



Implementation of Literacy Culture to Increase Students' Interest in Reading At MI Infarul Ghoy

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ARTICLE INFO

Article history

Received 29-04-25

Revised 21-05-25

Accepted 16-05-25

Keywords

Reading Interest

Student

Literacy Culture.

ABSTRACT

Students' current interest in reading shows a decline, which is influenced by several factors. Education problems in Indonesia still focus on the low level of student literacy. This is largely due to a lack of interest in reading, which is influenced by technological advances and a lack of motivational support from parents and teachers. In fact, reading activities can open up new knowledge, help find information, and expand horizons. This study aims to: (1) assess students' reading interest in MI Infarul Ghoy, (2) evaluate the application of literacy culture in MI Infarul Ghoy, and (3) examine the relationship between students' reading interest and the application of literacy culture at MI Infarul Ghoy. This research uses a qualitative approach. The results of the study at MI Infarul Ghoy showed that students' reading interest was classified in the "moderate" category, with 3 students in the high category (27.3%), 6 students in the medium category (54.5%), and 2 students in the low category (18.2%). Students' interest in reading is influenced by internal factors from within students and external factors from teachers and parents.

Introduction

Based on a survey, the Minimum Competency Assessment (AKM) was carried out in early 2021, it was identified that there were a large number of questions with low difficulty, which only tested students' memory skills (Widiyanto & Desstya, 2023). Many learners face difficulties due to limited time to work and lack of practice, which results in limited thinking skills at a higher level. This problem is caused by students' low reading skills and lack of reading speed. Research Ministry of Education and Culture (2019) shows the same thing in the Indonesia National Assessment Program, only 6.06% of students have good reading skills. As many as 47.11% of students have sufficient reading skills, while 46.83% are in the poor category. This data indicates that The reading ability of Indonesia students is still inadequate and needs to be improved. Thus, the role of parents

and teachers is very crucial in dealing with this problem. One of the efforts that can be made by parents is to teach reading from an early age, allowing children in grade 1 of elementary school to already have basic reading skills as an initial foundation.

Santoso (2022) emphasizes the importance of managing children's psychological conditions to ensure they feel happy while reading. He also noted that negative social influences and game addiction can result in children opening books less often, as their time is spent more on less productive activities and online games. Children are often more interested in online games because of the interesting features they offer compared to reading.

Based on the factors that have been mentioned, it can be concluded that children's low interest in reading is generally caused by technological advances and lack of encouragement from parents and teachers. In fact, reading has many benefits, such as obtaining new information, expanding knowledge horizons, and practicing linguistic structures that reflect a person's self-quality. Syarqawi *et al.*, (2022) states that reading regularly provides various benefits, including:

1. Advancing self-development.
2. Meet intellectual needs.
3. Answering the interests of life, and
4. Fostering interest and talent in a particular field.

Edward (2021) Explain that literacy, which includes the ability to read and write, is an important skill that every individual must have. To make a nation intelligent and cultured, literacy skills are the main key, because these skills can help the people of Indonesia, especially the younger generation, in overcoming various problems. The literacy program will be effective if the school involves parents in its implementation, considering the important role of parents in the success of the program. Therefore, this study Aims to evaluate students' reading interest and the application of literacy culture at MI Infarul Ghoy.

Method

This study uses qualitative techniques with mixed methods, which integrate the methods of collecting and analyzing data obtained from quantitative and qualitative methods presented in one explanation. The combined approach has the goal of gaining a deeper understanding of the issue being researched. After introducing literacy culture, various techniques are used to measure students' enthusiasm in reading, by utilizing Observation, interviews, surveys, and note-taking are some of the data collection techniques. After that, the data was examined using Miles & Huberman techniques which included data reduction, data visualization and conclusion making.

Results and Discussion

1. Reading Interest of MI Infarul Ghoy Students

Interest is a person's drive or willingness to do an activity, while reading is an activity that is done to acquire knowledge and discover new information. Thus, students' reading interest refers to reading activities that are carried out based on

their own desires without any pressure from outsiders. Zahraningtyas et al., (2022) explained that reading interest is an internal impulse that makes a person want to read without pressure from factors.External. This impulse comes from within the person who wants to have a pleasant experience from reading, so that a reading habit can be formed if the right reading materials are available and time to read exists.

