

Analysis of Student Reading Interest in the Implementation of Literacy Culture at SD Negeri 1 Gondanglor

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ABSTRACT

Students interest in reading is currently declining and many are caused by several factors. The problem of education in Indonesia is still focused on the low level of student literacy. This is caused by a lack of interest in reading in students, which is largely influenced by technological advances and the lack of the role of parents and teachers in providing motivation. In fact, by doing reading activities, a person can get a lot of new things, can provide encouragement in finding new information and can broaden his knowledge. The aims of this study were: (1) to find out students' reading interest in SD Negeri 1 Gondanglor (2) to find out the application of literacy culture in SD Negeri 1 Gondanglor (3) to find out students' reading interest with the application of literacy culture in SD Negeri 1 Gondanglor. In research using qualitative research. From the results of research at SD Negeri 1 Gondanglor it can be seen that students' interest in reading at SD Negeri 1 Gondanglor falls into the "moderate" category. Where there are 3 students in the high category with a percentage of 27.3% while 6 students fall into the medium category with a percentage of 54.5% and a percentage of 18.2% is owned by 2 students in the low category. Students' interest in reading at this school is influenced by several factors, namely internal factors and external factors. Internal factors come from within the students themselves while external factors come from teachers and parents.

Introduction

Based on the results of a survey conducted by AKM (Asesmen Kompetensi Minimum) in early 2021, it states that there are still many items whose level of difficulty is still relatively low, only limited to testing students' memories. However, many students experience difficulties due to lack of time to work and practice, thus making them think at a high level. This is due to the low reading skills and speed of students. This is proven by the Ministry of Education and Culture Research in 2019, which states that in the Indonesian National Assessment Program there are results of good reading skills only owned by students with a percentage of 6, 06%. While students whose reading skills are

categorized as sufficient are 47, 11% and students are categorized as lacking 46, 83%. The data shows that the reading ability of Indonesian students is still lacking and is a problem that needs to be resolved. Therefore, the role of parents and teachers is needed in fixing this problem. Here the important role of parents for the success of their children in reading skills is one of them teaching children to read early, grade 1 elementary school children should already have the ability to read as a starting point.

Syifa et al., (2019) stated that we must also be able to control children's psychological conditions so that they are happy and excited when reading, and the influence of less positive associations and games makes children rarely open books because their time is wasted on negative things and addicted to games. Children are more comfortable playing online games than reading. Because in online games there are interesting features that make children interested in playing them. From the factors above, it can be concluded that the cause of children's lack of interest in reading is largely influenced by technological advances and the lack of role of parents and teachers in providing motivation. Whereas by doing reading activities, a person can get a lot of new things, can provide encouragement in finding new information and can broaden their knowledge horizons. In addition, the habit of reading can also train a person's language structure in speaking which reflects the quality of self possessed. Menurut Syarqawi et al., (2022) Reading activities carried out every day also provide many benefits, including: 1) Improve your own self-development, 2) Fulfill intellectual demands, 3) Fulfill the interests of life, 4) Increase talent interest in a field.

Edward (2021) explained "Literacy is the ability to read and write that must be owned by someone. Being a smart and cultured nation requires literacy as the main capital, because with this ability it can help Indonesian people solve various problems, especially in the younger generation who are considered to have many competencies."(Marzuqi, 2017). This literacy program will run optimally if the school involves parents in its implementation. Because of the success of this program, parents also have an important role in it. So, this study aims to determine students' reading interest and the application of literacy culture in SD Negeri 1 Gondanglor.

Method

This research uses a qualitative approach with a mixed method, which is a problem-solving procedure in collecting, analyzing and "mixing" quantitative and qualitative methods in one explanation. (Machali, 2021). The combination of these methods aims to provide a better understanding of the problem. Qualitative research with mixed methods was used to analyze students' reading interest after the implementation of literacy culture through data collection techniques such as observation, interviews, questionnaires and documentation. Then it was analyzed according to the Miles & Huberman technique, namely data reduction, data presentation and conclusion drawing.

