

EFFORT TO GET READING INTEREST THROUGH PARENTING

Marti

Program Studi Interdisciplinary Islamic Studies, Kosentrasi Ilmu Perpustakaan dan Informasi Islam,
UIN Sunan Kalijaga Yogyakarta
Email: martisusanti286@gmail.com*

Labibah

Program Studi Interdisciplinary Islamic Studies, Kosentrasi Ilmu Perpustakaan dan Informasi Islam,
UIN Sunan Kalijaga Yogyakarta
Email: labibah@uin-suka.ac.id

Receive : 16 Nop 2023
Accepted : 23 Feb 2024
Published: 16 May 2024
DOI : 10.30829/jipi.v9i1.18080

Abstract

The influence of the family in developing an interest in reading is very large and very important. Families have the task of building a good reading culture, a culture that can condition families to be involved in good reading activities. Because reading can change each individual's perspective and direct their views outward. Through parental involvement, which is the main priority in developing interest in reading. Parental involvement is basically needed at all times for children at an early age, where at this age children begin to develop knowledge, attitudes, emotional morals and scharacter formation. Therefore, this research takes the title "Parenting as an Effort to Develop Interest in Reading". The aim of this research is to determine the influence of parents on children's interest in reading. This research method is qualitative using a descriptive approach. Namely collecting several literature in the form of articles and books that are related to this research. Many studies discuss increasing interest in reading, but none has touched on increasing interest in reading through parenting. Thus, this research will discuss efforts to increase children's interest in reading through parenting. The results obtained from this research are that parents have a very important influence on children's interest in reading because the family environment is a place to raise, educate and care for children. The family is the most important and first social group. Children will have their first interactions at the beginning of their life with the people closest to them. With several efforts made, including often reading books to children before bed, providing a reading corner at home, going to book bazaars for recreation, giving gifts of books to children, become the parents of your dreams.

Keywords: *Developing Interest in Reading, Parenting, Parental Efforts.*

INTRODUCTION

It is a right and obligation for every child to receive education in order to obtain knowledge that is broad, as high as possible and unlimited. Basically, education starts from when the child is still in the mother's womb, namely by inviting him to do positive things such as reading books while in the womb, a child will be born that both parents hope for. Parents always want their children to be better than them, but don't forget that a child is a reflection of his parents. Therefore, if children are asked to be better than their parents without examples of good behavior or words, then this desire will not be as expected, as well as developing children's interest in reading. The presence of parents in a particular life will have an impact on changes in the child's life. Various efforts made by parents to develop children's interest in reading.

Parenting, which we know as parenting style, is the key to children's knowledge, especially reading. By developing children's interest in reading various reading materials, children have placed emphasis on individual awareness of the importance of reading. We need to remember, reading from an early age does not mean that the child must be able to read. But how can parents increase the culture of their children's love of reading? Parents must cultivate reading habits, not just being able to read. It's actually very easy to foster a child's love of books and reading. However, it requires parents to understand that cultivating a love of books is much more important and better than anything else.

Through a reading culture, the quality of children's knowledge can be improved. By diligently reading a lot, children will gain new knowledge. According to Tarigan (2008:7) reading is a process carried out by readers to obtain the message that the writer wants to convey through written language. Parents who act as liaisons to build a reading culture, parents have an important task in developing children's interest in reading well, namely a culture that is able to condition family members to be directly involved in reading activities and help explain the message contained in a text that the author wants to convey.

This is where literacy skills for children are really needed. To have this ability, parents must encourage their children to love reading. Reading will open the door to the most basic literacy. Parents must approach their children so that they have an interest and like reading. Through reading, children will have very broad knowledge, then parents must condition children to think. After the child's knowledge is rich by reading, the child is then asked to think with the child's abilities about the books that have been read.

The development of science, technology and information in this day and age has a very influential impact on children's interest in reading. It cannot be denied that there has been a change in children's reading, especially reading books. With the existing changes, parents experience many obstacles in developing their children's interest in reading, especially those who lack reading material.

