

The Effect Of The Use Of Ai Dola Technology On Reading Interest Of Grade IV Students At SDN 3 Gondang In The 2025/2026 Academic Year

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Abstract

Reading interest is a fundamental factor in the success of learning at the elementary school level. However, data from UNESCO, the Indonesian Central Bureau of Statistics (BPS), and the 2019 PISA results indicate that Indonesia's literacy rate and reading interest remain relatively low. Amid the rapid development of Artificial Intelligence (AI), a question arises as to whether conversational AI applications such as Dola can be utilized to support elementary school students' reading interest. This study aims to analyze the difference in reading interest among fourth-grade students before and after the use of AI Dola at SDN 3 Gondang. The study employed a quantitative approach with a quasi-experimental Nonequivalent Control Group Design, involving 43 fourth-grade students divided into an experimental group (20 students) and a control group (23 students). Data were collected using a reading interest questionnaire that had been tested for validity and reliability (Cronbach's Alpha = 0.740), and then analyzed using normality and homogeneity tests and an independent-samples t-test in SPSS version 25. The results showed no significant difference in reading interest between the experimental and control groups after the treatment ($t = 0.529$; Sig. 2-tailed = 0.600 > 0.05), meaning the Null Hypothesis (H_0) was accepted and the Alternative Hypothesis (H_a) was rejected. This finding is presumably influenced by the relatively short treatment duration (four sessions), students' initial reading interest already being at a moderate level, and limited adaptation to the new technology. The main contribution of this study lies in providing rare empirical evidence on the effect of a conversational AI tool on reading interest specifically among lower-grade elementary school children, a population underrepresented in existing AI-in-education literature that has mostly focused on secondary and higher-education students; the findings caution against assuming that AI tools proven effective for older learners will automatically transfer to younger, cognitively less self-regulated learners. This study recommends that AI Dola be used to complement, rather than replace, conventional learning methods, with teacher guidance and a longer implementation period in future research.

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1. INTRODUCTION

Reading interest is a key component of successful learning, particularly at the elementary school level. This is because early literacy skills directly influence the quality of learning and the development of students' knowledge for subsequent stages of education (Sinta, 2023). Reading interest is not simply the ability to string letters together into words, but rather an inner drive to interact with texts, explore meaning, and experience joy in the activity (Tarigan, 2024; Agustina,

2023). Unfortunately, several macroeconomic data indicate that reading interest among Indonesians, including school-age children, is still far from ideal.

According to a UNESCO report, Indonesia's reading interest index is recorded as very low, at 0.001%, indicating that out of 1,000 people, only one person truly enjoys reading (Rahma, 2025). Additional data from the Central Statistics Agency (BPS) shows that only 17.66% of the population is interested in reading books, magazines, or other print media. Furthermore, the results of the 2019 Program for International Student Assessment (PISA) study released by the OECD also placed Indonesia in 62nd place out of 70 countries in terms of literacy skills (Utami, 2021). These figures are a strong indicator of a literacy emergency that needs to be addressed systematically from the grassroots level, namely in elementary schools.

These concerning macro conditions are also reflected at a micro level in the school environment. Based on initial observations and interviews conducted by researchers at SDN 3 Gondang in March 2026, it was identified that fourth-grade students showed low enthusiasm during weekly literacy activities. Many students complained when asked to read independently and preferred to chat or play. Teachers had attempted to address this by utilizing visual media via smartboards to watch educational stories. However, the use of current adaptive innovations, such as Artificial Intelligence (AI), had never been implemented to support student literacy activities at the school.

In the era of Industrial Revolution 4.0 and Society 5.0, digital transformation in education is progressing rapidly. Adaptive learning innovations based on artificial intelligence (AI) are slowly becoming inevitable (Budiman, 2021; Tjahyanti, 2022). AI technology is no longer limited to mechanical assistants but can transform into adaptive personal tutors (Susanto, 2023). One conversational AI product that is currently popular and easily accessible to students is AI Dola. Developed by ByteDance and formerly known as Cici, this application is starting to dominate the educational landscape in Indonesia thanks to its simple interface and widespread availability (Kholik, 2025).

