

The Effect of the Reading Literacy Movement Program on Student Reading Interest

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Abstract

Literacy is an activity or practice related to knowledge, language, and culture. In developing students' literacy skills, the first step is to implement a reading culture. The reading culture in schools is carried out by implementing the reading literacy movement program, which is one part of the School Literacy Movement (GLS). This study was conducted with the aim of determining the influence of the reading literacy movement program on the reading interests of grade IV students. This research was conducted using a quantitative approach, a survey method with a correlation type. The sample for this study was 47 grade IV students. Data collection methods were interviews, questionnaires, and documentation.

Keywords: Main Idea, Quantitative Research, Reading Literacy, Reading Interest.

1 INTRODUCTION

Currently, literacy activities are an important reference point for improving literacy issues in Indonesia. In early development, literacy is defined as the ability to use language and images in a variety of forms to read, write, listen, speak, view, present, and think critically about ideas (Yunus, et al, 2017). Literacy activities are activities or practices related to knowledge, language, and culture. Through the Regulation issued by the Minister of Education and Culture No. 23 of 2015, it is known that one of the implementations is the National Literacy Movement (GLN). In addition, the Minister of Education and Culture Regulation also has the aim of continuing to strive to strengthen the reading culture of students. Through this, it can be realized that literacy cannot be separated from the world of education. Literacy can be used as a means of recognizing, understanding, and applying the knowledge gained by students while at school.

Quoted through the Master Design of the School Literacy Movement (GLS), in 2016, the Indonesian National Assessment Program (INAP) or the Indonesian Student Competency Assessment (AKSI) program held by Puspendik Kemendikbud tried to test the reading, mathematics, and science skills possessed by grade IV students. The average obtained at that time was that in reading skills, the students got 46.83% in the poor category, 47.11% in the sufficient category, and 6.06% in the good category. This condition shows that the literacy skills possessed by students in Indonesia are still relatively low and that improvement is needed.

In developing students' literacy skills, the first step is to implement a reading culture. Reading is one of the activities that plays an important role in a person's learning process. By reading, one can find out and gain new insights and knowledge. In addition, reading can also train a person in translating various symbols and graphics that are in a reading or writing related to language. However, reading is not just adding skills or insights to that. By reading, there will be a lot of new knowledge that can be known and learned more

deeply. In reading, we are not just to get important information but also can get entertainment through various types of reading.

The School Literacy Movement (GLS) has as its main target the primary and secondary levels of education. The School Literacy Movement (GLS) is a social movement assisted by collaborative support from various elements. The elements in question involve school community members such as principals, teachers, students, education personnel, school supervisors, school committees, student guardians or parents. The School Literacy Movement (GLS) (2018) is carried out through habituation activities carried out by means of 15-minute reading activities. This habituation activity is carried out by teachers reading books to students, or students who in turn read the book silently or adjusted to the targets and conditions owned by each school or class. This habituation activity will then be directed towards development and learning activities through pouring the results of reading into writing or formulating the main idea. The main idea is an idea or core that is used as the main development in the paragraph. In the development process, students sometimes still find it difficult.

This activity can continue to be developed not only at the beginning of learning but through other subjects. One of them is a thematic subject with Indonesian language learning content. Midya Botty (2018) argues that the purpose of Indonesian language learning in primary schools is for students to enjoy and utilize literary works to develop their personalities, broaden their horizons, and improve their knowledge and language skills. The focus of Indonesian language learning includes a lot of reading activities. One of the materials that is often encountered is the discussion of the main idea of a text or illustration image. The main idea is an important point in a paragraph. Wilawan (2020) suggests that the main idea is the main point of discussion or the main thought of the reading selection, usually a complete sentence that covers the core of each idea of the paragraph. Atmaja (2019) also explained that a main idea can be characterized by several keys, such as conclusion, essence, most importantly, basically, therefore, thus, and so on. The main idea will usually be placed at the beginning of the paragraph, at the end of the paragraph, and also at the beginning and end of the paragraph.

In developing literacy activities, especially reading literacy, primary schools are one of the places where the literacy movement is driven. This movement also needs to be optimally supported, one of which is through the establishment of libraries in schools. With the implementation of the reading literacy movement through the provision of libraries in schools, of course, this is expected to foster children's interest in reading. Reading interest, according to Siregar (2020), is a high desire or tendency to read. This is in line with Rahim (2021), who also explains that reading interest is a strong desire possessed by a person and followed by various kinds of efforts in the process. Someone who has an interest in reading can manifest it through a willingness to get reading material to read or through his own awareness. Reading interest is carried out through a strong desire, in accordance with what Sumadi (2022) stated that reading interest is a tendency of a person's soul that will encourage that person to do something about reading activities.