Interest.read.MI Infarul Ghoy students are measured through questionnaires/questionnaires based on the Guttman Scale guidelines, which require clear answers. The questionnaire includes 10.statement.with the option of answering "yes" or "no". A total of 11 students filled out the questionnaire, with the "yes" answer given a score of 1 and the "no" answer given a score of 0. Here are the benchmarks and results.questionnaire.interest in reading.students at MI Infarul Ghoy.

Table1.Success Rate of Students' Reading Interest

Score	Interest LevelRead
8-10	Tall
5-7	Keep
1-4	Low

Tab 12.Results of Student Reading Interest Percentage

Score	Criterion	Numb er of Studen ts	Percentage (%)
8-10	Tall	3	27,3%
5-7	Keep	6	54,5%
1-4	Low	2	18,2%
Sum		11	100%

Based on the table, reading interest.students in elementary school.State.1 Gondanglor is distributed as follows: 3 students are included in the high category with a percentage of 27.3%, and 6 students are in.medium category with a percentage of 54.5% and 2 students in.low category.with a percentage of 18.2%. Based on this data, it can.It was concluded that the reading interest of students at MI Infarul Ghoy was classified as "moderate".

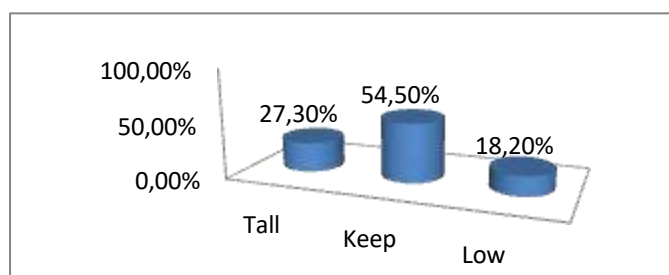


Figure 1. Student Reading Interest Questionnaire Data

This is evident from the students' enthusiasm for reading activities reflected in their habit of regularly visiting the library every day. Nonetheless, sometimes students still need encouragement to make a visit to the library. Here is a graph showing the frequency of visits students to library "Insan Cendekia" for the last three years:

Table3.Data on Library Visits "Al-kareem"

Year	2020	2021	2022
Frequency	5.850	5.878	5.902

The table above shows that every year at SD Negeri 1 Gondanglor, children's interest in reading is increasing. The provision of library facilities has allowed students to take advantage of these resources to improve their reading skills.

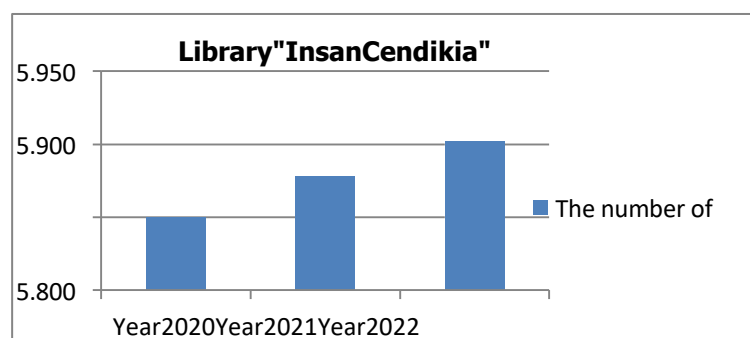


Figure 2.Data on Library Visits "al-kareem"

Based On During the study, observations showed that students' reading interest in MI Infarul Ghoy was largely influenced by motivation.

Meanwhile, based on the results of obtaining the average score in phase II, which is 92% with the category of "very feasible" and does not need to be improved/revised. plays an important role in arousing students' interest in reading, because it serves as the main driver for reading activities. To cultivate a love for reading, motivation is very necessary. A person will appreciate the importance of reading more when they understand its benefits, which in turn can increase their interest in reading.

