strengths of poster media, as highlighted by Ewles (2019), include ease and speed of message comprehension, the ability to incorporate attractive colors, and its simple form that requires no special equipment for display. However, its limitations involve the need for specific design skills, a dependency on students' literacy to understand the text, and the possibility that the message may be conveyed solely through visual elements.

Learning Interest

Learning interest is a psychological concept that refers to a student's persistent tendency, attention, feeling of pleasure, and active involvement in learning activities. According to Slametto (2019), learning interest is a preference and attraction towards an activity or subject without external coercion. It is a fundamental internal driver that determines the intensity of effort and persistence a student dedicates to learning. Djamarah (2019) identifies key indicators of learning interest, which form the basis for measurement in this study. These indicators include attention, characterized by students focusing on and understanding the lesson; feeling interested, marked by a desire and enthusiasm to participate in learning activities; feeling pleased, reflected in enjoyment during tasks and collaborative work; and participation, evident through active involvement in discussions, task completion, and responsiveness to the teacher. A student with high learning interest typically exhibits greater concentration, is not easily bored, learns diligently, and participates actively, all of which contribute to achieving optimal learning outcomes. Conversely, low interest often manifests as disruptive behavior, lack of focus, and passive participation during lessons. Therefore, cultivating and measuring learning interest is essential for evaluating the effectiveness of any pedagogical intervention, such as the implementation of innovative learning media.

Previous Related Studies

Several previous studies have investigated the use of media, particularly posters, and its correlation with student learning interest, providing a context and justification for the present research. A study by Crysanta (2017), entitled "Pengaruh Media Poster Terhadap Minat Belajar Siswa Kelas III SD Negeri 091484 Jorlang Hataran," demonstrated that the use of poster media could positively influence student learning interest in elementary school. The research indicated that visually attractive posters helped capture students' attention and made the learning material more concrete, thereby increasing engagement. Similarly, Syam (2020), in a study on "Pengaruh Ice Breaking Berbasis Media Poster Terhadap Minat Belajar Pada Siswa Kelas III," found that combining interactive activities with poster media effectively heightened student enthusiasm and participation in learning activities. This suggests that poster media serves not only as an information tool but also as a catalyst for active learning.

Further supporting this notion, Khadiyanti (2019) explored the combined effect of ice-breaking and poster media on science learning interest in elementary school.

The results concluded that the use of poster media significantly contributed to creating a more dynamic and less monotonous learning atmosphere, which is a crucial factor in fostering student interest. Another relevant study by Maulidah & Syakur (2018) on audio-visual media also emphasized that the use of appropriate instructional media directly impacts student engagement and learning outcomes, reinforcing the principle that varied sensory stimulation aids comprehension and retention. While these studies affirm the potential of visual media, the current research seeks to specifically examine the effect of poster media within the context of Indonesian Language learning for fourth-grade students at MIS Babul Ilmiy Rumbia, thereby contributing a more localized and specific empirical evidence to the existing body of knowledge.

METHOD

Design and Samples

This study employed a quantitative approach using a pre-experimental design, specifically the one-group pretest–posttest design. This design was selected because it allows the researcher to measure the effect of a treatment within a single group by comparing students' conditions before and after the intervention. Although this design does not involve a control group, it is appropriate for preliminary studies where random assignment is not feasible and the focus is on identifying potential effects of an instructional strategy.

The population of this study consisted of all fourth-grade students at MIS Babul Ilmiy Rumbia, Jeneponto Regency, in the academic year 2024/2025. The total number of students was 13 (9 males and 4 females), and all were selected as the sample using a saturated sampling technique. This technique was chosen because the population size was small and fully accessible, allowing all members to participate in the study. However, the limited sample size may affect the generalizability of the findings, and therefore the results should be interpreted within this context.

Instruments and Procedures

The instruments used in this study included an observation sheet and a student learning interest questionnaire. The questionnaire was developed based on four indicators of learning interest: attention, feeling of interest, enjoyment, and participation. It consisted of 26 statement items measured using a 4-point Likert scale. Prior to use, the instrument was reviewed to ensure its relevance to the research objectives.

The observation sheet was used to assess the implementation of poster media during the learning process. It included 15 aspects related to teacher performance and classroom activities. The use of both instruments aimed to capture not only the

outcome (students' learning interest) but also the process of implementing the instructional media.

The research procedure was conducted in three stages. First, the preparation stage involved preliminary observation, development of learning materials, and preparation of research instruments. Second, the implementation stage was carried out over approximately one month. It began with administering a pretest using the learning interest questionnaire to measure students' initial conditions. This was followed by the treatment, in which poster media was used in Indonesian language learning. During this stage, classroom activities were observed and recorded. Finally, a posttest using the same questionnaire was administered to measure changes in students' learning interest after the treatment.

