

Analysis of Reading Interest in Grade IV in State Elementary School Pengilon Temanggung Regency

Malinda Dwi Jaya ^{a,1*}, Anang Sudigdo ^{b,2}, Dinar Martia Azizah ^{b,3}

^{a,b,c} 1 Pendidikan Guru Sekolah Dasar, Universitas Sarjanawiyata Tamansiswa, Jl. Batikan, UH-III Jl. Tuntungan No.1043, Tahunan, Kec. Umbulharjo, Kota

Yogyakarta, Daerah Istimewa Yogyakarta 55167

¹ Malindadwijaya189@gmail.com*

* Corresponding Author



Received 11/12/2024 ; accepted 21/12/2024 ; published 30/12/2024

ABSTRACT

The aim of this descriptive research was to 1) describe the reading interest of fourth grade students at Pengilon Temanggung Elementary School; 2) describe the inhibiting and supporting factors for students' interest in reading at Pengilon Temanggung Elementary School; 3) describe how to solve the problem of factors inhibiting reading interest in class IV students at Pengilon Elementary School, Temanggung. This type of research is qualitative, descriptive analysis type. This research was carried out at SDN Pengilon Temanggung. The population taken was fourth grade students at SDN Pengilon Temanggung. The sampling technique in this research used purposive sampling. The data sources for this research are teachers and fourth grade students. Data collection techniques use observation, interviews and documentation techniques. The research results show that 1) the reading interest of fourth grade students at Pengilon State Elementary School is still relatively low and has decreased due to reduced reading habits; 2) supporting factors and inhibiting factors in reading interest of fourth grade students at Pengilon Temanggung Elementary School are influenced by internal factors and external factors; 3) the solution to overcome the factors inhibiting students' interest in reading in class IV of Pengilon Temanggung Elementary School, namely providing motivation so that students have the desire to carry out reading activities, providing good facilities and infrastructure and accommodating students' interests by creating appropriate reading corners in each class and getting used to the activity. literacy, as well as improving the condition of libraries to be more complete and adequate.

KEYWORDS

Analysis
Indonesian
Fourth grade
students
Reading interest

This is an open-
access article
under the [CC-BY-SA](#)
license



1. Introduction

Education can be used as a way for a person to multiply their abilities and form a disposition to adjust to the progress of the country which aims to develop one's potential to become a human being who is noble, ethical, creative, intelligent, and independent. Education greatly supports the success of the Indonesian nation, namely with students who have broad insight and knowledge. This can be realized when students have a high interest in reading (Salma & Madzanatun, 2019). Education is a process to invite students to be able to adapt as well as possible to the environment in order to cause changes in themselves that function for social life (Baiti, 2020). Education is a conscious effort by a teacher or teacher to develop children's knowledge to be broader, both at school and outside of school. Reading activities are activities to get information by reading to get new knowledge from a reading that we have read, for example, getting information about events in an area or knowing the inspiring stories and developments of the times from what we read (Maharani, 2017). By doing reading activities we can find out the events or history and development of the material we have read (ATLAS Collaboration, 2012).

Reading is one of the functions of literacy activities, the key to educational progress, educational success is not measured by the number of children who get high scores, but by the number of children who want to read in class (Febrianingsih, 2021). In the learning process, reading is very important because reading can determine whether the learning process is successful or not. One of the goals of the Indonesian nation in terms of education is that with the concept of lifelong education by reading the goals of the Indonesian nation will be carried out well. As human beings have an obligation to learn from birth to the end of their lives, all knowledge or learning cannot be obtained without reading, this skill must be mastered well by students from an early age to get used to the culture of reading (Salma & Madzanatun, 2019). Reading more can also increase intelligence, as well as increase creativity and imagination (Elendiana, 2020).

Kuntarto & N. (2017) interest is a feeling of preference and more interest in something or activity, without anyone telling it. Interest is basically the acceptance of a relationship between a person and something outside of himself. The stronger the relationship, the greater the interest. Interest is related to the movement style that can encourage a person to face or deal with other people, objects, activities, and experiences felt by those activities. Interest is the tendency to and like some activity.

Interest has a huge influence on a person's activities because with interest he will do it voluntarily without coercion. On the other hand, without interest, it is impossible for a person to do something (Wirahyuni, 2017). Meanwhile, reading interest is an impulse that causes a high desire in humans to pay attention accompanied by a feeling of pleasure to do reading activities so that a person arises to read of his own volition (Elendiana, 2020). Elementary school is a formal educational institution that every child must take to continue their education because elementary school is the second stage to get the next education, with elementary school education children will be given basic education, namely about writing, reading, and arithmetic.

