



JURNAL BASICEDU

Volume 6 Nomor 6 Tahun 2022 Halaman 10351 - 10358

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



Primary School Students' Reading Interest: What Are the Determining Factors?

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Abstrak

Tujuan dari penelitian ini adalah untuk mengukur minat baca siswa di sekolah dasar Mangkubumi di Kota Tasikmalaya serta melihat implementasi GLS (Gerakan Literasi Sekolah). Minat baca menjadi satu hal yang krusial untuk diteliti karena kebiasaan membaca sejak dini menjadi modal dasar bagi setiap anak untuk mencapai kesuksesan pendidikan. Penelitian melalui metode kuantitatif melibatkan 45 peserta didik. Pengambilan data melalui kuesioner terhadap 45 responden untuk mengukur minat baca dan wawancara guru penanggung jawab literasi sekolah. Data diolah melalui pendekatan deskriptif. Hasil studi menunjukkan ada 2 indikator minat baca yang rendah yaitu: kegiatan pendukung literasi dan keinginan untuk membaca. Sedangkan 2 indikator nilai rata-rata yaitu kesenangan membaca dan ketertarikan terhadap buku. Terakhir satu indikator bernilai tinggi yaitu kesadaran untuk membaca. Dari hasil terlihat bahwa responden telah memiliki kesadaran pentingnya membaca namun tidak didukung dengan kegiatan pendukung di sekolah maupun di rumah sehingga mempengaruhi keinginan dan ketertarikan terhadap kegiatan membaca. Penelitian ini bermanfaat bagi ilmu pengetahuan khususnya untuk literasi di sekolah dasar.

Kata Kunci: minat baca, sekolah dasar, GLS

Abstract

This study's objectives were to measure students' interest in reading at Tasikmalaya City's Mangkubumi Elementary School and examine how the GLS was being used. Reading interest is an important skill to learn because reading is a habit that every child needs to develop from an early age to succeed academically. This study combined a quantitative technique with a descriptive methodology consist 45 students from the school who took part in the study. A questionnaire with five indicators on a student's interest in reading and interviews with literacy-teacher were the study tools employed. The data were examined using a descriptive data analysis approach. The results showed that there were two indications with low scores: (1) the habit of supporting reading activities and (2) the desire to read. In addition, two indicators—the enjoyment of reading and interest in books—have ordinary values, while one indicator—the urge to read books—has a high value. The findings show that while respondents are already aware of the value of reading, they are not being encouraged to read at school or home, which may be influencing their desire and interest in reading activities. This research is beneficial to the advancement of knowledge, particularly in the field of literacy in primary education.

Keywords: reading interest, elementary school, GLS

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DOI : <https://doi.org/10.31004/basicedu.v6i6.4834>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 6 No 6 Tahun 2022
p-ISSN 2580-3735 e-ISSN 2580-1147

INTRODUCTION

The basis for lifelong learning paths is reading literacy. Other literacy levels in children are impacted by it (Wildová, 2014). One of the basic goals of education given through compulsory schooling is the development of reading literacy. Reading literacy is one of the primary areas of development for the "Kurikulum Merdeka" being used by the government in Indonesia today. The PISA scores for Indonesia, which are low, are also relevant. Indonesia is placed 74th overall and sixth from the bottom (Pusat Penilaian Pendidikan Balitbang Kemendikbud, 2018). Providing a child with a future by teaching them to read and inspiring a love of reading is similar to providing them with the means to explore any "world" they choose and the chance to achieve their objectives (Cahya & Artini, 2020; Zulham & Sarianti, 2022). This must be taken into consideration as the development of the future for Indonesian reading literacy, particularly for students in primary school.

The issues that are still present today include the uneven distribution of books over practically all of Indonesia and the poor reading motivation and enthusiasm among students (Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2019; Wuwur, 2022). This is troubling since, in the age of information technology, it is expected of students to develop reading abilities that enable them to comprehend texts critically, analytically, and reflectively. The ability of the global community to adapt to technological advancements and upgrades is necessary. This is outlined in the Prague Declaration (Unesco, 2003), which highlights the significance of information literacy—specifically, the capacity to seek, comprehend, critically assess, and manage information—for the growth of one's personal and social life. A well-rounded education must include reading. As a result, the Ministry of Education and Culture had the notion to set up a program to promote school reading Gerakan Literasi Sekolah (GLS). GLS started in March 2016 by performing socialization and coordination with all provincial education offices and/or city or district education organizations. Because GLS implementation is still in its early phases, the reading test results are currently not particularly exciting. As a result, it is necessary to keep up with and develop some GLS activities to get better outcomes (Hasanah, 2020). The involvement of numerous parties is anticipated.