Data Analysis

The data were analyzed using descriptive and inferential statistical analysis with the help of IBM SPSS Statistics version 25. Descriptive analysis was used to describe students' learning interest scores and observation results, including the calculation of the mean, median, mode, standard deviation, highest, and lowest scores. The scoring criteria can be seen in the table below:

Table 1. Categories of Observation Scores for the Implementation of Poster Media

Skor	Categor
0% – 33%	Poor
34%–67%	Adequate
68%–100%	Good

(Alghifary, 2017:32)

Inferential analysis was carried out using a paired-sample t-test to determine whether there was a significant difference between the pretest and posttest results. Before testing the hypothesis, prerequisite tests were conducted in the form of a normality test using the Shapiro–Wilk test. The hypothesis was tested under the condition that if the significance value (Sig.) < 0.05 , then H_0 is rejected and H_a is accepted, which means that the use of poster media has an effect on students' learning interest.

RESULT AND DISUSSION

The Implementation of Poster Media

The implementation of poster media in the learning process was observed to run effectively. Based on the observation results, the implementation achieved a score of 39 out of a maximum of 45, with a percentage of 87%, categorized as "Good." This shows that the steps in using poster media starting from material analysis,

searching for relevant images, designing attractive posters, grouping students, displaying posters, guiding observation, distributing worksheets, to assessment were executed successfully. The use of posters created a new atmosphere in the classroom, making learning more interactive and increasing student enthusiasm.

Students' Learning Interest Before and After Treatment

Learning interest was measured using a 26-item questionnaire based on four indicators: attention, feeling of interest, feeling of pleasure, and participation. The pretest results before the application of poster media showed an average score of 66.62. Categorization of the pretest scores placed 70% of students (9 students) in the "Moderate" category, 15% (2 students) in the "High" category, and 15% (2 students) in the "Low" category.

After the treatment using poster media, the posttest results showed a significant increase, with an average score of 82.31. The posttest score categorization showed that 77% of students (10 students) were in the "Moderate" category and 23% (3 students) were in the "High" category, while no students remained in the "Low" category. This indicates an increase in both the average score and the proportion of students in the higher interest category.

The Influence of Poster Media on Learning Interest

To examine whether the improvement was statistically significant, a paired-sample t-test was conducted. The results showed a t-value of 17.139 with a significance value of 0.000 ($p < 0.05$). This indicates a significant difference between pretest and posttest scores.

Table 2. Paired Sample T-Test Result of Pretest and Posttest

Data	t	df	Sig. (2-tailed)
Pretest - Posttest	17.139	12	0.000

(Data from *IBM SPSS Statistics* version 25,2025)

Based on these results, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that the use of poster media has a significant positive effect on students' learning interest. The large t-value indicates a strong effect of the treatment, suggesting that poster media is not only effective in practice but also statistically impactful. This finding confirms that visual media can enhance student engagement and create a more meaningful learning experience.

The findings of this study indicate that poster media can effectively increase students' learning interest. The increase in the average score from 66.62 to 82.31, along with the shift in student distribution from the "Low" to the "High" category, confirms that poster media serves as a visual tool that attracts attention, generates enthusiasm, and encourages active participation. These results align with previous studies, such as those by Crysanta (2017) and Syam (2020), which also found that poster media positively impacts elementary students' learning interest. Posters combine visual and textual elements, making abstract material more concrete and

easier to understand. This supports the theory of learning media proposed by Arsyad (2019), which states that visual media can motivate students, present information effectively, and stimulate interaction.

Furthermore, the observed increase in student participation such as active questioning, group collaboration, and enthusiasm in completing tasks reflects the role of poster media in creating a more student-centered and engaging learning environment. The design of the posters, which incorporated colorful and relevant images, also played a crucial role in maintaining student focus and curiosity. However, it is important to note that while the posttest scores improved significantly, most students (77%) remained in the "Moderate" category. This suggests that while poster media is effective, its application might need to be combined with other interactive methods or repeated over a longer period to achieve even higher levels of interest. Factors such as classroom dynamics, teacher delivery, and student readiness also contribute to the effectiveness of media implementation. This study demonstrates that poster media is a practical and impactful tool for enhancing learning interest. Its visual appeal and ability to facilitate active learning make it a valuable resource for teachers, especially in subjects like Bahasa Indonesia, where conceptual understanding and student engagement are essential.

CONCLUSION

This study concludes that the use of poster media has a significant positive effect on the learning interest of fourth-grade students in Indonesian Language at MIS Babul Ilmiy Rumbia, Jeneponto Regency. The findings show that the implementation of poster media was carried out effectively, as indicated by a high observation score (87%), and was followed by a notable increase in students' learning interest, reflected in the rise of the average score from 66.62 to 82.31. In addition, there was a clear shift in student distribution, with no students remaining in the low-interest category after the treatment. The results of the paired-sample t-test ($t = 17.139$; $p = 0.000$) further confirm that the difference between pretest and posttest scores is statistically significant. This indicates that poster media contributes meaningfully to improving students' engagement and interest in learning. Poster media can be considered an effective instructional tool for creating a more interactive and engaging learning environment. However, its effectiveness may be enhanced when combined with other interactive teaching strategies and applied over a longer period. Therefore, it is recommended that teachers integrate poster media with varied instructional approaches to further improve students' learning interest and participation in elementary classrooms.

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