Results and Discussion

1. Reading Interest of Students of SD Negeri 1 Gondanglor

Interest is the desire or willingness of someone to do something. Meanwhile, reading is an activity to gain knowledge and find information that is not yet known. So, student reading interest is a reading activity carried out by students based on their inner willingness without any coercion by any party. Menurut Faiza (2021) explains "interest in reading is an impulse from within that desires to read without a sense of compulsion from external factors. Instead, it comes from internal factors that desire to gain a pleasant experience in reading activities. So that reading habituation can occur if appropriate reading material is available and there is time to read". The reading interest of SD Negeri 1 Gondanglor students was measured using a questionnaire, the measurement was carried out based on the Guttman Scale calculation guidelines. The Guttman scale is a scale that has characteristics with firm answers. The questionnaire used contains 10 statements with the answer options "yes" and "no". This questionnaire was filled in by students totaling 11 children, where positive answers were given a value of 1 and negative answers were given a value of 0. Below are the benchmarks and results of the student reading interest questionnaire at SD Negeri 1 Gondanglor.

Table 1. Success Rate of Students' Reading Interest

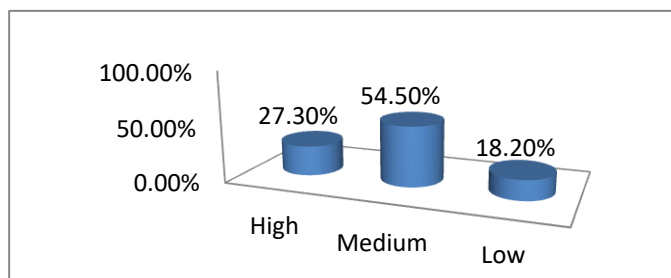
Skor	Reading Interest Level
8-10	High
5-7	Medium
1-4	Low

Table 2. Percentage Results of Student Reading Interest

Skor	Kriteria	Total number of students	Percentage (%)
8-10	High	3	27,3%
5-7	Medium	6	54,5%
1-4	Low	2	18,2%
Total		11	100%

From the table above, it is known that the reading interest of SD Negeri 1 Gondanglor students is 3 students in the high category of 27.3%, while 6 students fall into the medium category of 54.5% and the low category of 18.2% is owned by 2 students. It can be concluded that students' interest in reading at SD Negeri 1 Gondanglor falls into the "medium" category.

This is evidenced by students' enthusiasm for reading activities and is shown through the activities of students visiting the library every day, although sometimes students still need encouragement to visit the library. The graph of student visits to the "Insan Cendekia" library for the last 3 years is as follows:

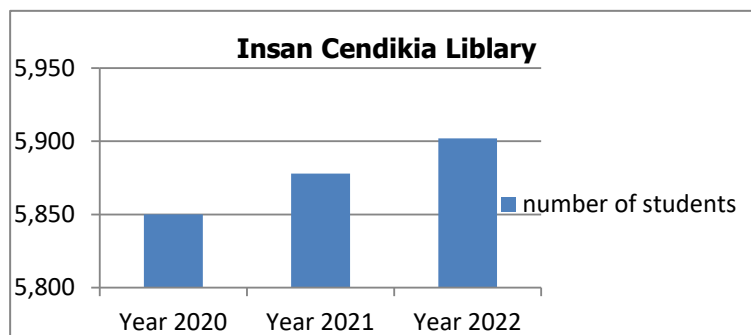


Picture 1. Student Reading Interest Questionnaire Data

Table 3. "Insan Cendekia" Library Visit Data

Year	2020	2021	2022
Frequency	5.850	5.878	5.902

From the table above, it can be seen that the interest in reading of SD Negeri 1 Gondanglor students has increased every year. With the support of the library room, students are able to utilize these facilities as an effort to improve their reading skills.



Picture 2. "Insan Cendekia" Library Visit Data

Based on observations during the research, the state of students' interest in reading at SD Negeri 1 Gondanglor is largely influenced by motivation. In this case, motivation plays a very important role in fostering students' interest in reading. Motivation is the driving force for someone to read. In order for someone to love reading, motivation is needed. Someone will realize the importance of reading when they already know and understand the benefits of reading, and this can make their interest in reading even higher. Motivation is giving encouragement to someone to do something they want with enthusiasm, so as to achieve optimal results.

