



EFFORTS TO IMPROVE CHILDREN'S INTEREST IN READING THROUGH COMMUNITY READING PARK IN UJAN MAS DISTRICT, KEPAHANG REGENCY

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Abstract

The condition of Indonesian people's interest in reading is still apprehensive. The love of reading has not been well entrenched in society. The purpose of this study was to analyze how to increase children's interest in reading through community reading gardens in Ujan Mas District, Kepahiang Regency. The approach used in this research is a qualitative approach and the research method used is a qualitative descriptive research method. Data were collected by observation, interviews and documentation. The results of the study show that 1) The formation of reading habits should start as early as possible in life, namely from childhood. Cultivating a love of reading should be a shared responsibility. The benefits of reading for the community are very important to add and enrich thinking and broaden knowledge. The public can use the library as a suggestion to get various information and knowledge needed. Libraries as information resource centers and learning resource centers can take various practical and applicable steps to cultivate people's love of reading. In this way, the hope of realizing an intelligent and quality society will be realized; 2) Efforts by the Management of Community Reading Parks in fostering interest in reading are carried out by planning programs by identifying needs, implementing programs, integrating learning with reading activities in Community Reading Parks, and improving the facilities and infrastructure owned by Community Reading Parks so that they can be utilized effectively. directly by the community.

Abstrak

Kondisi minat baca masyarakat Indonesia sampai saat ini masih memprihatinkan. Gemar membaca belum membudaya secara baik di kalangan masyarakat. Tujuan penelitian ini adalah untuk menganalisis bagaimana upaya meningkatkan minat baca anak melalui taman bacaan masyarakat di Kecamatan Ujan Mas kabupaten Kepahiang. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif dan metode penelitian yang dipergunakan adalah metode penelitian deskriptif kualitatif. Data dikumpulkan dengan observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa 1) Pembentukan kebiasaan membaca hendaklah dimulai sedini mungkin dalam kehidupan, yaitu sejak masa kanak-kanak. Pembudayaan gemar membaca semestinya menjadi tanggung jawab bersama. Manfaat membaca bagi masyarakat sangat penting untuk menambah dan memperkaya wawasan berpikir dan memperluas ilmu pengetahuan. Masyarakat dapat memanfaatkan perpustakaan sebagai sarana untuk mendapatkan berbagai informasi pengetahuan yang dibutuhkan. Perpustakaan sebagai pusat sumber informasi dan pusat sumber pembelajaran dapat mengambil berbagai langkah praktis dan aplikatif untuk membudayakan masyarakat gemar membaca. Dengan begitu harapan untuk mewujudkan masyarakat yang cerdas dan berkualitas akan dapat terwujud; 2) Upaya Pengelola Taman Bacaan Masyarakat dalam menumbuhkan minat baca dilakukan dengan membuat merencanakan program dengan melakukan identifikasi kebutuhan, melaksanakan program-program, memadukan pembelajaran dengan aktivitas membaca di Taman Bacaan Masyarakat, serta meningkatkan sarana dan prasarana yang dimiliki Taman Bacaan Masyarakat sehingga dapat dimanfaatkan secara langsung oleh masyarakat.



INTRODUCTION

The literacy level of the Indonesian people is still very poor. The results of the Program for International Students Assessment (PISA) in 2018, for example, show that 70% of students in Indonesia have low reading skills (below Level 2 on the PISA scale). That is, they are not even able to find the main idea or important information in a short text.

This is exacerbated by the low interest rate in reading in Indonesia. In 2018, a survey from the Central Statistics Agency (BPS) showed that the percentage of the population over the age of 10 who read newspapers or magazines was only 14.92%. This figure is lower than the percentage in the previous 15 years (23.70%).

In fact, for almost 15 years, the government has issued various national policies to overcome this literacy crisis. However, instead of improving, the average reading score of students in Indonesia at PISA 2018 is still exactly the same as the results in 2000 when Indonesia first participated in PISA. This failure is related to the limited access of students in Indonesia to reading materials, namely how few libraries and quality reading books are available.