Elendiana (2020) reading interest is the desire, willingness, and encouragement of the student concerned. Reading interest is a very strong desire accompanied by a person's effort to read. A person with a strong interest in reading will be manifested in his willingness to get reading materials and then read them on his own consciousness (Utami et al., 2018). Another opinion about reading interest is from Wirahyuni (2017) he revealed that reading interest is a form of directed behavior to do reading activities as a strong level of pleasure in doing reading activities because it is fun and provides value.

Based on the above background, the researcher is interested in conducting a research entitled "Analysis of Reading Interest in Class IV at SD Negeri Pengilon Temanggung Regency" it is very important for the researcher to take grade IV students because they see the problems that the researcher encountered that there is still a lack of interest in reading and not fluent in reading, so that in the future when students move up the level will have the desire to be more happy with reading. In addition, if the student has the desire to read, then learning will also be more fun and they will also get new knowledge from reading.

2. Method

This research was carried out at SD Negeri Pengilon, Temanggung Regency, which is located in Pengilon village, Bulu District, Temanggung Regency, Jawa Tengah Province 56253. This type of research uses qualitative research with a descriptive qualitative method. The sources in this study are school principals, classroom teachers and grade IV

students. The data collection techniques in this study use observation, interview, and documentation techniques. The data collection instrument for this research is in accordance with the focus of the research, namely the researcher uses observation guidelines, interview guidelines, and documentation guidelines. The research data analysis technique uses Miles and Huberman analysis which consists of data reduction (Data Collection), data presentation (Data Display), and conclusion drawing (Conclusion Drawing/verification).

3. Results and Discussion

Based on the results of data collection through observation techniques, interviews and documentation carried out regarding the analysis of reading interest in grade IV of elementary school in Pengilon State, Temanggung Regency, several research results can be identified, including the following:

a. Reading interest of grade IV students at SD Negeri Pengilon Temanggung Regency.

Based on the results of data collection through observations, interviews and documentation with grade IV students, school principals, and homeroom teachers of grade IV, an overview of reading interests in grade IV was obtained. The results were the reading interest in grade IV of SD Negeri Pengilon as follows:

Reading interest is an activity that is carried out with perseverance that will encourage a person's curiosity about something about reading to get broader information that initially they still do not know will become knowledge (Herlina, 2020). If there is no interest, there will be no desire in a person to do it.

Based on the findings of researchers in the field of reading interest in class IV.

- 1) Students lack confidence to do reading activities in front of the class.
- 2) The influence of gadgets makes interest in reading decrease.
- 3) Lack of interest in students to read.
- 4) Spend more time free time playing.
- 5) There are children who are not fluent in reading.
- 6) The interest in reading is still lacking.
- 7) Doing reading activities only when told.
- 8) Lack of parental attention to guide and facilitate children to do reading activities.
- 9) Relying only on maple books does not look for references from other books.
- 10) Interest in reading in grade IV of SD Negeri Pengilon in Temanggung district still tends to be low due to the influence of various other things.

Based on the results of the research above, in accordance with the theory put forward by Salma & Madzanatun (2019) which states that reading interest greatly influences a person to do an activity, interest is closely related to the desire or interest in an activity that comes from a person without the influence of others. Agreeing with this opinion that students who have an interest will pay special attention to that interest (Rina Dwi Muliani & Arusman, 2022).

b. Supporting and inhibiting factors for reading interest in grade IV at SD Negeri Pengilon Temanggung Regency.

Based on the results of data collection obtained from observations, interviews and documentation related to inhibiting and supporting factors for reading interest in grade IV of SD Negeri Pengilon. There are several factors that affect the reading interest of grade IV of SD Negeri Pengilon.

The supporting factors and factors inhibiting reading interest are 2 internal factors and external factors, internal factors are factors that arise from themselves, namely the mental state, physical and psychological condition of the child, if the child's mental condition is emotionally unstable then the child cannot respond and accept what has been given but on the other hand, if the child's physical condition is good, then the child will be able to accept and respond well to what has been given with a sense of pleasure without feeling burdened.

