



Implementation of Quartet Card Media as a Strategy to Increase Reading Interest of Fourth Grade Students in Indonesian Language Learning at Ragi Elementary School, Bima Regency

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ABSTRACT

This study aims to describe the implementation of quartet card media as a learning strategy to increase the reading interest of fourth-grade students in Indonesian language learning at SDN Ragi, Bima Regency. The research method used is Classroom Action Research (CAR), which was carried out in two cycles. Each cycle consisted of the stages of planning, implementation, observation, and reflection. The research subjects were 20 fourth-grade students of SDN Ragi. Data collection techniques included observation, questionnaires, interviews, and documentation. Data analysis was conducted qualitatively and quantitatively in a descriptive manner by calculating the percentage increase in students' reading interest from the pre-action stage, Cycle I, to Cycle II. The results of the study showed a significant increase in students' reading interest after the application of quartet card media. In the pre-action stage, students' reading interest was classified as low, increased to a moderate category in Cycle I, and reached a high category in Cycle II. In conclusion, the use of quartet card media is effective in increasing students' reading interest in Indonesian language learning.

INTRODUCTION

The Indonesian language plays an important role in shaping students' communication competence. However, the low reading interest of elementary school students poses a major challenge in achieving learning objectives. Based on preliminary observations at SDN Ragi, Bima Regency, it was found that the reading interest of fourth-grade students was still low. This was evident from the lack of students' enthusiasm in reading teaching materials and their greater interest in non-educational visual activities such as playing games.

The teaching of Indonesian language and literature in schools is essentially one of the efforts to foster and develop the language through formal education. Through teaching, students are expected not only to know the theory of the language but also to be able to use Indonesian properly and correctly. For students to be able to use Indonesian well, the focus of learning is on language skills.

In Indonesian language learning, there are four language skills that students must master, namely listening, writing, speaking, and reading. Among these four skills, writing is considered the most advanced skill. In writing activities, a writer's mistakes cannot be immediately recognized because they are not accompanied by gestures, so the writer must organize their logic and present ideas in the correct sequence for readers to easily understand the writer's ideas.

Reading interest is one of the important aspects of the learning process, especially in Indonesian language learning. High reading interest encourages students to be active in seeking information, broadening their horizons, and improving critical and analytical thinking skills. However, in reality, elementary school students' reading interest, particularly among fourth graders at SDN Ragi, Bima Regency, is still relatively low. Students tend to be passive in reading activities and are more interested in visual and interactive activities, such as playing games or watching videos. The problem of low reading interest has a direct impact on the ability to understand texts, enrich vocabulary, and develop ideas in writing. If not addressed with the right approach, this can hinder the achievement of Indonesian language learning objectives as a whole. Therefore, an innovative and enjoyable learning strategy is needed to foster students' interest and motivation to read.

One of the strategies that can be used is the application of engaging learning media, such as quartet card media. This medium is a learning aid in the form of cards containing pictures, words, or sentences that are interrelated, and it is played in groups. The use of quartet cards not only increases student activity in learning but also fosters reading interest through a learning by playing approach. This activity allows students to be directly involved in the learning process and to build healthy social interactions with their peers.

Based on preliminary observations at SDN Ragi, the use of conventional lecture methods still dominates Indonesian language learning. This causes the classroom atmosphere to be less lively and students to become bored, making them less interested in reading the presented texts. Therefore, innovation is needed in the learning process to stimulate students' enthusiasm, one of which is through the implementation of quartet card media. One effort to increase students' reading interest is by applying interactive media-based learning strategies. Quartet card media is one of the effective and enjoyable learning media, as it combines elements of games, collaboration, and literacy. Several previous studies also support the effectiveness of quartet card media in improving students' reading interest and ability. Therefore, this research is important to determine how the implementation of quartet card media can increase students' reading interest in Indonesian language learning.

LITERATURE REVIEW

1. Reading Interest

- Definition

Reading interest is attention and a strong desire to read, demonstrated through frequency and attraction to reading materials.

- Factors Affecting Reading Interest

- o Internal: motivation, feelings, habits.

- o External: family/school environment, availability of reading materials, library facilities.

- Benefits of High Reading Interest

- o Enhances knowledge.

- o Develops language skills.

- o Deepens understanding.

- o Trains critical thinking.