Reading interest is a lifelong quality of the learning process that supports growth in areas including problem-solving, understanding the motivations of others, developing security, fostering positive interpersonal interactions, and increasing appreciation for everyday routines. Several "reading interest" definitions have been produced by professionals. Reading interest is a high degree of enjoyment (excitement) in engaging in reading activities that the reader chooses because they are enjoyable and beneficial to him (Zulham & Sarianti, 2022). The degree to which students are aware of the advantages of reading, give reading the attention it deserves, like reading, and engage in reading activities regularly, or "reading frequency," are all indicators of high reading levels in students (Ama, 2021). Getting habituated to reading both fiction and non-fiction books can help to develop an interest in reading, but this requires direction from parents and teachers (Anwas et al., 2022; Syafitri & Yamin, 2022). In addition, it is necessary to implement measures and regulations that encourage students to have a strong interest in reading.

Because of the importance of reading interest in our children, there has to be a literacy movement that promotes reading interest on all sides, not just in the school but also in the home and society. Many research have been done on various programs designed to raise readers' interests, as well as the National Literacy Movement, which has long been supported but still needs to be improved in its execution. Similar to this study, an extensive investigation was conducted at one of the primary schools to determine the real elements influencing pupils' reading preferences. It would be simpler for schools to make changes and identify solutions if they are aware of the affecting elements.

The aspects that affect interest in reading include the enjoyment of reading activities, the need for and awareness of the benefits of reading books, interest in books, the desire to read books, and habits supporting reading activities (N. A. Marlina & Ardiyaningrum, 2021). Based on the five indicators listed above, the goal

of this study is to identify the factors that affect elementary school children's enthusiasm for reading. Additionally, efforts were made to describe how GLS was used in Tasikmalaya's elementary schools. GLS significantly affects students' interest in reading, as has been shown in numerous prior studies, it helps students increase their interest in reading and adds to the diversity of literacy support activities. (Jannah, 2021; Maulidah, Sukiyanto, Yuliana, & Rohmatul Lailia, 2021; Purwandari & Andriyani, 2022; Syafitri & Yamin, 2022; Wicaksono, Nurkolis, & Roshayanti, 2020; Yani et al., 2022). However, the findings of a recent study on the reading preferences of students in primary school will show how far this implementation has come.

METHOD

This research is quantitative research methods. The subjects consisted of 45 students who came from one of the public schools in Mangkubumi, Tasikmalaya City, Indonesia. A questionnaire and interview were utilized to gather data for the study. As indicated in Table 1 below, the questionnaire's questions were arranged in a way that was connected to the five elements of reading interest. To evaluate the students' interest in reading, the instrument consisted of 22 questions that were closed-ended and graded on a Likert scale. A reliability test was performed, providing a Cronbach's alpha score of 0.733 (> 0.6), showing that the questionnaire was reliable as seen in Table 2. Table 1 shows the results of examining the questionnaire's validity and reliability.

Table 1. Indicators of students' reading interest

No	Component	Sub-component
1	Enjoyment of reading activities,	Enthusiasm for reading books
2	The need of reading books,	Awareness of the benefits of reading books,
3	Interest in books,	Interest in books and reading activities compared to other activities
4	The desire to read books,	Time spent reading books
5	Habits supporting reading activities	Activities at home
		Activities at school

Table 2. Result of the reliability test

Cronbach's Alpha	N of Items
0,733	22

In addition to distributing questionnaires to measure reading interest, interviews were conducted with teachers in charge of the School Literacy Programme (GLS) at the school we studied. The questions were developed by the GLS recommendations for primary schools, specifically to determine the extent to which habituation activities, infrastructure, and school community support have been included in the GLS implementation. The development of interview questions is based on the six elements listed in table 3 for preparation. The descriptive approach was used to analyze technical data.