External factors that can affect reading interest are related to parents, teachers, environment and others, parental factors when parents pay special attention to children to do reading activities, the child will get used to doing these activities, the encouragement and motivation given to the child from parents will affect the child's interest in reading, parents can also facilitate the child by giving them the books they like and guiding them at the time of the at home, while external factors support and inhibit teachers, namely teachers do not provide interesting learning, while environmental factors, namely a noisy environment, children cannot focus on doing reading activities, on the other hand, if the environment is comfortable, children will be happy to do reading activities. Based on the results of the above research regarding the inhibiting factors and supporting factors of reading interest in accordance with the opinion expressed by Syahrin et al. (2023) it is stated that the factors that affect the low interest in reading in students consist of internal factors and external factors. Internal factors are factors that come from students, internal factors are the ability to read and habits in reading. Meanwhile, external factors are the causes of students' low interest in reading related to problems in the school environment, libraries, reading materials, teachers, families, and technological developments.

This research is also in accordance with the opinion of Rina Dwi Muliani & Arusman (2022) who said that there are four factors that can affect interest, which are as follows: (1) the motivation factor that arises from oneself, which is a factor that is influenced by the environment that is in accordance with one's interest, (2) the attention factor is a factor that is centered on one's mind and adapts all one's activities to an object of interest, (3) social motivation factor, which is a factor that has motivation from himself, then a person will be happy to do the interest, (4) motivational factor, which is a person's feelings or emotions that affect his object.

c. Solution to overcome the inhibition of reading interest in grade IV at SD Negeri Pengilon Temanggung Regency.

Based on the results of data collection obtained from observations, interviews and documentation related to reading interest with grade IV students, school principals and grade IV teachers, obstacles related to reading interest can be obtained, with the existence of factors that inhibit reading interest, there are several solutions that can be done to overcome factors that inhibit reading interest.

The solution to overcome it is to find the cause of boredom, after the teacher and principal know, the teacher approaches and provides motivation and encouragement as well as direction to overcome boredom and can reduce laziness and make students more

diligent in doing reading activities, teachers provide special assistance to children who are not fluent in reading by giving additional hours.

The school optimizes the use of the library so that children during break hours can visit, providing more complete and up-to-date books for children to find other references besides learning books, adding to the attractiveness of the library by painting and giving pictures on the walls so that they are more colorful so that children will be more interested, inviting children to visit the library every alternate class every week, Giving reward to children who are diligent in visiting the library, classroom teachers can make more interesting learning media using power point media in the classroom so that children are not bored and bored, teachers can tell students to read in turn so that students are more courageous and ask students to come forward to foster confidence in students. Teachers can also work with parents to supervise outside of learning hours, and the school can collaborate with relevant agencies regarding the latest textbooks.

Based on the results of the above research in accordance with the theory put forward by Ikawati (2013) which states that efforts to increase reading interest can be done in the following ways: a) motivation of parents and teachers, b) promote the movement of love to read in the school environment, c) give awards or rewards to children who like to read, d) packaging interesting books.

4. Conclusion

Based on the findings of the research and discussion, conclusions can be obtained as follows: The analysis of reading interest in grade IV of SD Negeri Pengilon Temanggung Regency still tends to be low and has decreased. The interest in reading that has grown has changed the habits of students who used to have reading activities so it has decreased, today's children have known handphones that are more interesting than books which results in more often playing with the big picture. Students' interest in reading is also low because in grade IV there are still children who are not fluent in reading, their confidence is also still lacking, literacy habits at school are also still not well implemented, children prefer to spend their time playing rather than doing reading activities. The reading activities they do when told to do it have no desire from themselves to do reading activities, children are only looking for references to answers from existing maple books without looking for references from the books provided in the library.

Supporting factors and inhibiting factors of reading interest in class IV of SD Negeri Pengilon Temanggung Regency. The factors that affect reading interest are 2 internal factors and external factors. Internal factors are factors that arise from within such as emotional factors, mental conditions, mental conditions that are unstable, then the child will not be able to respond and accept well, on the other hand, when the child is emotionally stable, the child will do the activity with a sense of pleasure and like, while external factors are factors that arise from the environment, parents, and others. The environmental factor is that when doing reading activities in a place is comfortable and calm, the child will focus on reading activities, this can also affect concentration and focus if the surrounding place is noisy, the child will not focus and will be more interested in following this, attention from parents if parents pay attention. Meanwhile, the factors that hinder reading interest are the lack of initiative and motivation from the people around him and the child, as well as inadequate and unattractive facilities and infrastructure.