Government programs so far, from the nine-year compulsory education policy under President Susilo Bambang Yudhoyono to the National Literacy Movement campaign initiated by the Ministry of Education and Culture (Kemendikbud) since 2016 - have been hampered by limited access to libraries and quality reading books.

The latest report from the National Library states that currently there are only 154,000 libraries in Indonesia or only meet 20% of national needs. The shortage of these libraries consists of public libraries (only 26% of the 91,000 needs) and school libraries (42% of the 287,000 needs). The lack of access to the library is also felt at the sub-district level.

Of the total needs of 7,094 sub-district libraries throughout Indonesia, only about 6% or 600 libraries are still located centrally on the island of Java. This causes public access to libraries and books in areas outside Java is still low.

Score based on the 2019 Ministry of Education and Culture's 'Reading Literacy Activity Index'. Regarding access to libraries and reading books in areas outside Java, such as the provinces of East Nusa Tenggara, West Kalimantan, Aceh, and Papua, it is still less than



20. This value is far behind Yogyakarta (47.11) and Jakarta (46.46). The problem of the limited number of libraries is also exacerbated by the small number of quality reading books.

There is no data yet to show the situation nationally, but a survey from Innovation for Indonesian School Children (INOVASI) - the Australian government's partnership program with Indonesia - provides a bit of an overview in the regions.

Of the thirty-four provinces in Indonesia, 9 provinces (26%) fall into the category of moderate literacy activity (index number between 40.01 – 60.00); 24 provinces (71%) are in the low category (20.01 – 40.00); and 1 province (3%) is in the very low category (0 – 20.00) (see graph 4.3). This means that most provinces are at a low level of literacy activity and not one province is included in the high and very high literacy activity level (index values between 60.01 – 80.00 and 80.01 – 100.00).

Libraries, including community reading parks, play an important role in helping the process of accelerating the nation's development, especially in educating the community. In an effort to create an intelligent and quality society, it is necessary to develop a culture of reading fondness through the development and utilization of libraries and community reading parks as sources of information and learning resources. RI Law Number 43 of 2007 concerning Libraries, it is stated that the habit of reading fondness in education units is carried out by developing and utilizing libraries as a learning process. Furthermore, it is stated that the habit of reading fondness in the community is carried out through the provision of library facilities in public places that are easily accessible, inexpensive and of good quality. Furthermore, the government, both at the central and regional levels, facilitates and encourages the cultivation of a love of reading by providing quality, cheap, and affordable reading materials and providing library facilities and infrastructure that are easily accessible.

History records that advanced human civilization was not built solely by relying on abundant natural resources, but by building literate human resources in developing science and technology. A nation with a culture of literacy and high intelligence shows the nation's ability to collaborate, think critically, be creative, communicative, so that it can win global competition. This is in line with the goals and noble ideals of the founding fathers of the



nation stated in the Preamble to the 1945 Constitution, namely to educate the nation's life.

Speaking of Human Resources (HR), data released by the World Bank in 2018 states that the quality of Indonesian human resources is ranked 87th out of 157 countries. In the same year, Business World also explained that the competitiveness ranking of Indonesian human resources was ranked 45 out of 63 countries. This ranking is still lower than two neighboring countries, Singapore and Malaysia, which are ranked 13th and 22nd, respectively. Therefore, the theme of human resource development has always been a big challenge for the Indonesian people.

The choice of a development strategy that focuses on human resource development is very appropriate, considering that Indonesia is currently in the period of the Asean Economic Community (MEA) which demands skilled and superior human resources in order to have high competitiveness and contribute to nation building (Sugiarto, 2019). This was then used as the basis for declaring the president's vision for 2019-2024 which was echoed at the commemoration of the 74th Indonesian Independence Day, namely Excellent Human Resources, Advanced Indonesia. President Joko Widodo emphasized that the focus of his government in the 2019-2024 period is the development of human resources. This vision becomes very important as the first step for Indonesia's progress in creating leaps of progress. Therefore, all parties and various stakeholders must synergize and contribute to each other in order to accelerate the realization of the vision of an Advanced Indonesia.

