The Influence of Picture Story Books on Elementary School Students' Reading Interest in the Jayapura Papua School Library

Komari[1*], Emon of Paranus[2], Rosi F. Sumedi[3], Upi Laila Hanum[4], Herry W. Susanto[5], Merliana Trince[6] (iD)

[1,2,3,4,5,6] English Literature Study Program, Jayapura University of Science and Technology, Papua, Indonesia

A R T I C L E   I N F O

A B S T R A K

Penelitian ini mengidentifikasi permasalahan rendahnya minat baca siswa sekolah dasar, di mana hanya 30% siswa di Indonesia yang mencapai tingkat kemahiran membaca yang memadai. Urgensi penelitian ini terletak pada kebutuhan mendesak untuk meningkatkan minat baca guna mendukung keterampilan literasi dan berpikir kritis siswa. Tujuan penelitian adalah untuk mendeskripsikan tingkat minat baca siswa terhadap buku cerita bergambar dan peran perpustakaan sekolah dalam menyediakan bahan bacaan yang tepat. Metode penelitian yang digunakan adalah survei dengan pendekatan kuantitatif. Total sampel penelitian adalah 345 siswa dari 10 sekolah dasar di Jayapura, Papua. Teknik pengumpulan data dilakukan melalui penyebaran angket dan wawancara untuk memperoleh informasi yang lebih mendalam. Hasil penelitian menunjukkan bahwa 80% siswa memiliki minat baca yang tinggi terhadap buku cerita bergambar, dengan 76% menunjukkan keseriusan dalam membaca dan 74% mampu memahami isi bacaan. Temuan ini menunjukkan bahwa meskipun minat baca sudah tinggi, akses terhadap buku cerita bergambar masih perlu ditingkatkan. Kesimpulan dari penelitian ini adalah perpustakaan sekolah memegang peranan penting dalam meningkatkan minat baca siswa. Implikasi dari penelitian ini adalah perlunya kebijakan literasi membaca di sekolah dan menyediakan koleksi buku yang menarik bagi siswa untuk membangun kebiasaan membaca positif sejak usia dini, sehingga dapat meningkatkan kualitas pendidikan secara keseluruhan.

A B S T R A C T

This research identifies the problem of low interest in reading among elementary school students, where only 30% of students in Indonesia have achieved an adequate level of reading ability. The urgency of this research lies in the urgent need to increase interest in reading to support students' literacy and critical thinking skills. The aim of the research is to describe the level of students' reading interest in picture story books and the role of the school library in providing appropriate reading materials. The research method used is a quantitative survey. The total research sample was 345 students from 10 elementary schools in Jayapura, Papua. Data collection techniques were used through distributing questionnaires and interviews to obtain more in-depth information. The research results showed that 80% of students had a high interest in reading picture books, 76% showed seriousness in reading and 74% were able to understand the content of the reading. These findings indicate that although interest in reading is high, access to picture story books still needs to be improved. This research concludes that school libraries play an important role in increasing students' interest in reading. The implication of this research is the need for reading literacy policies in schools and providing attractive book collections for students to build positive reading habits from an early age, in order to improve the overall quality of education.

1. INTRODUCTION

In the world of education, reading is one thing that cannot be separated from the world of students. The enjoyment of reading is one of the basic areas of knowledge that every student must have before studying other material at school, at home or outside school (Baryshev et al., 2021; Bilandzic et al., 2019;

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*Corresponding author.
E-mail addresses: arikom08@gmail.com (Komari)

Jääskä & Aaltonen, 2020). The habit of reading books is an important way for students to master other material. Reading books can help grow students' thinking skills, adaptability and creativity in facing sustainable development (Alvarez et al., 2021; Barzilai et al., 2020). Someone who likes to read has even better abilities and knowledge than other people. Reading increases curiosity and this encourages a person to continue studying material that he does not yet understand (Chen & Huang, 2020; Svobodova et al., 2021). The step to foster interest in reading is to optimize the quality of education and improve student achievement so they are able to compete at the international level (Takacs & Bus, 2019; Zhang et al., 2020). Cultivating students' interest in reading must start when children are in elementary school. The stage of development of elementary school students' thinking is at the concrete operational stage. At this stage students are at the stage of thinking about natural objects and concrete examples rather than abstract concepts. To be able to conclude what was learned or what was read, concrete illustrations are needed. Therefore, picture books become part of their lives at home and at school (Bissaco et al., 2020; Yan & Bava Harji, 2019). At the elementary school level, story books are books that are often read and attract students' interest in reading them. Picture story books are a combination of words and creative visual images to attract attention, stimulate imagination, and support the development of thinking to interpret reading content (Antoniadis et al., 2020; Panadero & Lipnevich, 2022)

Many methods have been proven to increase students' interest in reading, including the scaffolding method in learning to read, narrative dialogic approach (Talidong & Toquero, 2020; D. Zhang et al., 2021; L. Zhang et al., 2020). Many methods have been proven to increase students' interest in reading, including the scaffolding method in learning to read, Preview, Ask, Read, Reflect, Read, Review Method (PQ4R), narrative dialogic approach, reflection-based questioning approach (Reiber-Kuijpers et al., 2019; Wu et al., 2023). The learning process carried out by teachers is not enough without the support of school facilities. School libraries are very important in encouraging interest in reading and student involvement in enjoying reading (Mollborn et al., 2019; Zhao et al., 2020). The library is a place and resource that contributes to the enjoyment of reading if the services and reading space available in the library are enjoyable (Finlay dkk., 2021). School library managers do not just collect and store library materials, but also have a mission to foster students' interest in reading. Therefore, school libraries require a large collection of books and several adequate reading rooms (Grolig, 2020; Muhinyi et al., 2019).