Theoretically, the implementation of new technology in learning can be explained through the Technology Acceptance Model (TAM) proposed by Davis (1989). According to TAM, user acceptance of technology is influenced by perceived usefulness and perceived ease of use (Mubbaraq, 2024). Dola AI has features such as instant explanations of difficult words and a text-to-image feature (converting text into visuals), which are conceptually very useful and make it easier for students to understand reading material. The multimodal feature that combines text and images is considered very effective in increasing cognitive engagement and student learning motivation (Kisno, 2023; Astagisa, 2022). In several studies, the application of AI in elementary school literacy activities has been reported to improve reading ability by up to 23% (Kurniawati, 2023).

Despite offering various conveniences, AI is like a double-edged sword. Easy access to unlimited information actually creates new challenges, namely the phenomenon of instant assignment completion. Excessive reliance on AI systems can weaken students' struggle to understand literature comprehensively, reduce critical thinking skills, and risk reducing students' interest in reading physical sources independently (Azizah, 2024; Lukman et al., 2023). Several previous studies focusing on AI generally involved high school (SMA) or college students (Dewi Sartika & Rismawati Yusran, 2025; Mulyadi et al., 2024). This age group already possesses more mature digital literacy skills.

However, there is still little empirical research examining the impact of conversational AI like Dola on reading interest in a population of elementary school children (grade four), whose cognitive and affective development is still underway. Does this advanced technology truly spark their interest in reading, or does it actually make them more reluctant to engage with text? This is the research gap and the urgency of this study. This gap is reinforced by more recent primary evidence: Kholik's (2025) sentiment analysis of user reviews following the rebranding of Cici into Dola indicates a rapid and largely positive uptake of the application among Indonesian users, yet, to date, no primary study has empirically measured its behavioral effect on young children's

reading interest. This absence of up-to-date, population-specific primary data further justifies the need for the firsthand experimental evidence generated by the present study.

Based on the phenomena and literature review above, this research was formulated to answer the problem formulation: "Is there a difference in reading interest of fourth-grade students before and after the use of AI Dola at SDN 3 Gondang in the 2025/2026 Academic Year?". This research aims to empirically analyze the impact of implementing AI Dola, so as to provide an objective picture of the effectiveness of its use. The results of the study are expected to be a practical reference for schools and educators in formulating digital literacy policies, so that the integration of AI technology does not kill reading skills, but synergizes to optimize students' potential.

2. METHOD

This study used a quantitative approach with a quasi-experimental research type. The quasi-experimental design aims to test causal relationships between variables without involving full randomization of research subjects into treatment and control groups (Anastasya, 2025). The specific design adopted was a Nonequivalent Control Group Design.

In the Nonequivalent Control Group Design, the experimental and control groups were both given a pretest (initial test) and a posttest (final test). Student placement was not done randomly (random assignment) at the individual level, but rather using intact groups or structured classes at the school (Creswell in Yattini, 2014). This research was conducted at SDN 3 Gondang, Gangga District, North Lombok Regency, from May 25 to June 20, 2026.

The population in this study included all fourth-grade students at SDN 3 Gondang in the 2025/2026 academic year, totaling 43 students. Referring to the guidelines put forward by Arikunto (in Hendrajaya & Lestari, 2022), if the total population is below 100 people, then the entire population is eligible to be drawn as a sample. Therefore, this study used a non-probability sampling technique with a saturated sampling approach (total sampling). A total of 20 students from class IVB were designated as the experimental group who received an intervention in the form of reading assistance using AI Dola. Meanwhile, 23 students from class IVA were designated as the control group who participated in conventional literacy and reading activities without the involvement of AI Dola.

The primary data collection technique was carried out using a closed questionnaire instrument based on a Likert scale with a range of 1 to 5 (Strongly Disagree to Strongly Agree). The reading interest instrument grid is divided into four main indicators, namely: (1) feelings of pleasure when reading, (2) awareness of the benefits of reading, (3) frequency of reading, and (4) quantity of reading sources owned or read (Arinda in Yuliana, 2023).