Table 3. Component for interview

No	Indicators
1	Existing literacy programs
2	Teacher capacity building program in the field of literacy
3	Library Activity
4	Literacy activities involve parents
5	Opinions about the literacy program that has been running
6	Challenges in the implementation of literacy

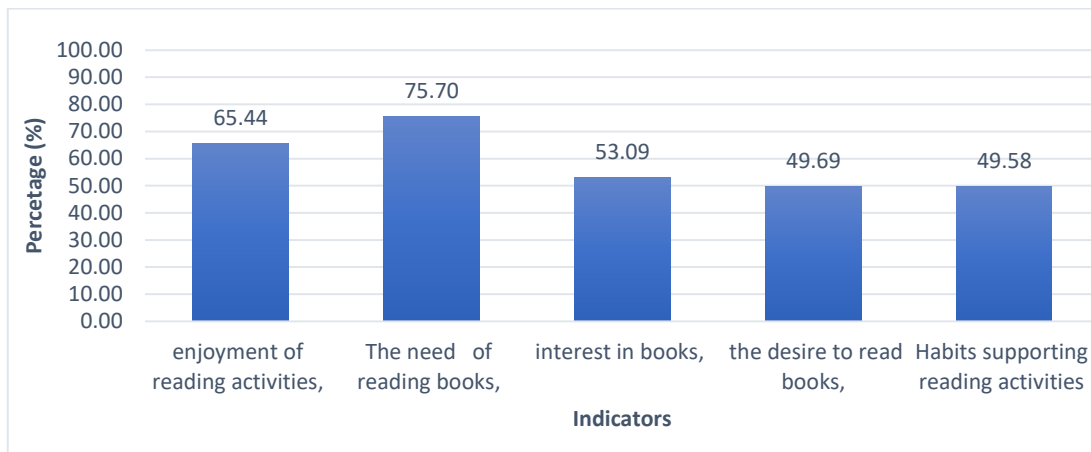
However, technical data analysis was performed to assess the level of reading by examining the results of the percentage scores obtained using the method provided in table 4 below. Table 4 is used as a guideline for drawing conclusions based on the questionnaire findings.

Table 4. Score Interpretation Criteria

Percentage	Description
>75%	High
50-74,99%	Average
25-49,99%	Low
<24,99%	Very low

RESULT AND DISCUSSION

This study aims to analyze what is determine factors of students' reading interest, focusing on one public school in Tasikmalaya, Indonesia. To comprehend them more thoroughly and clearly, this result sheds some light on these findings. The research findings of this study can be categorized as following 5 components of student's reading interest : (1) Enjoyment of reading activities, (2) The need of reading books, (3) interest in books, (4) The desire to read books and (5) habits supporting reading activities as shown in picture 1. And for results from the interview can be seen in table 5.



Picture 1. A factor that affects student's reading interest

The findings of the questionnaire on the five indicators of reading interest show that there are two low-value components, namely the habit of encouraging reading activities and the desire to read. The value of the other 2 variables of reading and interest in books—is average. The need to read books is a high-value component, though. It will be explained in light of the students' reading interest indicators in the research location.

Table 5. The Result of the Interview

No	Indicators	Result of interview
1	Existing literacy programs	There isn't a specific program in place yet, but the practice of reading nonfiction books 15 minutes before class has been going on although not all classes have used it because of time restrictions.
2	Teacher capacity building program in the field of literacy	There is none. Literacy teachers improve their knowledge by engaging in activities on their own.
3	Library Activity	The school doesn't have enough classrooms, so the outdated library is frequently utilized as a temporary classroom.
4	literacy activities involve parents	There isn't currently a program. The only activities are reading picture books and following the titles that the parents choose, whether they are paper books or e-books.

No	Indicators	Result of interview
5	Opinions about the literacy program that has been running	At the collegiate level, Post Covid has not gone well. Not every class has it yet. Due to schedule constraints, this is
6	Challenges in the implementation of literacy	There is no library room, implementation takes time, the teaching staff is cohesive, and post-pandemic circumstances are also present.

A high score on the indicator for the need to read a book indicates that students have understood the value of reading books and their own need to read books while in elementary school. This perspective is positive because awareness and need are the foundation of any excellent habit. They need to read books as part of their educational activities as well as search for sources of knowledge and information because they are students. Students that love to read will have a broad perspective since they always learn the most recent information through their reading (L. Marlina, Caska, & Mahdum, 2017). However, if facilities and activities are not provided for students at school or at home, even if they are aware of the value of books, they will not be motivated to read.