Through reading habituation activities, students are expected to be able to express the main idea of a reading. However, based on observations and interviews conducted with the fourth grade teacher, it is known that the reading literacy movement program has not been running well due to obstacles caused by student willingness and also library facilities and reading corners that are considered not optimal. Library facilities and reading corners at school and in the classroom still have to be filled with a variety of books because currently there are only a few books, especially in the classroom reading corner. The teacher also added that students have not been accustomed to doing reading activities regularly because reading activities are usually only held at school, but when at home, not all students routinely do reading activities. In addition, as seen from the routine library visits per class, this is also said to be insufficient because each month each class only gets a few opportunities, which must also take turns with other classes. It is known that the visits of each class within a period of two semesters were only 11 times for Class IV Sunan Ampel and also 13 times for Class IV Sunan Kalijaga. In addition, individual visits are

recorded in the library visit book of SD Islam Teladan Suci, since in the first semester there were only 39 students who visited to read.

Based on the background that has been described, the authors are interested in conducting quantitative correlation research with the title "The Effect of the Reading Literacy Movement Program on Reading Interest of Grade IV Students in Indonesian Language Subjects with Material Looking for Main Ideas at Teladan Suci Islamic Elementary School in the 2022/2023 Academic Year".

2 RESEARCH METHODS

This research was conducted using a quantitative approach, a survey method with a correlation type. The quantitative approach aims to test or verify a theory carried out by data collection and to explain whether the theory can be agreed upon or not according to the results of the research that has been done. The survey method is a method used to obtain data from certain natural places. In the survey method, several methods can be used for data collection, such as circulating questionnaires, tests, structured interviews, and so on. The type of correlation itself is carried out to test the hypothesis by measuring a number of variables and calculating the correlation coefficient between these variables so that it can be determined which variables can be correlated.

The population in this study was 53 students in class VI of Teladan Suci Islamic Elementary School, Ciracas, East Jakarta, consisting of 25 male students and 28 female students. In sampling, the Slovin formula is used to determine the number of samples to be used so that a sample of 47 fourth grade students, with 22 male students and 25 female students, is obtained. The sampling technique in this study was simple random sampling. Simple random sampling is a way of sampling where each member of the population is given the same opportunity to be selected as a sample.

In this research approach, there are two variables: variable X, which is the independent variable, and variable Y, which is the dependent variable. Variable X in this study is the reading literacy movement program, while variable Y is student reading interest. In the research process, the instrument used is the questionnaire method, which is then tested for validity and reliability. In addition, the normality test, linearity test, hypothesis test, significance test (t-test), and coefficient of determination (KD) test were carried out with the aim of knowing whether the data that had been collected could affect one variable with another or not. In this study, the hypothesis test used was Pearson's product-moment correlation.

3 RESULT AND DISCUSSION

The following are the results and discussions that have been carried out related to finding the influence between the literacy movement program and the interest in reading possessed by grade IV students in Indonesian language subjects on material looking for main ideas.

3.1 Description of Research Data Results

The data description of the research results is carried out to give an overview of each variable as a support for the discussion that will be carried out by the researcher. This statistical description contains the mean, median, mode, standard deviation, variation, maximum score, minimum score, and the difference between the maximum number and the minimum number. The following is a description of the data from each variable, namely:

3.1.1 Data Analysis of Research Results of Variable X (Reading Literacy Movement Program)

The reading literacy movement program questionnaire data can be described with the help of SPSS for Windows Version 26. For variable X, or the reading literacy movement program, it is 47 with a maximum score of 131 and a minimum score of 79, while the difference is 52. In addition, the average or mean value obtained is 108.85, the median value obtained is 111.00, or if rounded, 111, and the mode value obtained is 117. Then, the standard deviation obtained is 13.917, with a variance of 193.695.

The calculation of the interval containing the percentage of the literacy movement program shows that the score 79–88 is 13%, the score 89–98 is 11%, the score 99–108 is 17%, the score 109–118 is 34%, the score 119–128 is 19%, and the score 129–138 is 6%. Through this description, it is known that the largest percentage of scores is in the range of 109–118.

3.1.2 Analysis of Research Data Variable Y (Student Reading Interest)

The reading literacy movement program questionnaire data can be described with the help of SPSS for Windows Version 26. Based on the 47 data points that have been used as samples, the maximum score obtained is 157, while the minimum score is 71, with a difference of 81. The average or mean value obtained from the reading interest data is 115.43; the median value is 119.00; the mode value is 119; the standard deviation is 20.489; and the variance is 419.815.

As for the interval calculation, it can be described that the largest percentage is 32% with a score of 108–123, while the smallest percentage is 2% with a score of 156–171. Then, the same percentage was found, namely 21% on scores 92–107 and 124–139. In addition, there is a percentage of 13% for scores 76–91 and 11% for scores 140–155.