The research results prove that reading has an impact on other academic domain skills. Reading activities can enhance students' reading experiences and enable them to communicate more effectively and learn more meaningfully (Gunnars, 2019; Hirsu et al., 2020). Reading is one aspect of assessment on the Program for International Student Assessment (PISA) platform, and the assessment results show that in Indonesia only 30% of students have achieved Level 2 reading ability. Meanwhile, the average for OECD countries is 77%. Data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) shows that Indonesian people's interest in reading is still very low, namely only 0.01 percent. This means that out of 10,000 children in Indonesia, only one student likes to read (Chiu et al., 2019; Suherman & Vidákovich, 2023). This reality is a challenge for Indonesia, so the Government has established a School Literacy Movement policy through Minister of Education and Culture Regulation Number 23 of 2015. Research on the school literacy movement concludes that the school literacy movement in elementary schools is being implemented seriously. However, its success cannot be separated from supporting and inhibiting factors. One of the inhibiting factors is the limited number of books available in the school library so that students cannot choose reading books that suit their interests.

Therefore, critical reading skills and interest in reading need to be developed since elementary school age children have an impact on higher education. The interest in reading that students have in the lower classes is positively correlated with the interest in reading when they are in the high classes. Like the results of his research (Imbaquingo & Cárdenas, 2021; Sun et al., 2022), Reading in the first grade of elementary school has an impact on better interest in reading when students are in the third grade of elementary school. Fostering a love of reading in children can encourage the development of early literacy skills and foster interest in reading. Previous research found that prospective teachers' reading interest is mostly average, and they lack adequate reading habits. It is very unfortunate if prospective teachers do not have a high interest in reading, even though the teacher's job is only to foster students' interest in reading (Jabbar & Warraich, 2023; Kasneci et al., 2023). Findings from previous research, at the developmental stage, elementary school students can generally draw logical conclusions if there are concrete examples. Therefore, elementary school students need to choose types of reading that contain illustrations or pictures to foster interest in reading (Mamun et al., 2021; Mori et al., 2020). Research on the benefits of picture books has been conducted by several researchers who concluded that children explore pictures and can understand the content of reading optimally by combining narrative and pictures (Martínez-Caballero et al., 2023; Martínez et al., 2023). Reading is one of the focuses of assessment in the PISA platform which shows that reading is an important skill that a country must have. All countries are currently focused on

increasing reading literacy, including Indonesia which has established a school literacy movement policy. However, the challenge faced by Indonesia is low reading literacy based on PISA 2019 and UNESCO data. The results of previous research stated that the obstacle to the success of the school literacy movement was the limited reading material that suited elementary school students' reading interests (Fryer et al., 2020; Mcleod et al., 2020). This problem is thought to be because the school library has not yet optimally provided reading materials that suit children's interests. School libraries have an important role in increasing students' interest in reading if they provide access according to readers' needs create new library services, and expand service content (Hansmann et al., 2020; Kołton et al., 2023). The school library requires a large collection of magazines and general books that suit students' interests, and also requires a comfortable reading room for students to read in the library.

The urgency of this research is due to the gap between theory, expectations and reality in the field. Elementary school students' interest in reading in Indonesia is an urgent problem that needs to be addressed immediately. This theory states that the presence of a library can increase interest in reading with the hope that libraries in schools can attract all students' interest in reading. However, in reality, in the field there are still many students who have low interest in reading in libraries. This research focuses on the use of picture story books as a medium to increase elementary school students' reading interest in Papua, especially in Jayapura. Through this research, researchers want to explore the extent to which the presence of picture story books can attract students' attention, especially in environments where access and interest in reading materials may be limited. This research uses a quantitative approach with a survey method involving a number of students from various classes in the elementary school. The data obtained is expected to provide insight into how visual and narrative factors from picture story books are able to stimulate students' interest in reading activities. Thus, it is hoped that the results of this research can provide recommendations for school libraries in selecting and compiling collections that can foster interest in reading, as well as support literacy programs among students in Jayapura, Papua. The aim of this research is to analyze the effect of using picture story books on elementary school students' reading interest in the Jayapura School Library, Papua. This research aims to understand whether picture story books, with a combination of visual elements and interesting text, can increase students' interest in reading. Apart from that, this research also wants to identify the factors in picture story books that most influence students' reading interest, such as illustrations, colors, and storylines that are appropriate to the child's age. It is hoped that the results of this research will provide insight for library managers and educators in compiling a collection of reading materials that can attract students' attention and support literacy programs in the school environment. Thus, this research contributes to efforts to strengthen the culture of reading from an early age among children in Jayapura, Papua.