The motivation of students' interest in reading at SD Negeri 1 Gondanglor is influenced by two factors, namely internal factors and external factors. This is in line with the opinion Firdaus et al., (2020) terdapat 2 faktor yang mempengaruhi motivasi yaitu:

- a. Internal factors: 1) physical factors, namely this factor affects the body and appearance of a person, which includes health, nutrition and function in the five senses. 2) psychological factors, namely factors that affect the spiritual condition of students. This factor affects the enthusiasm and laziness of students

in reading. Where a strong encouragement can encourage students to read and vice versa, a lack of encouragement can make students lazy to read.

b. External factors: 1) social factors, namely factors that come from a person's surroundings. This factor consists of parents, neighbors, friends, teachers and others. Parents are the main factor influencing students' interest in reading at home. Parents play a role in accompanying children while studying and guiding children to love reading. Meanwhile, teachers are the factors that influence students' interest in reading at school. Teachers play a role in educating and directing students to read. 2) Non-social factors, namely this factor is the physical condition of a person's environment, such as air conditions, place, time and learning facilities.

Students at SD Negeri 1 Gondanglor do not all have a high interest in reading, to overcome this, the school applies various ways so that students like to read. So, the school implements various supporting programs including: a) implementing compulsory reading activities 30 minutes before the start of class. b) the school holds literacy activities by utilizing books in the library. c) implementing compulsory reading activities 30 minutes before the start of class. d) implementing compulsory reading activities 30 minutes before class b) the school organizes literacy activities by utilizing books in the library. c) providing reading corner facilities in each class with the aim that students can read during free time / breaks.

According to (Haeran et al., 2022), The strategy expected to increase students' interest in reading is to use a variety of actions. The strategies that teachers apply to increase students' interest in reading are as follows: a) students are encouraged by the habit of always reading books. b) teachers provide facilities and infrastructure that support children to read such as, interesting books, comfortable places and others. c) giving appreciation to students who dare to appear in front of the class to read. d) creating literacy groups that are required to read 15 minutes before the lesson begins. Reading is an activity that has the aim of obtaining information. According to Lestari et al., (2021) there are several benefits in reading including: a) can expand knowledge and insight. b) can reduce stress. c) can stimulate the brain. d) enrich vocabulary and improve memory. d) can train thinking and analyzing skills. f) high levels of concentration and writing.

2. Implementation of literacy culture in SD Negeri 1 Gondanglor

Literacy culture is a habit that exists in society regarding basic skills such as reading, writing, listening, counting and speaking. It must be applied and embedded in a person. SD Negeri 1 Gondanglor has implemented a culture of literacy since before the government called for the School Literacy Movement program. SD Negeri 1 Gondanglor is a school that is ready to implement the school literacy movement program. It can be seen from the facilities that are already available and the activities that support the school literacy movement. The literacy activities/programs implemented are:

a. Reading Corner

Reading corners are reading facilities provided in each corner of the classroom that can be used by students to read books during breaks and free time. The reading corner of SD Negeri 1 Gondanglor is applied to each classroom from grade I to grade VI, this activity has been running since the literacy culture was implemented. This facility functions as a place for students to read other than in the library. Reading books that students read come from the library, both fiction and non-fiction. In addition, students are also allowed to bring reading books from home to read in the classroom reading corner.

b. Reading Books 30 Minutes Before Learning

Reading books 30 minutes before learning is a habitual reading activity for students every morning, aiming to increase students' interest in reading. At SD Negeri 1 Gondanglor, the 30-minute reading activity before learning serves as one way for students to get used to reading books, especially for students who do not like reading activities. In addition, the 30-minute reading activity aims to increase the enthusiasm for reading in students. This activity is carried out every morning alternately and scheduled between low and high classes. Low classes are carried out every Tuesday and Thursday, while high classes are carried out every Wednesday and Friday.

c. Mading

Mading is a medium of information and communication with readers, where the delivery is through printed media affixed to the mading board in the form of both writing and pictures. Mading at SD Negeri 1 Gondanglor serves as a medium of communication with students. In addition, mading also functions as a forum for creativity and adds to students' reading activities. One example is, there is a student's work in the form of an invitation sentence accompanied by a picture on the mading.

d. Library

The library is a room in which there are many types of reading books and is well managed by library staff. At SD Negeri 1 Gondanglor the library functions as a place to find reading resources. In supporting the literacy culture program, especially in students' reading interest, the library has an important role. So, the school at SD Negeri 1 Gondanglor must be able to optimize the role of the library properly. The efforts applied to the "Insan Cendekia" library are as follows: 1) providing interesting reading materials for library users. 2) providing open library services and students are given the freedom to choose reading materials. 3) providing reading facilities. 4) providing a neat, comfortable and attractive library space. 5) encouraging each teacher to link lesson assignments with the library. 6) giving appreciation to students who borrow the most books in the library within a certain period of time.