3.2 Data Analysis Prerequisite Testing

The normality test used in this study is the Liliefors test. In the process, this normality test was carried out with the help of SPSS for Windows Version 26. Based on the normality test with the Liliefors test carried out on variable X (Reading Literacy Movement Program), the significance value, or Sig. 0.155, Through the sig. value that has been obtained, it is known that if the sig. value is > 0.05 , then the data is normally distributed, and if the sig. value is 0.05, then the data is not normally distributed. Judging from the value of Sig. 0.155, it can be seen that Sig. $0.155 > 0.05$, or if formulated, it can be concluded that the data from the reading literacy movement program is normally distributed. Then, it can be seen that the significance value, or sig., obtained for variable Y (student reading interest) is 0.200; through this, it can be concluded that it is in accordance with predetermined regulations. With a sig. > 0.05 , it can be concluded that the distribution of the reading interest variable is normal.

In the linearity test, the significance value, or sig., obtained in deviation from linearity is 0.891, which means more than 0.05. In accordance with the existing decision-making basis, it can be seen that there is a significant linear relationship between the reading literacy movement program and reading interest with a Sig value. $0.891 > 0.05$ Furthermore, for the F count obtained from this linearity test, the F value is 0.596. It is known that the F table obtained is 4.06, where the F table value is greater than the calculated F value. By obtaining the F table, it can be concluded that the F count is 0.596 from F table 4.06, so the result is that there is a significant linear relationship between the reading literacy movement program and reading interest.

3.3 Hypothesis Testing

In conducting hypothesis testing, Pearson's product moment correlation is used on the condition that normality and linearity tests are carried out to see if there is a significant relationship between variables. Hypothesis testing is carried out to determine the level of relationship between one variable and another. To test the hypothesis using Pearson's product moment correlation, this test was carried out with the help of SPSS for Windows Version 26.

Based on the hypothesis test conducted, it is known that the significance value, or Sig., of the two variables, namely the reading literacy movement program and reading interest, is 0.00, which is smaller than 0.05. Referring to the testing criteria in the Pearson product moment correlation test, it is known that there is a significant relationship or influence between variables with a significance value of Sig. $0.00 < 0.05$. Apart from the significance value that has been stated, by using the product moment correlation formula from Pearson, the results are obtained:

1. Variable X, or the reading literacy movement program, has a very strong correlation level with an interval or interpretation number of 1.
2. Variable Y, or reading interest, has a strong correlation level of 0.702 with the results of the interval or interpretation number obtained.

After testing the hypothesis, a significance test is carried out with the t table, or it can also be called a t-test. The t-test is used to determine a hypothesis where there are provisions in the process. The criteria in the t-test are that if $t_{\text{count}} > t_{\text{table}}$, then the hypothesis is accepted; otherwise, if $t_{\text{count}} < t_{\text{table}}$, then the hypothesis is rejected. The results of the significance test, or t-test, that have been carried out are as follows:

Tabel 1. Description of Significant Test (t-test) X Variable and Y Variable

Sig.	t	Coefficient of Determination
.000	6.617	49.3%

Based on the table above, it can be described that the significance value, or Sig., is 0.00 or smaller than 0.05. In accordance with the basic criteria previously described, it can be seen that the hypothesis is accepted with a value of Sig. 0.00 greater than 0.05. After the significance value, or Sig., is determined, it can be done to find the t_{count} value, where in the table the t_{count} value is 6.617. Then, the value of the t table is 2.014, which means that the t table value is smaller than the t_{count} value. With the t_{table} value that has been found, the result is that $t_{\text{count}} > t_{\text{table}}$ with the provisions of the number $6.617 > 2.014$. Through this explanation, it can be concluded that the hypothesis is accepted.

After the t-test is carried out, the coefficient of determination test is continued. It was found that the coefficient of determination, or R^2 , was 0.493, or 49.3%. The result of the calculation of 49.3% is obtained from $R^2 \times 100$. Based on the coefficient of determination obtained, it can be concluded that variable X, or the reading literacy movement program, has an influence of 49.3% on variable Y, or reading interest, while the remaining 50.7% is influenced by other factors not examined by the author.

4 CONCLUSION

Based on the research and data analysis that have been carried out, conclusions can be drawn, namely that the sig. value of the two variables, namely the reading literacy movement program and reading interest, is $0.00 < 0.05$, which shows that there is a significant influence between the reading literacy movement program and students' reading interest in Indonesian language subjects with material looking for main ideas. In addition, the correlation results given by the Reading Literacy Movement program on reading interest are very strong and have a positive influence. Then, it is also known that there is a significant effect of the reading literacy movement program on students' reading interest, as shown by the t_{count} value of $6.617 > t_{\text{table}} 2.014$. The reading literacy movement program also has a contribution of 49.3% to students' reading interest, with the remaining 50.7% coming from other factors outside the variables studied.

Through the analysis of the research data that has been described, it can be concluded that "there is an influence between the reading literacy movement program and students' reading interest".

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