2. METHODS

The research method used in this research is mixed, namely combining quantitative data and qualitative data (Perusso & Baaken, 2022; Yan & Bava Harji, 2019). The sample in this research were elementary school students in Jayapura Papua. The sample consisted of 345 students whose population was spread across 10 schools in Jayapura Papua. Sample selection was carried out randomly, namely schools that had libraries and prepared picture story books and picture textbooks. The research population and sample are presented in Table 1.

Table 1. Population and Research Sample of SD Jayapura Papua

No.	Primary School Name	Student Population	Proportional Sampling
1	Elementary School 1 Abepura	154	25
2	Hamadi 1 Elementary School	140	20
3	Elementary School 2 Abepura	112	15
4	Hamadi 2 Elementary School	109	13
5	Elementary School 3 Abepura	90	12
6	Abepantai Primary School	234	75
7	Langit Jayapura Elementary School	138	18
8	Emereuw Primary School	234	75
9	Elementary School Entrop	245	65
10	Holtekamp Primary School	157	27
	Total	**1613**	**345**

Data collection techniques using instruments. The instruments used in the survey have been validated and declared valid and reliable by experts. This survey instrument was given to respondents to be assessed on a 1 to 4 point Likert scale. Apart from the survey research instruments, this research also conducted interview sessions with 20 students where 2 informants were selected from each of the 10 schools. This interview is used to double-check the data received from respondents during the survey. Research subjects were asked to choose alternative answers in the form of a four-point scale, presented in Table 2.

Table 2. Score for Each Answer Choice on the Instrument

Score	Answer Choices
4	Very happy/ Very often/ Very interested/ Always/ Very understanding/ Very capable
3	Happy/ Often/ Interested/ Understand/ Capable
2	Less happy/ Sometimes/ Less interested/ Less understanding/ Less Able
1	Not happy/ Never/ Not interested/ Don't understand/ Not able

To measure elementary school students' reading interest in picture story books, aspects and indicators were developed. Aspects and indicators of reading interest and distribution of question numbers are presented in Table 3.

Table 3. Aspects and Indicators of Reading Interest and Distribution of Question Numbers

No.	Measure Aspect	Indicator	Goods
1	Feel happy reading	Enjoy reading picture story books	1
		Reading frequency	2
2	Serious reading	Interested in reading picture books	3
		Read in your free time	4
		Love reading picture story books	5
		Read the picture story book to the end	6
3	Ability to understand the content of the story	Be able to understand the content of the story from the picture story book	7
		Can conclude the story content of picture story books	8
		Can assess the content of the story	9
4.	Emotional involvement with the storyline	Express joy	10
		Expressing sadness	11
		Expressing dislike	12
5	Trying to get a picture story book	Visit the school library	13
		Keep reading in the library reading room	14
		Borrow books from the school library and take them home	15
6	Follow up after Reading	Apply story body massage	16
		Retell the story to others	17

This research asked permission from 10 school principals to allow researchers to distribute instruments to students and interview students if data was still needed to complete the data from the instrument. The data analysis technique in this research is descriptive statistics with the help of SPSS Version 26.0 with mean, percentage and formation of bar charts (Russell & Cain, 2019; Santi et al., 2021). Supporting interview data was analyzed by presenting data, reducing data, verifying and drawing conclusions. Interview data is used as supporting data. Percentage calculation analysis is categorized to map elementary school students' reading interest in picture story books. Student interest score categories are presented in Table 4.

Table 4. Score Categorization

Interval Shoes	Category
X ≤ M – 1.5SD	Very Low
M – 1.5SD < X ≤ M – 0.5SD	Low
M – 0.5SD < X ≤ M + 0.5SD	Currently
M + 0,5 SD < X ≤ M + 1,5 SD	High
M + 1.5SD <X	Very High

Based on the grouping, after knowing the minimum score, maximum score, Range, Theoretical Average (M), and Standard Deviation (SD), the interpretation of elementary school students' reading interest scores is formulated using the following formula. Smallest Score = 2.295, Largest Score = 9.180, Range = 6.885, Theoretical Average = 5.737,5 and Standard Deviation = 1.147,5. The percentage classification of elementary students' interest in reading towards picture story books is presented in Table 5.

Table 5. Percentage Categorization

| Interval Shoes	Percentage	Category
X ≤ 4016,25	X ≤ 44%	Very low
4.016,25 < X ≤ 5.163,75	44% < X ≤ 56%	Low
5.163,75 < X ≤ 6.311,25	56% < X ≤ 69%	Currently
6.311,25 < X ≤ 7.458,75	69% < X ≤ 81%	High
7.458,75 < X	81% <X	Very high