Before being applied to the research sample, the questionnaire instrument was piloted on 30 respondents outside the sample to measure its validity and reliability. The validity test used the Pearson Product Moment correlation by comparing the calculated r -value to the r -table (0.361 at 5% significance). The results of the validity test showed that out of 12 statement items, 11 were valid because the calculated r -value exceeded the r -table, while 1 item (P4) was declared invalid ($r = 0.273 < 0.361$). Furthermore, the reliability test using the Cronbach's Alpha coefficient showed a score of 0.761, which indicates that the questionnaire is in the reliable category and is suitable for use.

The treatment in the experimental group took place over four face-to-face sessions, held once a week during the class's scheduled literacy period. Each session was allocated 30 minutes, resulting in a total treatment exposure of 120 minutes, and followed a consistent four-stage procedure. First, a five-minute opening in which the teacher introduced the day's reading text and reminded students how to operate the AI Dola application. Second, roughly fifteen minutes of independent reading, during which students read the assigned text individually while a researcher and the classroom teacher circulated to assist. Third, guided use of Dola's AI features—particularly the explanation of difficult vocabulary and the "text-to-image" feature that converts story summaries into visual illustrations—allowing students to clarify unfamiliar words or

generate a visual summary of what they had just read. Fourth, a brief closing discussion of about five minutes in which students shared their impressions of the text and the AI-generated illustrations with the class. All sessions used tablet devices provided by the researchers and the school, with one device shared between two students to encourage peer interaction, and were supervised throughout by the classroom teacher and a member of the research team to ensure the AI features were used as intended.

The quantitative data collected from the pretest and posttest results were then analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The analysis began with a statistical description of the data, then prerequisite tests were carried out, namely the Shapiro-Wilk normality test (considering the number of samples $n < 50$) to ensure the data were normally distributed, and Levene's Test homogeneity test to see the equality of variances. After the prerequisite assumptions were met, the hypothesis was tested using the Independent Sample T-Test method. The criteria for drawing a hypothesis decision were to reject the Null Hypothesis (H_0) if the probability of significance (Sig. 2-tailed) was less than 0.05.

3. RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Descriptive statistical analysis was conducted to map the general picture of the distribution of students' reading interest scores in the experimental and control groups, both before (pretest) and after (posttest) the treatment was given. The possible score range for students from 11 questions was a minimum of 11 and a maximum of 55. Based on SPSS computations, the distribution of pretest and posttest data is shown in the following tables.

Statistics	Group	Pretest	Posttest
Mean	Experiment (N=20)	40,80	40,50
Mean	Control (N=23)	38,61	39,65
Median	Experiment	42,50	41,00
Median	Control	39,00	39,00
Mode	Experiment	46,00	42,00
Mode	Control	33,00	35,00

Based on the data above, the experimental group had a mean pretest score of 40.80, which then decreased slightly to 40.50 in the posttest. On the other hand, the control group had a mean pretest score of 38.61 and experienced a slight increase to 39.65 in the posttest. Descriptively, it can be seen that the difference in scores between the groups given AI Dola and those using the conventional method did not show a significant disparity.

Prerequisite Analysis Test

Before conducting a hypothesis test to statistically prove whether the average difference is significant, two prerequisite tests are carried out, namely the normality test and the homogeneity test.

- 1) Normality Test. The test was conducted using the Shapiro-Wilk technique because the sample size was relatively small ($n < 50$). The calculation output results showed a Sig. value in the pretest of the experimental group was 0.105, and the control group was 0.224. Meanwhile, for the posttest, the experimental group obtained a Sig. value of 0.111, and the control group obtained 0.189. Because all Sig. values are > 0.05 , it can be concluded that the reading interest data from both groups came from a normally distributed population.
- 2) Homogeneity Test. The homogeneity of variance test was conducted using Levene's Test on Mean. The SPSS data processing results show that the Sig. (Based on Mean) value for the posttest data is 0.442. Since the probability value ($0.442 > 0.05$), this proves that the data variance between the experimental and control groups is uniform or homogeneous.

