

Fostering the Spirit of Literacy: A Study of Reading Interest of Grade IV Students of SD Negeri Pengilon Temanggung

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

^{a,b 1,2,3} Primary School Teacher Education, Universitas Sarjanawiyata Tamansiswa, Indonesia

*Corresponding Author: Malindadwijaya189@gmail.com



Received 21 July 2022; accepted 19 August 2024; published 14 August 2024

ABSTRACT

Analysis of Grade IV Reading Interest at Pengilon Elementary School, Temanggung Regency. Primary School Teacher Education Department/Study Program Thesis, Faculty of Teacher Training and Education, Bachelorwiyata Tamansiswa University, 2024. 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. Test the validity of the data using a credibility test with triangulation (triangulation of sources, techniques, time). The data analysis technique uses the Milles and Huberman model which consists of data reduction (Data Collection), data presentation (Data Display), drawing conclusions (Conclusion Drawing/ Verification). 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

Learning Analytics
Reading Interest
Literacy
Pengilon State Elementary School,
Temanggung Regency

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 character to adjust to the progress of the country which aims to develop their potential to become a noble, ethical, creative, intelligent, and independent human being. Education strongly 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 & Mudzanatun, 2019, p. 122). 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, p. 44). Education is a conscious effort by a teacher to develop

Children's knowledge is broader, both at school and outside of school. Reading activities are activities to get information reading will get new knowledge from the readings that we have read, for example getting information about events in an area and knowing the stories of inspiration and the development of the times from what we read (Patiung, 2019, p. 30). By doing reading activities, we can find out the events or history and development of the material we have read (Aulia, 2012, p. 349).

Reading is one of the functions of literacy activities, the key to educational progress, educational success is measured not by the number of children who get high scores, but by the number of children who want to read in class (Harianto, 2020, p. 13). 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 should 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 reading culture (Salma & Mudzanatun, 2019, p. 122). Reading more can also increase intelligence, as well as increase creativity and imagination (Rinawati et al., 2020, p. 92).

Slameto (2019, p. 112) interest is a feeling of liking and being more interested in something or activity, without anyone telling it to do so. Interest is basically the acceptance of a relationship between a person and something outside of him. 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 these activities. Interest is a tendency to and like some activities.

Interest has a very large 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 (Purwanto, 2019, p. 35). Meanwhile, interest in reading 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 someone arises to read of their own volition (Elendiana, 2020, p. 70). Elementary school is a formal educational institution that every child must take to continue their next education because elementary school is the second stage to get further education, with elementary school education children will be given basic education, namely writing, reading, and counting.

Elendiana & Magdalena (2020, p. 3) Interest in reading is the desire, will, and drive of the student concerned. An interest in reading is a very strong desire accompanied by a person's effort to read. A person who has a strong interest in reading will be manifested in his willingness to get reading materials and then read them on his own awareness (Farida, 2018, p. 2). Another opinion about reading interest is from ginting (2017, p. 3) he revealed that reading interest is a form of directed behavior to carry out 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 study entitled "Analysis of Reading Interest in Class IV at SD Negeri Pengilon Temanggung Regency" is very important for the researcher to take class IV students because they see the problem that the researcher finds that there is still a lack of interest in reading and not being fluent in reading, so that in the future when students move up the level they have a desire to be more happy with reading. In addition, if the student has the desire to read, learning will also be more enjoyable and they will also gain new knowledge from reading.

2. Methods

This research was conducted at SD Negeri Pengilon, Temanggung Regency, which is located in Pengilon village, Bulu District, Temanggung Regency, Tengah Java Province 56253. This type of research uses qualitative research with descriptive qualitative methods. The sources in this study are

school principals, class teachers and grade IV students. The data collection techniques in this study use observation, interview, and documentation techniques. The data collection instrument of 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/verivication).

3. Results and Discussion

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

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

Based on the results of data collection through observation, interviews and documentation with grade IV students, principals, and grade IV homeroom teachers, an overview of grade IV reading interest was obtained. The results obtained 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 wider information that initially they still don't know will become known (Meliyawati 2016: 32). 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 grade IV.

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

Based on the results of the above research in accordance with the theory put forward by Syahputro (2020, p. 98) which states that the interest in reading greatly affects a person to do an activity, interest is very related to the desire or interest in an activity that comes from a person without the influence of others. Agree with this opinion that students who have an interest will do.

