

Reading culture development for elementary school children

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Submission date: 14-Feb-2019 11:14AM (UTC+0700)

Submission ID: 1077976570

File name: 8_READING_CULTURE_DEVELOPMENT.pdf (26.89K)

Word count: 2104

Character count: 11653

READING CULTURE DEVELOPMENT FOR ELEMENTARY SCHOOL CHILDREN

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Abstrac

The effort of Indonesia Government to improve the people standard of living through education. In accordance with National Education Law No. 20 in the year of 2003 has mentioned that every Indonesia people with the age of 7 - 15 years old has an obligation to have free of charge compulsory education up to finish. As sated in the Koran Holly Book, iqra' means reading, analysis, deepen, deliver, research and others. Source of reading obtained from holy book, work result of human such as book and newspaper. The aim of the research is: 1. To describe how far the parent of student has given facility for reading book. 2. To describe how far the parent of student purchase reading book outside school assignment. 3. Are school children including a good book reader.

This research is a qualitative descriptive research conducted in Malang. The total respondent of 90 elementary school students stayed in Malang. The data collected from questionnaire, interview and observation. This research result has shown that eighty percent of student's parent less provided reading book facility up to now. They only purchase book as related with assignment given by the teacher themselves. The limitation of students book means including less good book reader.

Keyword: reading book, reading culture, habits and interest

Abstrak

Pemerintah Indonesia berupaya meningkatkan taraf kehidupan masyarakat melalui pendidikan. Sesuai dengan Undang-undang Pendidikan Nasional No. 20 tahun 2003. Setiap warga negara Indonesia berusia 7 - 15 tahun diwajibkan mengikuti pendidikan gratis sampai tamat. Salah satu fasilitas dalam meningkatkan pendidikan memerlukan bahan bacaan dan minat membaca buku. Pada alquran disebutkan iqra' yang berarti membaca, menganalisa, mendalami, merenungkan, menyampaikan, meneliti dan lain-lain. Sumber bacaan berasal dari kitab suci, hasil karya manusia seperti buku, koran dan jurnal. Dalam alquran juga di sebutkan iqra' yang artinya bacalah. Tujuan dari penelitian ini adalah adalah 1. Menjelaskan sampai seberapa jauh mana orang tua murid sudah menyediakan fasilitas buku bacaan. 2 Menjelaskan sejauh mana orang tua murid membelikan buku bacaan diluar tugas sekolah. 3 Apakah anak sekolah termasuk pembaca buku yang baik.

Penelitian ini merupakan penelitian deskriptif kualitatif, lokasi penelitian di kota Malang. Responden sebanyak 90 anak sekolah SD di kota Malang. Data diperoleh dari kuisioner, wawancara, Observasi. Hasil penelitian ini menunjukkan bahwa sampai saat ini delapan puluh persen orang tua murid kurang menyediakan fasilitas buku bacaan, orang tua murid hanya membelikan buku yang berhubungan dengan tugas yang diberikan oleh guru kelas. Adanya keterbatasan buku yang dimiliki anak sekolah, maka termasuk pembaca buku yang kurang baik.

Keyword: Membaca buku, budaya membaca.

INTRODUCTION

Education is a conscious effort for improving human resource potential through education process; the effort is including improving education system process. Government through National Education Department prioritizes primary education through nine (9) years compulsory education mainly aimed at the elementary school. This view is taken due to public and community considers that the elementary education is unproblematic period to be managed. However in other hand, education in the elementary school is a foundation for further education. The heavy problem and task mostly placed only upon the teacher's responsibility in elementary school, teaching and acting also as administrator. In a reality has to be realized that the skills and elementary teacher's background are not relevant with their duties.

To improve human resources quality is not easy as the theory. Many factors relevant have to be considered in the process, for example: student and its problem, education methods and materials, and education infrastructure. For those factors, teachers and students have roles in tight tied-connection. For example, the teacher has adequate skills to do their job professionally. According to Uzer (1997) teacher's role is creating tied situations where the objectives are progress, change behavior and student's progress. Besides, is expected that in a given condition and situation, the teacher has passion or determination to improve their professionalism. Teacher roles can distinguish in three kinds which are: 1. teaching means improving life values 2. Educating means developing science and technology 3. Coaching means developing student skills (Usman, 1992) Students are the education participants who are study in the primary school within six years with use their time approximately seven till eight hours in study at school. While parents has helpful roles in the education process where the students have their time besides their school time.

Reading skills is considered as a main factor in the education process. There is no certain condition where formal education can be transferred without reading skills. However, interest in reading is low. Consequently education is not reaching its highest potential as expected. One fundamental factor in reading is the reading behavior and interest. Whereas reading behavior and interest are the main factor that indicate the success of reading. This factor is important due to reading is a necessity not as responsibility. To create this situation, behavior and interest factor have to maintain since beginning age. The main problem in Indonesia is low level of the reading behavior and interest. This level of interest has negative influence for children. This condition has negative effect due to the education tools has been neglected. Reading and interest behavior has tied connection with the community reading culture and the reading materials. Indonesian people cultures inclined prefer using oral communication than written communication. This culture has effect to the children reading culture. Besides, reading materials have not been available adequately in public and lack of library facility in school for supplying reading materials. As a results, the children have not adequate a reading interest. Parents have influence in their children interest. Children has high interest if parents able to provide reading materials. However, many parents are not able to provide their children with adequate reading materials. For this condition, is important to have public library and also school library. However the school library is not functions properly. As a result, the low level of reading interest has deficient performance in the future. Based the description above is important to improve children reading behavior and interest. For that reason, is important to icrease children reading interest in Malang. This study aims to know the reading interest in elementary school student at Lowokwaru sub-district in Malang.