3. RESULT AND DISCUSSION

Results

The results of questionnaire data analysis assessed by 345 elementary school students in Jayapura Papua were assessed objectively and assessed before the research. Based on subvariables and indicators of interest in reading picture books, elementary school students with different backgrounds have different views towards books containing picture stories in the school library. Students were given assessments with happy feelings and students were seen when reading the instrument as having happy feelings. The instrument given consists of two indicators, namely feelings of enjoyment in reading picture story books and frequency of reading. The results of the analysis of questionnaire answers are presented in Figure 1.
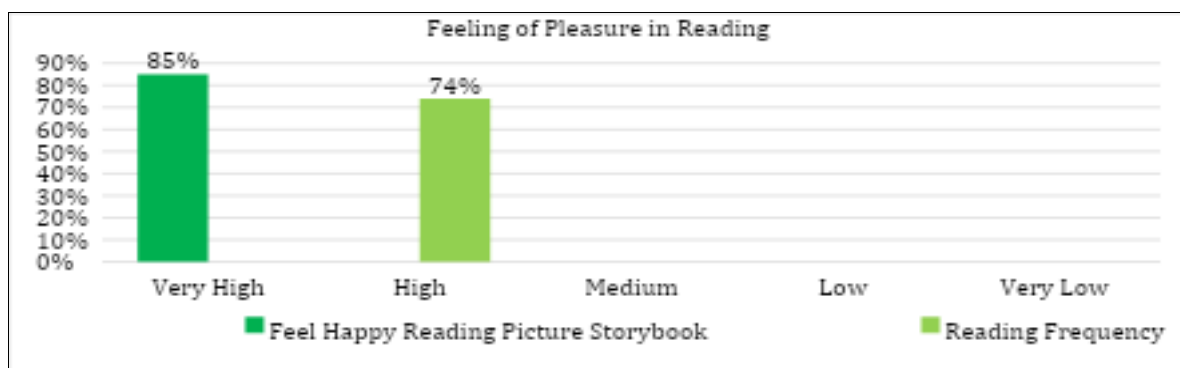
Figure 1. Percentage Graph of Reading Enjoyment Sub Variables

Meanwhile, in serious reading. Respondents assessed the seriousness of reading sub-variable which consisted of four indicators, namely interest in reading picture books, reading in free time, enthusiasm for reading picture books, and reading picture books completely. The results of questionnaire data analysis for each indicator in the subvariables are presented in Figure 2.
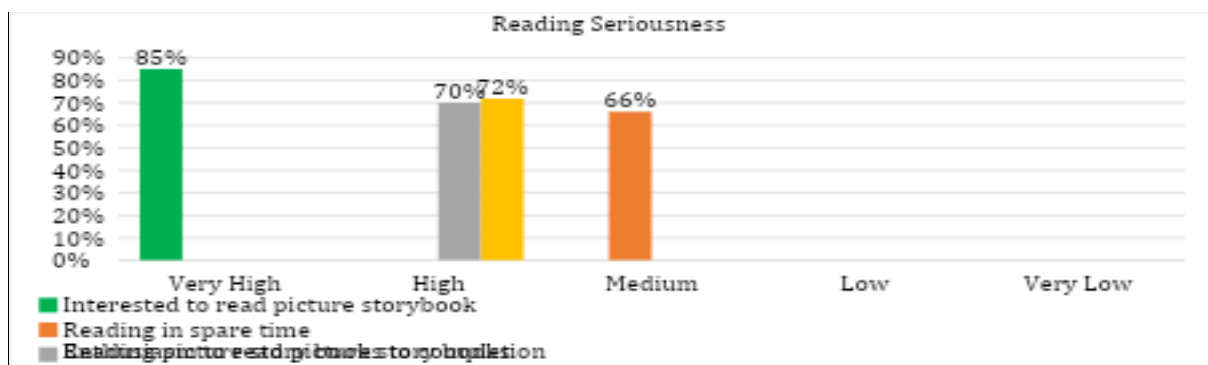
Figure 2. Graph of Percentage of Reading Seriousness Sub Variables

Figure 3 shows the ability to understand the content of the story. The sub-variable of the ability to understand story content consists of three indicators, namely being able to understand story content from picture story books, summarizing the content of picture story books, and assessing story content. The percentage of subvariables of students' ability to understand the content of picture story books is presented in Figure 3.
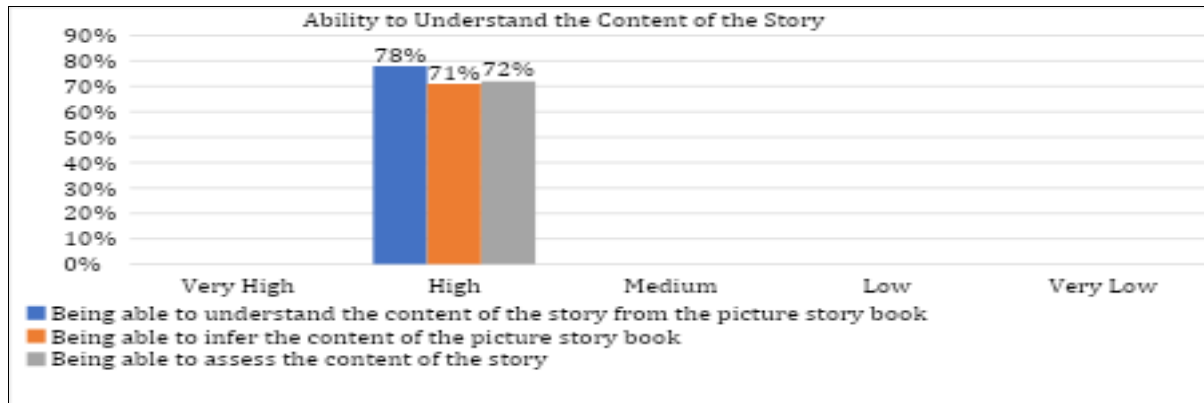