3.2. 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 the results of observations, interviews and documentation related to inhibiting factors and supporting factors for reading interest in grade IV of SD Negeri Pengilon. Several factors affect the interest in reading grade IV of SD Negeri Pengilon. Supporting factors and inhibiting factors of reading interest are there 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 contrary, 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 feel burdened.

External factors that can affect reading interest are related to parental factors, teachers, environment and others, parental factors when parents give special attention to children to do reading activities, children will get used to doing these activities, encouragement and motivation given to children from parents will affect children's interest in reading, parents can also facilitate children by giving books they like and guiding them at the time At home, while the external factors that support and inhibit the teacher, namely the teacher, do not provide interesting learning, while

the environmental factor, namely the noisy environment, the child cannot focus on doing reading activities, on the contrary, if the environment is comfortable, the child will be happy to do reading activities. Based on the results of the above research on the inhibiting factors and supporting factors of reading interest in accordance with the opinion put forward by Prasetyono (2008, p. 29) 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 reading ability and reading habits. 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 Dewi (2018, p. 15) who said that there are four factors that can affect interest, namely as follows: (1) the motivation factor that arises from itself, namely the factor that is influenced by the environment that is in accordance with one's interest, it will make it easier to grow one's interest, (2) the attention factor, which is a factor that is centered on one's mind adapting all one's activities to an object of interest, (3) social motivation factor is a factor that has motivation from oneself so a person will happily do the interest, (4) the motivation factor is a person's feelings or emotions that affect their object.

3.3. Solutions to overcome the factors that inhibit reading interest in grade IV at SD Negeri Pengilon, Temanggung Regency

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

The solution to overcome this is to find the cause of boredom after the teacher and the 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 carrying out reading activities, teachers provide special assistance to children who are not fluent in reading by providing additional hours.

The school optimizes the use of the library so that children during recess can visit to provide more complete and latest books for children to find references other than learning books, increase the attraction of the library by painting and providing pictures on the walls so that children will be more interested, invite children to visit the library in each class alternately every week, Giving reward to children who are diligent in visiting the library, class teachers can make more interesting learning media using powerpoint media in class so that children are not bored and bored, teachers can tell students to read alternately so that students are more courageous and ask students to move forward to grow confidence in students. Teachers can also cooperate with parents to supervise outside of learning hours, and the school can collaborate with related agencies regarding the latest books.

Based on the results of the above research in accordance with the theory put forward by Astuti (2013, p. 28) which states that efforts to increase reading interest can be done in the following ways: a) motivation of parents and teachers, b) promotion of reading movements in the school environment, c) giving rewards or reward to children who love to read, d) packaging of books that attract special attention to these interests (Rina et al., 2022, p. 105).

4. Conclusion

The analysis of reading interest in grade IV of SD Negeri Pengilon in Temanggung Regency still tends to be low and has decreased. The interest in reading that has grown has undergone changes in the habits of students who used to have reading activities that have decreased. Today's children are familiar with handphones that are more interesting than books, which results in playing with gadgets more often. 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 they are told to do it have no desire from themselves to do reading activities, children only look for reference answers from existing maples books without looking for references from the books provided in the library.

Supporting factors and inhibiting factors for reading interest in kels IV 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 themselves such as emotional factors, mental conditions, the mental state is unstable, the child will not be able to respond and accept properly, on the contrary, when the child is emotionally stable, the child will carry out 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 that is comfortable and quiet, 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 inhibit reading interest are the lack of initiative and motivation from the people and the child, as well as the inadequate and less attractive facilities and infrastructure.

Solution to overcome the factors that inhibit reading interest in grade IV of SD Negeri Pengilon Temanggung district. The solution to overcome the inhibiting factors is to provide motivation to have the desire to do reading activities, provide reward to children who dare to read forward, teach children to read in turn, provide good and adequate facilities and infrastructure by providing a decent reading corner for each class and get used to literacy activities, as well as improving more optimal and complete library conditions, Collaborate with related agencies to provide complete and up-to-date books, and provide interesting learning with PowerPoint and video media so that children do not feel bored and bored.