Motivation encourages a person to do an activity with enthusiasm, so that they can achieve maximum results. In this case, the motivation of students' interest in reading at MI Infarul Ghoy is influenced by two main factors, namely internal factors and external factors, as expressed by (Cahyono et al., 2022) :

a. Internal factors

1. Factors physical, body characteristics, such as a person's appearance and other bodily attributes including their health and nutritional status, as well as how their five senses work.
2. psychological elements that affect students' mental health. This element affects how motivated and lazy students are in reading. Although a lack of support can cause children to become lazy to read, a strong drive can increase students' love of reading.

b. External factors

1. social factors that come from the immediate environment, such as the roles played by friends, neighbors, parents, teachers, and other individuals. With the task of accompanying and guiding children in developing reading habits, parents are the main influence on students' interest in reading at home. Teachers have the responsibility to instruct and inspire students to read in class.
2. Factors Non-social involves the physical condition of a person's environment including air quality, location, time, and learning facilities.

At MI Infarul Ghoy, not all students show interest read high. To address this problem, schools implement various strategies to increase students' love of reading. The program implemented includes: a) Reading activities for 30 minutes before the lesson starts are required b) literacy practice by utilizing the library book collection, and c) provision of a reading corner in each classroom so that students can read during free time or breaks.

According to Sudarto *et al.*, (2022) Various calculated efforts are needed to arouse students' enthusiasm in reading. Some of the approaches used by teachers to Increase interest Reading students include: a) encouraging the habit of reading books regularly, b) providing supportive facilities, providing interesting literature and a comfortable space, c) giving rewards to students who dare to read in front of the class, and d) forming a literacy group that is required to read for fifteen minutes before class starts.

The purpose of reading is to get information. Winda Lestari (2020) mentioned that reading has various benefits, including:

- a) Expand knowledge and views,
- b) reduce stress,
- c) stimulates brain activity,
- d) enriches vocabulary and improve memory,
- e) practicing thinking and analytical skills, and
- f) improve concentration and writing skills.

2. The Application of Literacy Culture at MI Infarul Ghoy

The practice of literacy culture in a society includes basic abilities including speaking, writing, listening, arithmetic, and reading. Every individual needs to develop and be firmly rooted in this habit. The literacy culture already existed at MI Infarul Ghoy even before the government program was launched. Read and write the score.

The resources and activities that support the School Literacy Movement program show that MI Infarul Ghoy is ready to make it happen. Here are some of the initiatives or activities related to literacy carried out by this school:

a. Reading Corner

Corners Throughout the classroom are equipped with reading, which is a tool that allows students to read books in their free time or during breaks. Every classroom at MI Infarul Ghoy that serves as a substitute for the library has been installed with reading corners in grades I to VI. This facility has been operating since the implementation of literacy culture. Students read various works from the school library, both fiction and nonfiction. In addition, children are allowed to read books in the classroom reading room that they bring from home.

b. Read 30 Minute Book Before Learning

Every morning at MI Infarul Ghoy, students read a book for thirty minutes before studying. This exercise is intended to introduce them to reading and arouse their interest in it. The purpose of this exercise is to introduce students—especially less enthusiastic readers—to reading activities and help them become familiar with them. In addition, the purpose of this three-minute reading exercise is to increase students' interest in reading. Every morning, there is a switch between the lower and higher classes for this exercise. On Tuesdays and Thursdays there is a low class, and on Wednesdays and Fridays there is a high class.

c. Madding

Mading is the process of communicating with readers and sharing information through print media, both written and visual, which is displayed on the mading board. The wall magazine at MI Infarul Ghoy serves as a channel for student creativity, an extension of the school's reading program, and a communication tool. The students' works, for example, are displayed in wall magazines in the form of rows of invitations accompanied by pictures.

d. Library

The library is a place where various kinds of reading books are available that are well managed by their employees. The MI Infarul Ghoy Library serves as a reading resource center. Libraries play an important role in supporting literacy cultural initiatives and, in particular, in arousing students' enthusiasm for reading. Therefore, the MI Infarul Ghoy school must maximize its library capabilities. The following are the initiatives undertaken by the "Al-Kareem" library:

1. providing a selection of interesting books for library visitors.
2. allows students to choose what they want to read and provides open library services.
3. Provide facilities that support reading activities.
4. Providing an organized, comfortable and attractive library space.