Hypothesis Test Results

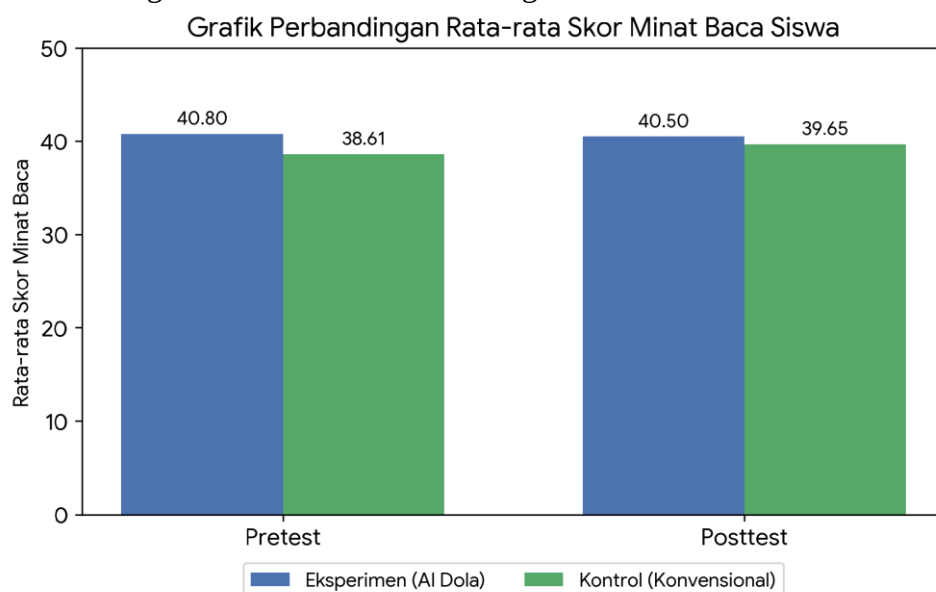
With the requirements of normality and homogeneity met, inferential analysis for hypothesis testing was conducted using a parametric test method, namely the Independent

Sample T-Test, using a margin of error of 5% ($\alpha = 0.05$). The computational results are summarized in Table 2 below.

Data	Group	N	Mean	t	Sig. (2-tailed)
Pretest	Experiment	20	40,80	1,171	0,248
	Control	23	38,61		
Posttest	Experiment	20	40,50	0,529	0,600
	Control	23	39,65		

A comparative analysis of the pretest in both classes confirmed a t-value of 1.171 with a significance level of 0.248 (>0.05), indicating no significant difference in the initial reading interest of the two groups. This means that the control and experimental groups started from the same starting point.

The peak of the analysis is found in the results of the Independent Sample T-Test posttest score, where the t-count is 0.529 with a probability of Sig. (2-tailed) of 0.600. Based on the decision-making rules, because the Sig. value of $0.600 > 0.05$, the Null Hypothesis (H_0) is accepted and the Alternative Hypothesis (H_a) is rejected. This indicates that there is no statistically significant difference in reading interest between fourth-grade students who were given reading treatment with AI Dola technology assistance compared to students who did conventional reading activities at SDN 3 Gondang.



Discussion

The insignificant results found in this research provide a very interesting analytical opportunity. Conceptually, and based on Davis's (1989) Technology Acceptance Model (TAM), the presence of intelligent application innovations should be able to increase learning motivation if users perceive their immediate benefits and practicality. Dola's AI features, such as the text-to-image illustration generator and instant explanations, should be able to break down students' cognitive barriers to understanding text. However, the reality on the ground produces data to the contrary. At least three main factors have the potential to strongly influence these results.

The first factor is the constraint of intervention duration. The treatment given to the experimental group only lasted four sessions with a cumulative duration of 120 minutes. According to Kurniawati's (2023) study, for artificial intelligence-based technology to stimulate real changes in basic literacy skills, consistent and sustainable integration over the long term is required. The two-hour duration of the study was deemed insufficient for fourth-grade elementary school students to form a routine (habituation) or build a stable 'perceived usefulness' of AI Dola. For elementary-aged children, the novelty of technology often shifts the focus of learning to simply playing with tools, rather than absorbing the essence of the reading itself.

The second factor is the "ceiling effect" phenomenon and the challenge of adaptation. Based on descriptive tabulation, the initial reading interest of fourth-grade students at SDN 3 Gondang was already in the moderate range (an average of 38-40 out of a maximum of 55). Increasing reading interest in subjects already in a stable, moderate position requires very intensive intervention and in-depth reading stimulation. Furthermore, the ease offered by Dola AI to summarize and explain difficult words have the potential to bypass the essential cognitive incubation process. Students no longer feel the need to laboriously digest paragraph after paragraph. This condition aligns with warnings from Azizah (2024) and Lukman et al. (2023), who highlighted that sporadic use of AI actually erodes critical thinking skills and physical reading interest, because the brain is pampered with instant answers.