Figure 3. Sub Variable Diagram Ability to Understand Story Content

In Figure 4 it can be seen that emotional involvement in the storyline of reading books in the school library is in the good category. The sub-variable of emotional involvement in the reading storyline consists of three indicators that students express when reading picture books. These three indicators include happiness, sadness and dislike. The results of data analysis are presented in Figure 4.
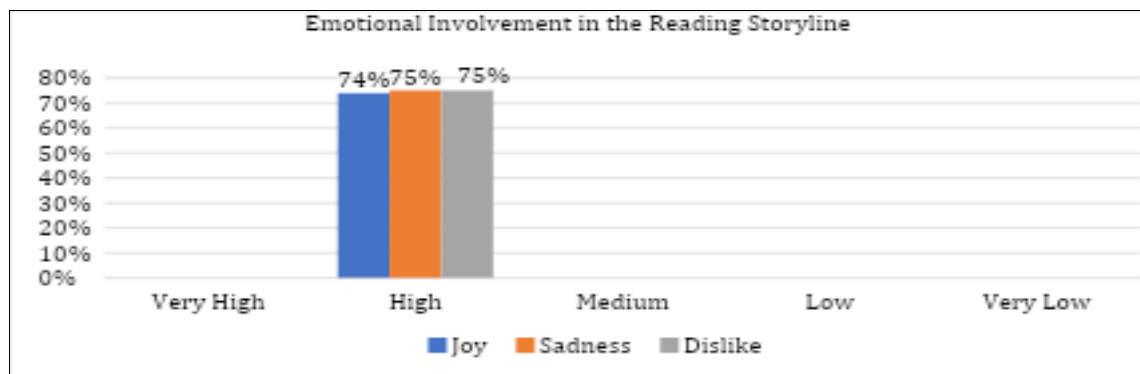

Figure 4. Percentage of Emotional Involvement in the Storyline of Reading Sub Variables

Figure 5. Efforts to Obtain Picture Story Books The sub-variable of efforts to obtain picture story books consists of three indicators that will be mapped, namely visiting the school library, reading in the library reading room, and borrowing books from the school library to take with you. House. Students' interest in reading picture story books is relatively high (see Figure 4). Related to these findings, this research also wants to know whether students make efforts to obtain picture story books to fulfill their interest in reading. The action subvariable of obtaining picture story books is detailed in three indicators, namely visiting the school library, stopping by to read in the school library reading room, and borrowing picture story books from the school library to take home. Figure 5 depicts the results of elementary school student questionnaire data analysis.
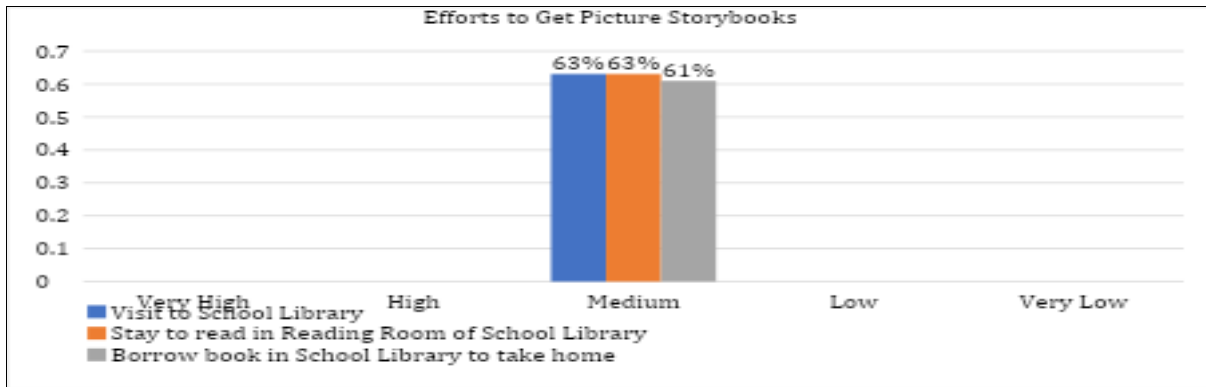
Figure 5. Percentage of Efforts to Obtain the Picture Story Book Sub Variable