5. Instructors must motivate their class plan to include the library, and students will be rewarded for reading the most books in a given time frame.

e. Terrace Read

There is an outdoor space intended for reading books called a reading terrace. The reading terrace at MI Infarul Ghoy serves as a space for students to read outside their respective classrooms. The reading terrace has a shady garden, hanging plants, and a simple design with comfortable chairs. Similar to the reading corner, There are books available to read outside the library on the reading terrace, which is reserved specifically for reading in the open air.

f. Sentence Invitation to Literacy

Sentences that are intended to encourage individuals to engage in reading activities are called literacy invitations, such as encouraging students to read books. These sentences are what MI Infarul Ghoy uses to encourage her children to read more actively. Literacy invitations such as 'Reading Culture. By reading, you will know what is in the world' which is pasted on each classroom wall. In addition, there are also words of encouragement written on the walls of the library, such as "True friends are useful books".

The literacy culture program at MI Infarul Ghoy has succeeded in increasing students' interest in reading because of the tactics applied by the school. There are three main tactics that Yustinus Budi Setyanta considers necessary to build a literacy culture in schools: a) fostering a literacy-rich environment; b) fostering literacy interaction in the social environment; and c) fostering a learning environment rich in literacy.

The planning, implementation, and assessment stages are the three phases involved in the implementation of the strategy, according to the three criteria mentioned.

3. Interest Read Students with the Application of Literacy Culture at MI Infarul Ghoy

This study clarifies the findings of students' enthusiasm for reading in relation to the application of literacy culture at MI Infarul Ghoy. The application of literacy culture has been proven to have an effect on students' interest in reading. Here are some of the effects of cultural literacy on children's interest in reading:

- a. Because there is a reading corner and provides a comfortable reading location without forcing students to crowd in the library, students are now more interested in reading.
- b. Students' interest in reading is positively affected by practicing reading for thirty minutes before class starts. Many students are looking for books to read at home and love reading in the library.
- c. The presence of media facilities provides literacy benefits for students by fostering critical thinking, creativity, writing, and reading skills.
- d. Students' interest in reading is positively influenced by library resources. Although most of the books they read are fairy tales, students show great interest when visiting libraries and reading books. But it also boosts their

reading enthusiasm in general.

- e. The existence of a reading terrace helps students become more interested in reading, especially those who get bored easily indoors.
- f. How literacy invitation sentences are used in MI The influence of Infarul Ghoy on students' reading motivation deserves attention. These phrases teach children that reading can improve their knowledge and comprehension, both of which will benefit them in the long run.

Student activities are associated with reading interests, such as: a) improving reading comprehension; b) improve memory; c) expand knowledge and insights; d) honing writing skills; e) expanding vocabulary; and f) develop confidence and communication skills, all of which are positively impacted by the implementation of literacy culture in schools. Thanks to the infrastructure and resources provided by the school, the literacy culture program at MI Infarul Ghoy contributes significantly to increasing students' interest in reading. This infrastructure and facilities are important components that help the literacy movement start. Schools can implement literacy initiatives more successfully if they have the necessary infrastructure and resources.

After the design stage, the next step is the development stage (basic. Research is also carried out (Magdalena et al., 2023) Developing a technology-based interactive teaching abah can attract students' attention, making it worth using. Previous research and the author's research have similarities with the research findings which lie in the development of multimedia-based interactive teaching materials, while the differences are the methods used, the research subjects, the stages carried out, and the products produced by the researcher. The results of the research findings that have been carried out indicate that multimedia-based interactive teaching materials can be used and support improving student learning outcomes and are also in line with the research to be developed.

Conclusion

1) The reading interest of MI Infarul Ghoy students is included in the 'medium' group, with a high category of 3 people (27.3%), a medium category of 6 people (54.5%), and a low category of 2 people (18.2%).), according to the researcher's analysis of the results of field research. External and internal motivation variables have an influence on students' interest in reading. The help of parents and instructors is an example of external variables, while the students themselves are the source of internal elements. 2) The planning, implementation, and assessment of literacy culture at MI Infarul Ghoy have all been done well and consistently. Some ways to practice literacy culture are reading corners, wall boards, libraries, reading terraces, and literacy invitation sentences. You can also read for thirty minutes before studying. 3) How it is implemented.

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