- Efforts to Improve Reading Interest

Habituating reading from an early age, providing interesting reading materials, creating a literacy-friendly environment, organizing literacy programs, and giving role models.

2. Indonesian Language Learning Strategies

Effective learning strategies involve contextual and enjoyable approaches with several methods, including:

- Context-Based Learning: Linking material with everyday life.

- Active Learning: Discussions, collaborative projects, language games.

- Technology Integration: Using applications, online platforms, interactive multimedia.

- Project-Based Approach: Integrating language aspects in research or written work.

- Differentiated Learning: Adjusting to students' learning styles and abilities.

- Structural & Communicative Approach: Focusing on grammar and effective communication.

- Teacher and Environment Role: Teachers as facilitators, active students, and support from the environment and learning media.

3. Learning Media

Learning media functions to deliver learning messages so that they are engaging and easy to understand.

- Types of Media

- o Visual: pictures, diagrams, posters, modules.

- o Audio: radio, recordings, podcasts.

- o Audio-Visual: videos, educational films, multimedia presentations.

- o Technology-Based: applications, internet, Google Classroom, etc.

- Roles of Media

Facilitates understanding, increases motivation, enriches learning experiences, develops skills, and enhances information retention.

4. Quartet Card Media

Quartet cards are educational games consisting of a collection of cards with related pictures and information.

- How to Play

Players collect four cards with the same theme by requesting cards from one another.

- Benefits in Learning
 - a. Increases learning interest.
 - b. Strengthens concept understanding.
 - c. Trains critical thinking and collaboration.
 - d. Improves memory.
 - e. Creates a conducive classroom atmosphere.
- Application
 - o Indonesian: vocabulary, literary works.
 - o Science: body parts, natural processes.
 - o Social Studies: culture, figures, animals.
 - o Mathematics: numbers, geometric shapes.
- 5. Previous Studies
 - Sulastri et al. (2020): Quartet cards improve reading ability (sig. $0.003 < 0.05$).
 - Latifah et al. (2023): Visual-based media is valid, practical, and effective (validity 90.4%, effectiveness 86.17%).
 - Nurfaizah et al. (2022): Quartet cards significantly improve interest in Social Studies learning.

RESEARCH METHOD

This study employed the Classroom Action Research (CAR) method, which was carried out in two cycles. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The research subjects were 20 fourth-grade students of SDN Ragi, Bima Regency. Data collection techniques included observation, questionnaires, interviews, and documentation. Data analysis was conducted descriptively, both qualitatively and quantitatively.

RESEARCH RESULTS AND DISCUSSION

Research Results

Student Data

| No | Student Name | Note |
|----|------------------------|------|
| 1 | Anisa Jahra | |
| 2 | Arahman | |
| 3 | Arifuddin | |
| 4 | Desi Putri Anggriani | |
| 5 | Dimas Pratama | |
| 6 | Dinda Islamadina | |
| 7 | Fatmawati | |
| 8 | Haikal | |
| 9 | Imam Alfitra | |
| 10 | Ismail | |
| 11 | M. Alfian | |
| 12 | M. Arsil | |
| 13 | M. Raihan Al-Azam | |
| 14 | Muhamad Rijalul Fikrin | |
| 15 | Muhamad Al-Gifari | |
| 16 | Muhamad Arfan | |
| 17 | Nur Adinda | |

| No | Student Name | Note |
|----|---------------------|------|
| 18 | Rubiatun Aulia | |
| 19 | Suci Andriani | |
| 20 | Sakifun Rahman | |
| 21 | Fahrul Isbam Fadila | |
| 22 | Abdul Rijal | |

This study aimed to determine the effectiveness of quartet card media in increasing the reading interest of fourth-grade students at SDN Ragi, Bima Regency. The research was conducted through two learning cycles using the classroom action research (CAR) approach.

1. Results of Cycle I

- Implementation: The teacher used quartet card media as a tool to introduce vocabulary and simple reading texts.
- Student Response: Most students began to show interest in reading activities because the media used was interactive and enjoyable.
- Observation Results:
 - ♣ Students who actively asked questions increased to around 65%.
 - ♣ Students' reading interest was evident from their willingness to take additional books after the activity.
 - ♣ However, some students were still passive and required teacher assistance.