Sri Nurhayati & Helena Anggidesialamia (2020) in their research explained that reading interest is an impulse that arises from a person's self towards reading activities. Interest in reading will arise in a person assisted by the encouragement of internal factors, namely a person's personal desire to fulfill his needs by reading, as well as external factors, namely the encouragement from the surrounding environment that makes reading and writing culture start from an early age.

To increase people's interest in reading, a forum called the Community Reading Park (TBM) is needed. This TBM will later provide a place and space for people who want to develop and increase their reading interest. From this explanation, it can be concluded that TBM is a forum provided for the community to continue to develop their passion for reading.



Because by reading someone is able to expand their knowledge, enrich their vocabulary, and develop their talents in the field of literacy. This is related to the state of community literacy which has essentially become one of the tasks of the presence of a Community Reading Garden in the midst of society.

The virtue of this research is to assess how people's reading interest is, so the results of this study are expected to be a foothold for local governments to improve people's reading literacy.

Based on the description above, the authors are interested in researching what are the efforts to increase children's reading interest through Community Reading Parks in Ujan Mas District, Kepahiang Regency. The purpose of this study was to analyze the efforts of the community reading park to increase children's reading interest. It is hoped that this research will reflect on the condition of children's interest in reading, and also how the condition of the community reading garden will be.

Methods

The research approach is a series of methods or activities of conducting research based on basic assumptions, philosophical views, and ideologies of the questions and issues faced. The approach used in this research is a qualitative approach and the research method used is a qualitative descriptive research method.

According to Nana Syaodih Sukmadinata (2006:52-60) descriptive approach is a research method aimed at describing existing phenomena, which are currently or in the past. Qualitative research is a study aimed at describing and analyzing the phenomena of events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups.

Bogdan and Taylor in Lexy J. Moleong (2010:4-5) define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to Sugiyono (2010:15) qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments). Based on the study of these definitions, qualitative research is research that intends to describe existing phenomena in



the form of written or spoken words, in a special natural context and by involving various existing methods.

This research is a descriptive study with a qualitative approach because the problems discussed in this study produce descriptive data in the form of written or spoken words from respondents that can be observed. The researcher intends to describe efforts to increase children's interest in reading through a community reading park in Ujan Mas District, Kepahiang Regency.

RESULT

Reading Interest

Everyone has a tendency to always be in touch with something that is considered to give pleasure and happiness. From this feeling of pleasure arises the desire to acquire and develop what has made him happy and happy. Slameto (1987: 57) says that interest is a persistent tendency to pay attention and remember some activities. Activities that are of interest to someone are noticed continuously accompanied by a sense of pleasure. Interest is always followed by feelings of pleasure and from there satisfaction is obtained. Interest has a great influence on learning, because if the subject matter studied is not in accordance with the interests of students, students will not learn as well as possible. Lesson materials that attract students' interest are easier to learn because interest adds impetus to learning.

According to Hurlock (1999: 114), interest is a source of motivation that encourages people to do what they want when they are free to choose. When they see something to be profitable, they feel interested. This will bring satisfaction.

So it can be concluded that interest is an inner attitude from within a person which is a special attention to a certain thing that is created with full willingness and feelings of pleasure that arise from a person's inner impulse. Interest can be said as a strong impetus for someone to do everything in realizing the achievement of goals and ideals that become his desire.