Figure 6 shows the follow-up after reading. The sub-variable of application after reading consists of two indicators, namely: The results of filling out the questionnaire for each indicator in the sub-variable of application after reading can be seen in the following Figure 6. Application of the message from the content and retelling the content to others
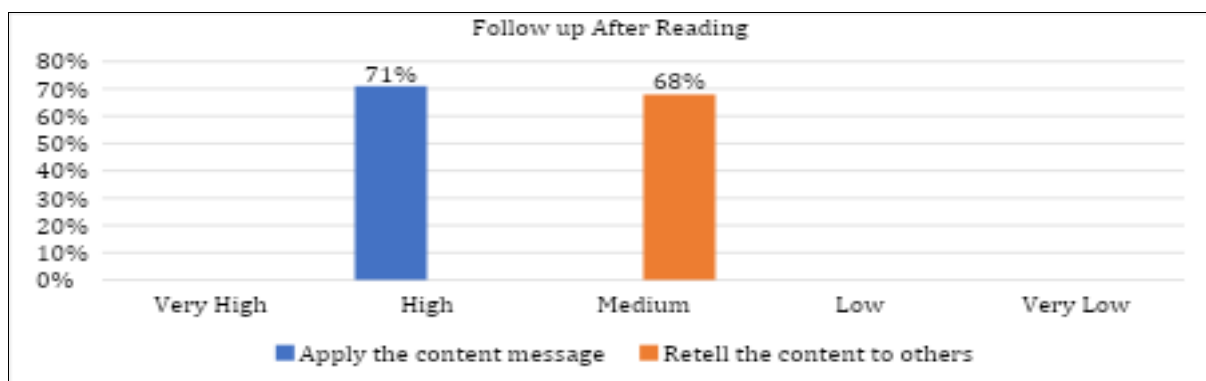

Figure 6. Percentage of Follow-up after Reading Picture Story Book Sub Variables
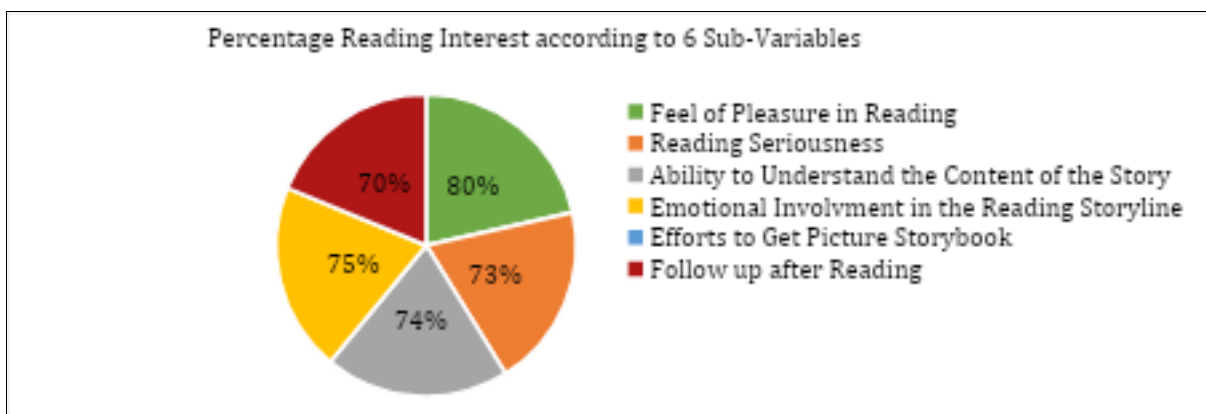

Figure 7. Percentage of Reading Interest According to 6 Sub Variables

Discussion

In this research, it was found that the identified indicators of enjoyment of reading picture books were very high with an average of 85% and this enjoyment had an impact on high reading frequency with an average of 74%. Indicators of reading pleasure that are balanced with reading frequency encourage students to become interested in reading and continue to attract students' interest in reading. This is in accordance with the findings which state that picture books can attract students' interest in reading and have an impact on increasing students' understanding and knowledge (Ocholla & Ocholla, 2023; Petersen et al., 2021). The feeling of pleasure from reading picture story books can be the main asset in developing a "love of books". Books are 'icons'; with a love of books, students can convey many messages or get ideas

that can be realized in everyday life. Teachers have an important role in developing and maintaining students who love to read. Teachers can do this by developing teaching materials that foster interest in reading. Apart from teachers developing teaching materials, teachers can also apply questioning strategies (Chiu, 2022; Eberle & Hobrecht, 2021; Samaniego et al., 2023)

Learning strategies are positively correlated with students' interest in reading and reading at the elementary school level. Students with good reading skills and high interest in reading have an impact on reading text comprehension and vocabulary. Elementary school students' reading skills need to be trained continuously to form an interest in reading. Elementary school students' interest in reading cannot grow by itself but requires guidance from parents and teachers to grow it according to the student's development (Chu et al., 2021; Derksen et al., 2021). Serious reading shows interest in reading because every person who has a high interest and interest in reading encourages serious reading. Apart from that, the seriousness of reading can be known when someone fills their free time by reading and is enthusiastic about reading stories to the end. The results of data analysis and Graph 2 show that students' seriousness in reading picture story books is high (76%). Four indicators of reading seriousness also show the high category. Indicators of interest in reading picture books are in the very high category (85%), interest in reading stories in picture books is in the high category (72%), and reading stories to the end are in the high category (72%), although the tendency to read to fill free time is in the medium category (66%). The seriousness of reading sub-variable contributes to interest in reading picture books because being driven by a strong interest in reading can eliminate various reasons for not reading.