2. Results of Cycle II

- Implementation: The material was expanded, and the teacher provided challenges in the form of a quartet card game to collect information from reading texts.
- Student Response: Students' enthusiasm increased significantly because they felt they were learning while playing.
- Observation Results:
 - ♣ The percentage of students showing reading interest increased to 85%.
 - ♣ Students began reading without being forced and were able to explain the content of the text independently.
 - ♣ The classroom atmosphere became more conducive and collaborative.

Comparison of Cycle I and II

| Aspect | Cycle I | Cycle II |
|--------------------------------|----------------|----------------|
| Students interested in reading | 65% | 85% |
| Active participation | Moderate | High |
| Text comprehension | Fair | Good |
| Classroom atmosphere | Less conducive | Very conducive |

The results show that the consistent use of quartet card media can improve students' reading interest and text comprehension.

DISCUSSION

1. Effectiveness of Quartet Card Media The results of the study show that the use of quartet cards is effective in increasing students' reading interest. This medium provides an interactive and enjoyable learning experience, so students do not feel pressured to read. This is consistent with the findings of Sulastri, Saleh &

Sunanih (2020), who reported a significant improvement in students' reading ability after using quartet card media.

2. Relationship with the Theory of Reading Interest Students' reading interest increased because internal and external factors were stimulated simultaneously:
 - Internal: Students' motivation grew because the media presented enjoyable learning activities that matched their interests.
 - External: The learning environment became more engaging, the teacher created a literacy-friendly atmosphere, and reading materials were combined with visualizations on quartet cards.

These results support the theory described in Chapter II, which states that providing interesting reading materials and a conducive learning environment play an important role in increasing reading interest.

3. Comparison with Previous Studies
 - Sulastrı et al. (2020): Showed an increase in reading ability after using quartet cards. This study is consistent as it also demonstrated an improvement in reading interest and comprehension.
 - Latifah et al. (2023): Developed visual-based quartet cards with 90.4% validity and 86.17% effectiveness. This study reinforces the fact that visual-based media attracts more student attention.
 - Nurfaizah et al. (2022): Stated that quartet cards significantly improve students' interest in learning Social Studies. This finding supports our results, which showed an increase in reading interest in Indonesian language learning.
4. Implications of the Research Results The findings of this study provide several important implications:
 - For Teachers: Quartet card media can serve as an alternative creative learning strategy to improve reading interest.
 - For Students: Educational games make students more active, motivated, and independent in reading.
 - For Schools: The procurement and development of interactive, game-based learning media is necessary to support literacy.

Conclusion of Discussion

The results of this study prove that quartet card media has a significant effect on increasing the reading interest and text comprehension of fourth-grade students at SDN Ragi. Its application makes the learning process more enjoyable, interactive, and effective.

Table 1. Improvement of Reading Interest in Pre-Action and Cycle I

| No | Reading Interest Indicator | Pre-Action (%) | Cycle I (%) | Category |
|----------------|---|----------------|-------------|----------|
| 1 | Reading enthusiasm | 40% | 65% | Fair |
| 2 | Activeness in discussing texts | 35% | 60% | Fair |
| 3 | Frequency of bringing reading materials | 30% | 55% | Fair |
| 4 | Willingness to read independently | 25% | 60% | Fair |
| Average | | 60% | | Fair |

Table 2. Improvement of Reading Interest in Cycle I and Cycle II

| No | Reading Interest Indicator | Cycle I (%) | Cycle II (%) | Category |
|---------|---|-------------|--------------|-----------|
| 1 | Reading enthusiasm | 65% | 85% | High |
| 2 | Activeness in discussing texts | 60% | 80% | High |
| 3 | Frequency of bringing reading materials | 55% | 78% | High |
| 4 | Willingness to read independently | 60% | 88% | Very High |
| Average | | | 83% | High |





CONCLUSION

The implementation of quartet card media has been proven effective in increasing the reading interest of fourth-grade students at SDN Ragi, Bima Regency. Students' reading interest increased from a low category to a high category after two cycles of action. Quartet card media can serve as an alternative learning strategy that is interactive, enjoyable, and motivating for students to read.

RECOMMENDATIONS:

1. For Teachers: It is recommended to integrate educational game media such as quartet cards to create an active learning atmosphere.
2. For Schools: Support the provision of interactive learning media to improve students' literacy quality.
3. For Future Researchers: Conduct further studies at different educational levels and subjects to test the broader effectiveness of quartet card media.

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