Factors Affecting Reading Interest

Dawson and Bamman (Rahman, 1985: 6-8) put forward the principles that influence reading interest as follows:



- 1) A person or student can find their basic needs through reading materials if the topic, content, subject matter, level of difficulty, and the way of presentation are in accordance with the individual reality. The content of reading material that is interesting and in accordance with individual needs is one of the factors that influence reading interest.
- 2) Reading activities and habits are considered successful or useful if students get satisfaction and can fulfill their basic needs, namely a sense of security, status, a certain position, effective satisfaction and freedom in accordance with reality and their level of development. If reading activities are considered beneficial to a person, then reading is an activity that is considered as one of the necessities of life.
- 3) The availability of reading books in the family is one of the driving factors for the choice of reading materials and interest in reading. An adequate and diverse range of reading in the family will greatly assist children in increasing interest in reading.
- 4) The availability of relatively complete and perfect school library facilities and the ease of borrowing are major factors that encourage students' interest in reading.
- 5) The existence of a special curricular program that provides opportunities for students to read periodically in the school library greatly encourages the development and improvement of students' reading interest.
- 6) Classmates' suggestions as an external factor can encourage students' interest in reading. The association of friends in school is one of the important factors in the formation of interest. Students who are interested in reading activities, will more often invite their friends to participate in reading activities both in class or in the library so that it has a positive influence on their friends.
- 7) The teacher factor in the form of the ability to manage teaching and learning activities and interactions, especially in the reading teaching program. A good teacher must know the characteristics and interests of children. Teachers can present interesting and varied reading materials so that students do not feel bored.
- 8) The gender factor also functions as a driving force for the selection of reading books and students' reading interest. Girls usually prefer to read novels, drama stories and friendship stories, while boys usually prefer hero-themed stories.



How to Grow Interest in Reading

Teaching reading is not only expected to improve reading skills. But also increase students' interest and love of reading. According to Wiryodijoyo (1989: 193-196) in order to make reading a fun job for students, close cooperation between parents and teachers is needed, namely providing motivation and seeking reading books.

The formation of reading habits should begin as early as possible in life, namely from childhood. In childhood, efforts to form good interests can start from about the age of two, that is, after the child begins to be able to use spoken language (understand what is said and speak).

After children start school, they need to be increasingly stimulated to open and read books that are in accordance with what they have learned at school. Telling stories to children before going to bed or at certain other times, especially at the age of 3-5 years is also an effort to foster interest in reading. In addition, children also need to be brought to the library and shown how to read in the reading room in the library. Reading reading material, be it newspapers, textbooks, or reading books is an important thing to discipline yourself to be diligent in reading. If this discipline has been running, then interest in reading will be formed and eventually reading habits will be achieved.

The Role of Community Reading Gardens in Fostering Reading Interest

Compared to other countries in the world, the literacy rate of children and adults in Indonesia is very low. The reading, arithmetic and scientific knowledge of Indonesian children is below Singapore, Vietnam, Malaysia and Thailand based on the results of the PISA (The Program for International Student Assessment) test released by the Organization for Economic Co-operation and Development (OECD) in 2016.

Meanwhile, 70% of adults in Jakarta only have the ability to understand information from short texts, but have difficulty understanding information from longer and more complex texts. And 86% of adults in Jakarta can only solve arithmetic problems that require one step, but have difficulty solving calculations that require several steps.

This data is inferred from the results of the PIAAC (The Program for the International Assessment of Adult Competencies) assessment, a voluntary competency test for adults



aged 16 years and over. Low literacy is a fundamental problem that has a very broad impact on the progress of the nation. Low literacy contributes to the low productivity of the nation. This leads to low growth and ultimately has an impact on the low level of welfare which is indicated by low per capita income.

Low literacy also contributes significantly to poverty, unemployment and inequality. There needs to be special efforts from the government to increase the literacy level of Indonesia.

Interest in reading is a major factor in improving the quality of society and a nation. The easiest indicators to determine the high interest in reading are the number of new books published by book producers and the number of available libraries. A person will not be able to read, let alone have a reading culture if their reading interest is low and vice versa if their reading interest is high then he should have a reading habit. Sartono (2001:4).