References

- Annisah, A., & Waliyudin, W. (2024). Unsur Realisme Magis Wendy B. Faris pada Cerpen "Pernikahan Goib" Karya ITS Zahra Chan Gacha. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(6), 5223–5229.
- Fajrin, C., Aulia, M. P., & Santoso, H. D. (2023). Eksistensi Magis pada Cerita Rakyat dan Budaya di Daerah Jawa. *Prosiding Seminar Nasional Unimus*, 6.
- Firdausy, L. R., & Dwisusilo, S. M. (2023). Realisme Magis dalam Rondontō Karya Natsume Soseki. *Jentera Jurnal Kajian Sastra*, 12(1), 1–14.
- Herusatoto, B. (2018). *Mitologi Jawa*. Media Pressindo.
- Indra Wirawan, K. (2021). *Karauhan dan Ngiring: Kajian Teologi, Psikologi dan etnografi*. Bali Wisdom.
- Iskandar, A., Fitriani, R., Ida, N., & Sitompul, P. H. S. (2023). *Dasar Metode Penelitian*. Yayasan Cendekiawan Inovasi Digital Indonesia.
- Istibillah, R., Muhammad, R., & Ngatma'in, N. (2021). Mitos Jawa dalam Kumpulan Cerita Kisah Tanah Jawa Karangan Mada Zidan : Kajian Realisme Magis. *SAMASTA (Prosiding Seminar Nasional Bahasa Dan Sastra Indonesia)*, 430–439.
- Komariya, S. (2022). Keberkaitan Antar Unsur Realisme Magis Wendy B. Faris pada Novel "Wingit" Karya Sara Wijayanto. *Wicara: Jurnal Sastra, Bahasa, Dan Budaya*, 1(1), 15–21.
- Nastikaputri, N. H., & Ardi, A. T. (2022). Narasi Realisme Magis dalam Novel Mata Di Tanah Melus Karya Okky Madasari: Tinjauan Realisme Magis Wendy B. Faris pada Sebuah Novel Anak Indonesia Modern. *Gramatika: Jurnal Ilmiah Kebahasaan Dan Kesastraan*, 10(2), 121–135.
- Pamungkas, O. Y., Zulaikha, S., & Khotimah, D. A. K. (2022). Realisme Magis dalam Novel Sang Nyai 3 Karya Budi Sardjono. *Kawruh: Journal of Language Education, Literature and Local Culture*, 4(2), 69–75.
- Rahayu, S. M., Marlina, Y., & Ulfah, D. (2024). Student Knowledge About Sleep Paralysis. *Formosa Journal of Sustainable Research*, 3(1), 53–64.

- Ristiningsih, R. (2023). Sejarah Kerajaan-Kerajaan Jawa Kuno: Dari Abad 4–15 Masehi. Anak Hebat Indonesia.
- Rosidi, H. (2023). Metode Dakwah Masyarakat Multikultur. Selat Media.
- Saleh, A. R. (2022). Dimensi Keberagamaan dalam Pendidikan. Jurnal Jendela Pendidikan, 2(04), 580–590.
- Syafiq, M. H. (2023). Menerka Kebudayaan Jambi. CV Brimedia Global.
- Trispratiwi, W. W., Soeroso, A., & Yuniati, N. (2023). Saujana Tugu Sumbu Filosofi Sebagai Kawasan Wisata Pusaka Kota Yogyakarta. Ulil Albab: Jurnal Ilmiah Multidisiplin, 2(3), 1289–1325.
- Ulhaq, S. D. (2023). Realisme Magis Sebagai Representasi Kritik Keadaan Dalam Manusia Kelelawar Karya Damhuri Muhammad. Jurnal Ilmiah Semantika, 5(01), 49–56.
- Yudono, K. D. A., Sitanggang, G. L., & Widiyanto, N. (2023). Realisme Magis Dalam Naskah Drama Kejahatan Membalas Dendam Karya Idrus Tahun 1948. Indonesian Journal of Performing Arts Education, 3(1), 8–14.
- Zahroh, C., Fatoni, A., & Jayanti, R. (2023). Aspek Dan Nilai Karakter Orang Jawa Dalam Novel Kereta Semar Lembu Karya Zaky Yamani (Kajian Postmodernisme). Universitas Islam Majapahit.
- Zamora, L. P., & Faris, W. B. (1995). Magical realism: Theory, history, community. Duke University Press.