Solution to overcome the inhibiting factors of reading interest in grade IV of SD Negeri Pengilon Temanggung regency. The solution to overcome the inhibiting factor is to provide motivation to have the desire to do reading activities, give reward to children who

dare to go forward to read, teach children to read in turn, provide good and adequate facilities and infrastructure by providing a proper reading corner for each class and getting used to literacy activities, as well as improving the condition of the library that is more optimal and complete. Collaborate with relevant agencies to provide complete and up-to-date books, and provide interesting learning with Power Point and Video media so that children do not feel bored and bored.

Acknowledgment

Not yet.

References

- ATLAS Collaboration. (2012). ATLAS search for a heavy gauge boson decaying to a charged lepton and a neutrino in $\sqrt{s} = 7$ TeV of \sqrt{s} collisions at $\sqrt{s} = 7$ TeV. *The European Physical Journal C*, Vol. 72, pp. 1–23. Retrieved from <http://cdsweb.cern.ch/record/1460398>
- Baiti, N. (2020). PENGARUH PENDIDIKAN, PEKERJAAN DAN POLA ASUH ORANG TUA TERHADAP KEMANDIRIAN ANAK. *JEA (Jurnal Edukasi AUD)*, 6(1), 44. <https://doi.org/10.18592/jea.v6i1.3590>
- Elendiana, M. (2020). UPAYA MENINGKATKAN MINAT BACA SISWA SEKOLAH DASAR. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 54–60. <https://doi.org/10.31004/jpdk.v1i2.572>
- Febrianingsih, D. (2021). Keterampilan Membaca Dalam Pembelajaran Bahasa Arab. *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam*, 2(2), 2721–7078. Retrieved from <https://ejournal.iaifa.ac.id/index.php/salimiya>
- Herlina, H. (2020). Upaya Meningkatkan Aktivitas dan Hasil Belajar Kimia dengan Pendekatan Contextual Teaching Learning di Kelas X SMAN 7 Rejang Lebong. *PENDIPA Journal of Science Education*, 4(1), 24–30. <https://doi.org/10.33369/pendipa.4.1.24-30>
- Ikawati, E. (2013). Upaya Meningkatkan Minat Membaca Pada Anak Usia Dini. *Upaya Meningkatkan Minat Membaca Pada Anak Usia Dini*, 1(02), 1–12.
- Kuntarto, E., & N, S. (2017). Pengalaman Terbaik Dalam Menumbuhkan Minat Membaca Buku Perpustakaan Pada Siswa Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 2(2), 185–201. <https://doi.org/10.22437/gentala.v2i2.6805>
- Maharani, O. D. (2017). MINAT BACA ANAK-ANAK DI KAMPOENG BACA KABUPATEN JEMBER. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 3(1), 320. <https://doi.org/10.26740/jrpd.v3n1.p320-328>
- Rina Dwi Muliani, R. D. M., & Arusman, A. (2022). Faktor - Faktor yang Mempengaruhi Minat Belajar Peserta Didik. *Jurnal Riset Dan Pengabdian Masyarakat*, 2(2), 133–139. <https://doi.org/10.22373/jrpm.v2i2.1684>
- Salma, A., & Madzanatun. (2019). Analisis Gerakan Literasi Sekolah Terhadap Minat Baca Siswa Siswa Sekolah Dasar. *Mimbar PGSD Undiksha*, 7(2), 122–127. Retrieved from <https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/download/17555/10534>

- Syahrin, A., Khair, U., & Rismayanti, R. (2023). Implementasi Game Sintaksis Bahasa Indonesia Berbasis Android. *Journal of Computer Science and Informatics Engineering (CoSIE)*, 2(2), 96–104. <https://doi.org/10.55537/cosie.v2i2.630>
- Utami, R. D., Wibowo, D. C., & Susanti, Y. (2018). Analisis Minat Membaca Siswa pada Kelas Tinggi di Sekolah Dasar Negeri 01 Belitang. *Jurnal Pendidikan Dasar Perkhasa*, 4(1), 180–188.
- Wirahyuni, K. (2017). MENINGKATKAN MINAT BACA MELALUI PERMAINAN TEKA TEKI SILANG DAN 'BALSEM PLANG.' *Acarya Pustaka*, 3(1), 1. <https://doi.org/10.23887/ap.v3i1.12731>