Reading interest tends to be limited to reading newspapers and newspapers, while the intended reading interest is of course also reading books that contain knowledge that causes the people of a country to have intelligent people who are able to compete on par with the people of other countries in any field in the international world. We all know that reading interest is still an unresolved problem, even though many efforts have been made to "control" people's reading interest. So there is a correlation between factors that influence reading culture and reading interest. A person will not be able to read, let alone have a reading culture if he does not have an interest in reading and gain knowledge from reading. Interest in reading is a strong source of motivation for a person to analyze and remember and evaluate the readings he has read, which is an exciting learning experience and will affect a person's form and intensity in determining his goals in the future, it is also part of the development process. which must always be honed because interest in reading is not acquired from birth. (Petty & Jensen, 1980; Hurlock, 1993 in Low interest in reading: 2001:28). This is because reading has not been entrenched. Then efforts like what needs to be done to increase people's reading interest. It is unfortunate if people's reading skills are not followed by reading habits because reading is a multi-beneficial activity. The influence of various factors that influence people's reading interest is very complex and interrelated with



each other, this is in line with the statement stated by M. Haris in the book Earthquake Literacy (2011: 281). In general, people's reading interest classifies the factors that influence reading interest. There are two major groups of factors and elements that influence reading interest, namely personal factors and institutional factors.

The manager of the Community Reading Park (TBM) revealed that the efforts made to increase interest in reading included identifying the needs and hobbies of learning residents and the community around the Community Reading Park (TBM). The needs of learning residents to increase their knowledge and the needs of local residents to fill the void of time or increase the skills they want. However, for this year the identification of these needs has not yet been carried out, because the current location of the TBM, which is around housing, would certainly be better if books on recipes or the needs of housewives were reproduced in Community Reading Parks (TBM). The results of the identification of these needs are used as TBM managers to formulate programs to increase interest in reading for learning residents and the surrounding community.

The next effort that the manager made to increase the community's interest in reading was by continuing to approach the learning community at the Community Reading Park (TBM). TBM managers, most of whom also serve as tutors in the equality package, often motivate learning residents to be more interested in reading. As well as giving assignments to learning residents and making the books in TBM as a source of material that learning residents need.

According to Wahyuni and Jumino (2019), a TBM manager must have a high creativity spirit to be able to create programs that are interesting and useful for the parties involved. And based on the results obtained in the field, one of the management's efforts to increase the reading interest of learning residents is by providing innovative programs, such as examples of cooking competitions with the surrounding community, reading corners, and the Reading Review program given to learning residents. These activities are proven to increase people's interest in reading. As revealed by Rohman (2019) that carrying out activities related to reading, and supported by the facilities and infrastructure that are owned according to the needs of the community, can be one of the efforts made by the TBM



manager. This is done so that the community can feel the benefits directly. The TBM manager also approaches the learning community as a form of inviting and familiarizing the learning community to want to visit the TBM and read books at the TBM.

Furthermore, based on the research results, the manager of the Community Reading Park in Ujan Mas District, Kepahiang Regency has a caring spirit and is ready to help learning residents or people who wish to increase their knowledge by reading books at TBM. It is proven by the actions that have been taken by the manager, such as taking care of the facilities and infrastructure in the Community Reading Park in Ujan Mas District, Kepahiang Regency so that they are always neatly arranged and clean every day. Book updates every 3 months can be the most effective way to attract people to learn to read. As the results of Yandini's research (2019) that the role of the library has the most influence in increasing public interest in reading, namely in terms of the collection of reading materials that are always updated.



CONCLUSIONS

From the description above, there is a need for synergy between the local government in this case the regional library, as well as the community that is concerned with empowering people's reading interest. Therefore, the government must facilitate all parties who want to develop interest in reading through community reading parks.

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