The results of previous research support the findings of this research that during the Covid-19 pandemic and school libraries were closed; This still does not reduce the seriousness of reading for students who have a high interest in reading. This shows that reading books seriously is driven by strong interest (Filho et al., 2020; Kiszl & Winkler, 2023). The findings of this research are the basis for consideration for teachers and schools to determine policies that can increase students' interest in reading. Students spending more time reading books correlates with higher interest in reading. Figure 3 depicts the subvariables of students' ability to understand story content from reading picture story books. Three indicators that show students' understanding of the story content are high (712%, 71%, 72%). This finding can be said to mean that pictures can make it easier for elementary school students to understand reading content; in other words, pictures in storybooks help students imagine connecting the pictures with the narrative of the story. High interest in reading influences students' competence in analyzing discourse (M. Colognesi et al., 2021; Eshbach, 2022). The findings of this research were also discovered (Ilishkina et al., 2018; Iye et al., 2020). .Likewise, storybooks with pictures as examples can be used to teach science concepts. With picture examples, students can easily abstract relational information by comparing analogical examples in picture books that lead them to understand transferable concepts in a more abstract way. This subvariable wants to know students' emotional involvement when reading picture stories, whether their emotions are happy, sad, or they don't like the plot of the story they read. Seen in Figure 4, the three indicators show students' emotional involvement with the storyline in the high category (75%).

The results of data analysis show that students who have high interest, seriousness in reading, and high understanding also have high emotional involvement in the storyline. This finding is supported by Kucirkova & Kamola (2022) research shows that children's life stories actively involve the senses. It has also been proven that to help children overcome sadness, they can use storybooks (Kucirkova & Kamola, 2022; Mak et al., 2019; Mohty et al., 2023). found that stories often arouse children's emotions. Thus, the subvariable of students' emotional involvement in the storyline when reading picture story books proves that high reading interest and high seriousness have an impact on emotional involvement. This finding is also supported (Mangasi, 2020; Sysoev et al., 2024). Figure 5 illustrates that students have not made much effort to obtain reading material according to their interests. It is thought that the reading materials available in the school library have not attracted students' interest. The results of the sub-variable questionnaire answers are complemented by interviews with students. The results of the interviews obtained showed that most students gave the same answer that they were limited in getting picture story books in the school library. Based on information obtained from student interviews, it was stated that the book collection in the school library consisted of more textbooks than picture story books which were in great demand. The findings of this research are supported by the opinion that elementary school students who already have a high interest in reading tend to visit bookstores or libraries (Tzachrista et al., 2019; Zhu et al., 2020), in reading picture story books is created with a tendency to try to find reading books of interest.

The more enthusiastic they are about reading, the more intensely students use time or space to read voluntarily. Enthusiasm for reading can be used as a basis for increasing reading literacy (L. Henderson et al., 2019; Wang et al., 2020) .In this case, it is necessary to distinguish between interest in reading and enthusiasm for reading. Interest in reading is long-term, if enthusiasm for reading is associated with a strong feeling of pleasure. However, both interest in reading and enthusiasm for reading are added values

of reading literacy. When students' efforts to obtain the reading material they are interested in are not optimal, it needs to be used as an object of further research. An important consideration for school libraries is to provide reading books that suit students' interests and adequate reading space, because the lack of reading books that suit children's interests and the lack of reading space affect students' reading habits and interests (M. N. Henderson et al., 2020; Hwang et al., 2019). Apart from providing a collection of reading materials according to students' interests and library infrastructure, librarians are also needed who are open to providing reading services (Ghani et al., 2019; M. N. Henderson et al., 2020). Figure 6 shows that after reading a picture story book, students admitted to applying the message of the story they read (71%), but did not express themselves to tell other people (62%).

Based on the results of interviews, the reason students do not tell other people, whether friends or family members, is because it is difficult to tell stories orally. This problem becomes a consideration for teachers to train students to retell the contents of the stories they read as a means of developing communication skills. Practicing oral communication skills from elementary school is important because it equips them to communicate ideas to other people, more than that they are trained to be able to convince other people according to their views. In the school environment, spoken language appears on various occasions (Li & Bus, 2021; Maričić & Stakić, 2019). It is used as a pedagogical tool, for example, during questions and answers with students, or when they are asked to present their point of view. Teachers also invite students to express themselves verbally during more specific school activities. There are many opportunities to practice oral communication skills at school, not only in language learning but also in other learning, including mathematics. Oral communication skills have been proven to be able to be trained from an early age in elementary school age children (Li & Bus, 2021; Marmoah et al., 2020) Oral communication skills can be developed through teaching by implementing pedagogical approaches that address oral genres and peer assessment. In the process, he can give his friends the opportunity to provide feedback or suggestions verbally (Bissaco et al., 2020; Dolhnikoff et al., 2023). Subsequent research in 2023 examined the use of videos to train oral communication skills with the results that videos were useful for teaching oral communication skills, but only for one component of verbal and non-verbal dimensions of oral skills, and only for visual television (S. Colognesi et al., 2019, 2020). The six subvariables of elementary school students' reading interest in picture story books can be illustrated as in the picture below. It can be seen in the picture that the sub-variables of reading interest that indicate high student interest in reading are feelings of enjoyment in reading (80%), seriousness in reading (76%), ability to understand the content of reading (74%), emotional involvement with the plot of the reading story (75%), and application after reading (72%). Meanwhile, efforts to obtain picture story books show the medium category (62%). The subvariable of reading pleasure is the subvariable with the highest percentage compared to other subvariables.