e. Reading Terrace

The reading terrace is a place used by someone to read books outdoors. The reading terrace at SD Negeri 1 Gondanglor functions as a place to read books outdoors, where the location of the reading terrace is in front of each

classroom. The reading terrace is made simple by providing comfortable seating and in front of it there is a shady sitting garden with hanging plant decorations. Similar to the reading corner, this reading terrace facility is only used as a place for students to read outdoors and the reading material comes from the library.

f. Call to Literacy

The invitation sentence for literacy is a sentence that invites someone to do reading activities or is commonly referred to as student motivation to read books. At SD Negeri 1 Gondanglor, the existence of this sentence functions as a way to encourage students to love reading. On every classroom wall there are literacy invitation sentences such as "Cultivate Reading! By reading, you will know the contents of the world". In addition, on the walls of the library there are also literacy invitation sentences such as "A useful book is a true friend".

The implementation of the literacy culture program at SD Negeri 1 Gondanglor has increased students' interest in reading. This is influenced by the strategies used by the school in implementing a culture of literacy. According to Yustinus Budi Setyanta, there are three strategies to create a culture of literacy in schools including: a) making the environment rich in literacy. b) trying to make the social environment a model of literate interaction. c) the school seeks to create a literate learning environment. Based on the three guidelines above, the implementation strategy has three stages: planning, implementation and evaluation.

3. Student reading interest with the implementation of literacy culture at SD Negeri 1 Gondanglor

a. Researchers will present the results of research on student reading interest with the application of literacy culture at SD Negeri 1 Gondanglor. Where the application of literacy culture affects students' reading interest. The impact of literacy culture on students' reading interest is as follows:

b. The existence of reading corner facilities has increased students' interest in reading. Because students are given a comfortable place to read without having to jostle in the library room.

c. The 30-minute reading activity before studying has a positive impact on students' interest in reading. Most students like to visit the library to read books, even students also like to borrow books to read at home.

d. The reading facility has a positive impact on students' literacy, such as training their mindset, creativity, writing skills and reading ability.

e. Library facilities have a positive impact on students, especially in terms of interest in reading. Students are more enthusiastic about visiting to read books in the library, even though the books they read are mostly fairy tale books. However, in this case it can foster interest in students to love reading books.

f. The reading terrace facilities have an effect on increasing students' interest in reading, especially for students who often feel bored when indoors.

g. The utilization of literacy invitation sentences at SD Negeri 1 Gondanglor has a big effect on student motivation in reading. With this sentence, students will

think that reading books can expand knowledge and insight, so that it can help us in our future lives.

From the literacy culture that has been implemented at school, it produces a positive impact on student activities related to reading interest, namely: a) students can improve their reading comprehension. b) can improve students' memory. c) students' knowledge and understanding are broadened. d) students' writing skills are increasingly trained. e) increase students' vocabulary. f) able to increase students' self-confidence and communication skills. (Shela, 2020).

The implementation of a literacy culture at SD Negeri 1 Gondanglor on students' reading interest plays a very important role. Students' reading interest at SD Negeri 1 Gondanglor has increased after the implementation of the literacy culture program, with the support of facilities and infrastructure provided by the school.

Facilities and infrastructure are components of tools and facilities that support the school in implementing the literacy movement. The existence of these facilities in the literacy movement program is very important. Because with complete facilities and infrastructure, it can help the school in realizing the literacy movement optimally.

Conclusion

After discussing various explanations from the results of field research, the researchers concluded as follows: 1) Students' reading interest in SD Negeri 1 Gondanglor falls into the "medium" category. Where there are 3 students in the high category with a percentage of 27.3%, while 6 students fall into the medium category with a percentage of 54.5% and a percentage of 18.2% is owned by 2 students in the low category. Students' reading interest in this school is influenced by motivation, which motivation comes from various factors, both internal and external. Internal factors come from within the students themselves while external factors come from teachers and parents. 2) The implementation of literacy culture at SD Negeri 1 Gondanglor has been carried out well and consistently. The implementation process includes planning, implementation and evaluation. The forms of literacy culture implementation are: reading corner, reading 30 minutes before learning, making, library, reading terrace and literacy invitation sentence. 3) Students' reading interest with the implementation of a literacy culture at SD Negeri 1 Gondanglor has increased. Increased interest in reading with the application of literacy culture has a positive impact on students' reading comprehension, memory, knowledge, insight and writing skills.

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