RESEARCH METHOD

This research aims to know the reading interest in elementary school student at Lowokwaru sub-district in Malang. The results of this research is expected as guideline to

improve the reading interest in elementary school student at Lowokwaru sub-district in Malang. The method used in this research is field observation. The field observation results analyzed thoroughly to know the reading behavior and interest in elementary school student at Lowokwaru sub-district in Malang. Besides it is analyses what is the criterion for good reading competence. Further has to be considered in how to improve reading interest and reading materials facility in Elementary school at Lowokwaru sub-district in Malang.

RESULTS AND ANALYSIS

The findings from this research are:

1. The reading interest for elementary school students at Lowokwaru sub-district in Malang is below expectation. This low level of reading interest is caused by environment, school and parents factor.
2. Elementary student at Lowokwaru sub-district in Malang could not categorize as competent reader due to student behavior and the environment are not represented good reader criterion.
3. This low level of interest is caused by minimal effort to handle this problem. The minimal effort make the children could not have competency in reading.
4. The reading facility available in the school library is limited thus support is needed to attract children interest.

There is low level of interest in Indonesia in reading as happen in Tunjungsekar in the Lowokwaru sub-district in Malang. If we compare to the developed country such as England, we are far from standard in the children interest in reading. British parents had actively attracted their children to read since an early age. The parents show the book to their children since childhood, buy the book, and accompany their children to the book shop and also telling the book contents to their children.

While in Indonesia that condition is rarely practically used by many people. It is still exclusively available to the rich and educated people. Ordinary people rarely do the activity. They consider that this activities is not beneficial. However theoritically the reading and its interest has to be known to the children since beginning. The parents has rarely accompany their children to find reading materials. Thus said that elementary school student has low level of interest.

According to Moyle that the characteristic of good reader is to have attention of the reading book continually, happy of reading, skilled in reading, understand of reading, and able to make an adaptation between reading technical and reading goal. The children have no attention of reading book continually. They feel like studying in preparation for their test and giving priority for playing. As a matter of fact, they are happier in playing instead of reading a book. This happiness hasn't grown as they haven't understand and realized the benefit for reading. They consider that reading activity as a burden instead of need, that's why skilled in reading is still less. There are many students can't read well and less understand what they read. Beside that, they can't make an adaptation in technical reading for the certain reading. The good habitual children always need reading materials. The ownership of book in their house is hard to make a standard due to their economic status still relatively low. Those who has parents working together, automatically the opportunity to give guidance for their child is very limited. According to Norton that to improve habitual of reading, the parents should be able to give guidance their children in reading, either good technical reading or understanding for reading. But, we find no this activity in site.

The effort of parents for this matter hasn't conducted optimumly because of less understanding for children guidance or considering that reading assignment just conducted by their teacher at school. With the less guidance from parents, the reading method of children is

not satisfied and we find the children reading by way of showing their finger to their reading book.

Lure and ladder concept not yet applied in this area. *Lure* or power of attraction indicate that the effort to increase reading is starting from parents activity through attractive story to child, to make accustomed reading within family, it is necessary to provide place and convenience reading materials. This activity has never been conducted by student's parent. So, reading interest is hard to improve. *Ladder concept*, Parents should provide reading material by ladder, starting from simple material to quality material. But, not yet applied. Supply of reading material only depends on teacher instruction. Actually, the role of parents in increasing reading interest is very significant and reading material is not only depends on that provided at school. Parents should provide many kinds of reading material to make student more interested for reading.

Game playing and the more and more interest television broadcast have moved student attention not interest reading a book. The more and more entertainment places can make students more interested to go there instead of reading some books. The reading habitual and reading interest are the main factor to make reading success. Theoretically, the individual will be diligent and active reading if they consider it is a need instead of burden. To create the situation like that, habit and interest factor of reading should be developed to children as early as possible.

CONCLUSION

This research has found that habitual and reading interest in elementary school is relatively low. It has been proven that a little time to read. The reading activity generally conducted at school while seldom conducted at home. Beside that to get reading material is less because of not being supported by their environment. If being analyzed from good reading characteristic still not yet categorized as good student reader. From the reader increase effort point of view, the students still have no habitual and good reading interest, as their effort to that matter is less. The family with limited education background is seldom to give guidance how to read properly and never giving a good example within their family.

SUGGESTION

Teachers, school headmasters and parents should work closely together actively in increasing of student reading interest, by way of providing facility and infrastructure for many kinds of interested book. Student education is not just limited for teacher obligation but including parents role.

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