As previously explained, students' efforts in searching for reading materials in the medium category are suspected because the available reading book collections do not fully follow the types of reading that students are interested in. Students can get it outside the library as time goes by. of the many e-books, and digital comics, that are easily accessible online. These findings are important recommendations for schools to facilitate reading materials that suit students' interests. In this case, school libraries play an important role in increasing interest in reading by providing a collection of story books which are in great demand by children (Mak et al., 2019; Spörer et al., 2023). The school library must act as a center for student interaction with reading materials and as a source of information needed by students (Smith & Monforte, 2023; Soulen & Tedrow, 2021).

The implications of increasing interest in reading picture books in elementary school students' school libraries are very significant in the educational context. By making efforts to strengthen students' interest in reading from an early age, various positive impacts can occur on students' overall development. Increasing students' interest in reading can contribute to improving their literacy skills. By diligently reading picture books, students will become familiar with various types of texts and improve language understanding. This will help them understand the subject matter at school and improve their reading and writing skills. A strong interest in reading can also help develop students' critical thinking skills. By reading picture books, students will be trained to analyze stories, identify moral messages, and develop their imagination and creativity. This will help them solve problems, think critically, and develop abstract thinking skills. Apart from that, increasing students' interest in reading can also have an impact on improving the overall quality of education. Students who like to read tend to have better academic achievements because they have broader knowledge and better thinking abilities. This will help improve the school's reputation and create a more productive learning environment. On the other hand, the implications of increasing students' interest in reading can also be felt in the formation of students' character.

Through picture story books, students can learn about moral values, empathy and tolerance. Reading inspirational and motivating stories can also shape students' personalities for the better so that they become more empathetic and responsible individuals. However, to achieve all these positive implications, support is needed from various parties, especially schools, teachers, parents and the government. Schools need to provide sufficient access to picture story books in the school library, teachers need to encourage students to actively read, parents need to provide support and encouragement for children to read, and the government needs to pay more attention to literacy development at the national level. With good cooperation between all relevant parties, it is hoped that efforts to increase elementary school students' interest in reading through picture story books in the school library can have a positive and sustainable impact on the overall development of student education and character in Jayapura Papua. in Indonesia.

A limitation of this research is the lack of access to a collection of interesting picture books that match students' interests. School libraries may have limitations in the number and variety of picture books available, so students do not have many options to choose reading materials that suit their interests. Apart from that, limited understanding and awareness of teachers and parents about the importance of reading picture books can also be an obstacle. If teachers and parents do not support or encourage students to read, then students' interest in reading can be hampered. A lack of understanding of the benefits of reading picture books in developing literacy and critical thinking skills can also be an obstacle in efforts to increase students' interest in reading.

The recommendation to overcome these limitations is to increase access to varied and interesting picture book collections in school libraries. Future research needs to develop this research by expanding the scope of research by involving schools and publishers as objects. Schools can collaborate with publishers, foundations, or local communities to obtain donations of picture books that match students' interests. Apart from that, school libraries can also organize promotional and fundraising activities to increase the collection of picture books. Apart from that, it is important to provide training and outreach to teachers and parents about the importance of reading picture books in developing students' literacy and critical thinking skills. Teachers can be involved in training on how to integrate picture books into learning and how to motivate students to read. Parents also need to be given information about the benefits of reading picture books and how they can support their children in reading. Apart from that, there needs to be cooperation between schools, teachers, parents and the government in creating an environment that supports students' interest in reading. Schools can organize literacy programs that involve all relevant parties to increase students' interest in reading. The government also needs to pay more attention to literacy development at the national level and provide support to schools in increasing students' interest in reading. By overcoming these limitations and implementing the recommendations mentioned, it is hoped that efforts to increase elementary school students' interest in reading picture books in school libraries can be more effective and sustainable. In this way, a learning environment that supports and motivates students to read can be created, so that they can better develop their literacy and critical thinking skills in Indonesia through this and subsequent research.

4. CONCLUSION

The conclusion of this research is that elementary school students' reading interest in picture story books is described into six sub-variables which include feelings of enjoyment in reading, seriousness in reading, ability to understand the content of the story, emotional involvement in reading. story line, attempts to obtain picture story books, follow-up after reading. Each subvariable is detailed in indicators that will be developed in a questionnaire. Based on analysis of questionnaire data, the survey results concluded that students' reading interest in picture story books was high. Of the six sub-variables of students' reading interest in picture story books, the percentage that got high scores were feelings of enjoyment in reading, seriousness in reading, ability to understand the content of the reading, emotional involvement in the plot of the reading story, and application after reading. Meanwhile, efforts to obtain picture story books show the medium category. The subvariable of reading enjoyment is the subvariable with the highest percentage compared to other subvariables. High interest in reading in elementary school students needs to be fostered so that it can be increased and directed towards other types of reading books so that interest in reading is not only limited to picture story books on an ongoing basis.

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