The following indicator which measures interest in and enjoyment of reading has an average value. Students already feel at ease and love reading books, according to the question on the survey regarding how much they enjoy it. In addition, when it comes to the interest in books, one must decide between books and other things like games or smartphones. The median response rate of 53.09 per cent shows that some respondents still find other things to be more intriguing than books. This may be used as a reflection to give students in elementary school a choice of reading materials or activities that are more engaging and entertaining. Reading aloud is one option for entertaining reading exercises. The passion and enthusiastic engagement of students in learning activities that result from reading aloud to them can improve learning outcomes and increase their interest in books and reading activities (Tantri, 2022).

The next indication, the desire to read books, provides a low result. The questionnaire questions aimed to establish the degree to which the student's desire to read books was distinct from their preferences and time allocators for book-reading activities. It turns out that there is still little time set up for reading activities. One of them is the fact that a lot of students decide to play on or use gadgets at home or school. even if excessive and uncontrolled usage of technology may make students too lazy to complete reading and writing assignments (Radliya, Aprilia, & Zakiyyah, 2017). The interviews' findings revealed that there was no library on location, no attractive reading material, and no initiatives to support the study that would be of interest to students.

Supporting reading activities is yet another low-value indicator. This signal shows that excellent habits are fostered both at home and at school, which can boost interest in reading. However, there hasn't been a literacy program at the research site itself in the last two years, and there isn't a library that is regularly utilized, so the students don't have access to any literacy activities as well as reading-related activities done at home. Reading interest and views of parental participation in schooling are positively correlated. The more the interest in reading, the more positively parents are seen as being involved in their children's education. In contrast, reading interest declines when parental participation in children's schooling is perceived as being more negative (Ama, 2021).

The results of the low-value test, which show that there are no parent-involved literacy activities, are consistent with the findings of the interviews in the area of habits supporting reading activities at home. In reality, it has to include everyone, including parents in addition to schools, to encourage a love of reading in children. Naturally, children will positively contribute to boosting children's interest in reading if parents at home engage their children in literacy activities, read to them, and motivate them (Anis Ma'rufah, Daliman, & Agus Wahyudi, 2021; Mursalim, Solehun, & Pramudia, 2020). Simple actions, such as reading books to kids daily, can serve as the foundation for literacy activities at home. Giving children books is another way to

encourage their interest in reading. The most crucial factor is that parents set an example for their children by loving books and engaging in reading activities.

Based on the findings from evaluating students' interest in reading and expanded with the findings from literacy teacher interviews. Students in the study area are aware and interested in books and reading activities, but the lack of literacy assistance and habit-building activities in classrooms makes reading activities unappealing to students. In addition, there is a lack of classroom space, which results in the library occasionally serving as an emergency class, eliminating the library's role as a centre for student literacy development activities. Libraries are one of the important facilities supporting the school literacy movement (Dafit & Ramadan, 2020; Mas, Daud, & Djafri, 2019). Despite the habit of reading for 15 minutes before learning, it has not been consistently practised and the insufficient skill of class teachers. Due to the pandemic's consequences, the program has not yet been implemented in the schools under study. However, it is preferable to fix and enhance the literacy program right away given how crucial these activities are to boost students' interest in reading. Apart from that, looking at the results of this research, literacy activities in schools must be supported by the role of parents in carrying out literacy habits at home (Ledger & Merga, 2018).

CONCLUSION

The results showed that there were two indications with low scores: the habit of supporting reading activities and the desire to read. In addition, two indicators, enjoyment of reading and interest in books have ordinary values, while one indicator the urge to read books has a high value. This shows that it is important to reevaluate literacy support activities that might increase students' interest in reading, especially in the schools analyzed. Additionally, the school should consider how parents may encourage their kids' interest in reading. However, there is room for improvement in the implementation of the school literacy program, including reactivating the existing library or reading corner; getting used to carrying out 15 minutes of reading activities before the learning time begins; and refreshing the literacy movement materials not only for teachers but for all committees and parents so that there is good cooperation between school faculties and parents so that students can be more active in participating in the school literacy movement program.

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