The third factor relates to digital literacy independence. Compared with previous relevant findings, studies that have successfully demonstrated the positive and significant impact of AI (e.g., Dewi Sartika & Rismawati Yusran, 2025; Mulyadi et al., 2024; Firjatullah, 2025) have predominantly targeted high school or college students. These demographic groups have achieved a high level of cognitive maturity (self-regulated learning), enabling them to utilize AI as an elaborative tool. Conversely, in the fourth-grade age group, digital literacy skills are not yet independent. The presence of gadgets and AI without teacher supervision is proportionally vulnerable to becoming a distraction that obscures the original purpose of reading activities.

The small increase in the control group without AI technology (mean increase from 38.61 to 39.65) also provides important insights. This suggests that conventional reading aloud, the supportive environment of printed books, and the two-way pedagogical interaction maintained by the classroom teacher still play an essential role in fostering early literacy. The nonequivalent control group research design also opens up the possibility of intervention by external variables such as household habits, parental support, and children's internal motivation, which are difficult to control absolutely in natural classroom settings.

Taken together, these three factors suggest that the absence of a significant effect does not necessarily reflect a failure of Dola AI's design, but rather a mismatch between the construct being measured and the conditions under which technology-driven change actually occurs. TAM primarily predicts behavioral intention to use a technology from perceived usefulness and perceived ease of use, not an immediate shift in an underlying affective trait such as reading interest. Students in this study may well have perceived Dola AI as easy and enjoyable to operate without that perception translating into a deeper, sustained inner motivation to read, precisely because reading interest, unlike short-term task performance, tends to develop through repeated affective experience rather than a handful of novel exposures. This interpretation is consistent with the short intervention window, the ceiling effect on students' baseline interest, and their still-developing digital self-regulation discussed above, and it helps explain why AI Dola's conceptually strong features did not, within four sessions, produce a measurable shift in reading interest.

4. CONCLUSION

Referring to the entire process of collecting and analyzing empirical data statistically, this study concludes that there is no significant influence or difference between the reading interest of fourth-grade students who use AI Dola artificial intelligence technology assistance and students who do not use AI Dola at SDN 3 Gondang in the 2025/2026 Academic Year. This is indicated by the significance value (Sig. 2-tailed) of the T-Test test of 0.600, which is much greater than the tolerance margin of 0.05, so the Null Hypothesis (H_0) is accepted.

While conceptually and feature-wise, AI Dola offers exceptional functionality to complement literacy activities—from dissecting meaning to visual projection—at the practical level of elementary school, its effectiveness is reduced. This is due to the limited duration of the experiment, which was too short (120 minutes), the insignificant gap in students' initial interest levels, which are generally at an intermediate level, and the cognitive readiness of elementary school children, who are still susceptible to distraction by instant information.

This study is also subject to several limitations that should be taken into account when interpreting its findings. The treatment period was confined to four sessions over four weeks, which is likely too short to capture a construct such as reading interest that tends to develop gradually rather than shift immediately. The sample was limited to two intact classes at a single school (43 students in total), assigned by existing class grouping rather than random allocation, which constrains the extent to which the results can be generalized to other schools or regions. Data collection also relied solely on a self-reported Likert-scale questionnaire, without triangulation through classroom observation or qualitative interviews that could capture more nuanced changes in student engagement with reading. These limitations mean the findings should be read as an initial, context-bound indication rather than a definitive verdict on the effectiveness of AI Dola for this age group.

Based on these conclusions, it is recommended that schools and educators position AI technology, such as Dola, as a complementary tool, not a substitute for basic literacy teaching methods. Teachers must closely supervise its operation to ensure that this technology fosters children's curiosity. For future researchers, it is recommended to adopt a more longitudinal treatment duration, expand the sample size, and combine experimental design with a qualitative approach to provide a more holistic view of students' psychological dynamics during interactions with artificial intelligence.

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