The role of parents in developing an interest in reading in the current paradigm must be adapted to changes, namely parents must be able to provide enjoyable reading material for children, provide a comfortable reading corner at home, give gifts to children and give appreciation for children's reading.

There are several previous studies that reveal increasing interest in reading, including first, research conducted by Magdalena Elendiana (Elendiana, Magdalena, 2020) entitled "Efforts to Increase Elementary School Students' Interest in Reading". The results of this research concluded that efforts to increase elementary school students' interest in reading are still low. How to increase interest in reading is a shared responsibility for parents, teachers and schools, peers in the surrounding environment. Students are given support so that interest in reading arises from the students themselves. In this case, interest in reading should be further developed so that in reading activities students get many benefits, new knowledge and know the meaning contained in the content of the reading texts they read.

Second, research conducted by Nurfidia Azhari, Hesti Sulistia and Meiga Ayu Wanda (Azhari, Nurfidia. Sulistia, Hesti & Wanda, Meiga Ayu, 2020) entitled "Efforts to Increase Students' Interest in Reading at SD Negeri Tangerang 15". The results of this research are that children's interest in reading is very diverse and is good because the library facilities at SD Negeri 15 Tangerang are adequate and the books in the library are complete. That the habit of reading needs to start from an early age, from elementary school to college. Without the habit of

reading, it will be difficult to master science and technology. Students are enthusiastic about using library facilities. Students read a lot of fiction and non-fiction books.

Third, writing by Sang Ayu Made Rasmini (Rasmini, Sang Ayu Made, 2021) entitled "Optimizing Parenting to Improve Learning Achievement". The aim of this research is to find out how optimal parenting can improve student learning achievement. This research is a type of classroom action research carried out in class XII Babud 1 SMAN 1 Seririt. The research objects in this study are 1) Model of providing parenting material to parents of students and 2) Assessment of religious and character lessons including aspects of knowledge, skills, spiritual and social values. The results of this research show that by optimizing parenting, collaboration between schools and parents in children's education has a significant impact on increasing student achievement as indicated by an increase in student learning scores in class.

So based on previous research, what differentiates this research from previous research is the efforts made by parents in developing children's interest in reading. The benefit of this research is to find out and implement the efforts made by parents in developing children's interest in reading so that a reading culture can be realized. Through parenting, developing children's interest in reading will build a family reading culture to create highly literate children.

Reading Interest

Reading is an activity or practice in understanding the meaning and content of the message conveyed by the author. Reading can enrich a person's knowledge so that they are always ready to accept changes that occur in the development of science and technology. Reading is one of the important activities used to disseminate information in learning.

Tarigan in Achmad (2016:42) records that reading is a process carried out and used by readers to obtain the message the writer wants to convey through the medium of words or written language. Reading is an activity carried out by readers in searching for information contained in written language. When children read a lot, their knowledge will increase and develop, the more they read, the more knowledge they will have.

Lado stated in Achmad (2016:42) that reading is done to understand language patterns from written descriptions. When children understand the form or language patterns of written messages and images. Language patterns are nothing but language structures that become one and form a reading such as symbols, symbols, sentences and reading signs.

Based on the opinion above, it can be concluded that reading is a process of activity carried out by readers for the purpose of getting messages or information from the images conveyed by the author through understanding symbols, symbols, punctuation marks and sentences so that the meaning can be extracted. All forms of good reading will provide knowledge to the reader.

Rahim exemplified in Trima (2016: 168) that people who have a strong interest in reading will be manifested in a willingness to obtain reading material and read on their own behalf. The reading material read is not only textbooks but includes fiction books, newspapers, tabloids and other non-fiction books.

RESEARCH METHOD

In an effort to develop interest in reading through parenting, qualitative research methods were used using a descriptive approach. Anggito and Setiawan (2018:11) stated that descriptive qualitative research must describe phenomena, social environments and objects in writing using data and facts found in the field.

The data source in qualitative research is the research subject from which data can be obtained. According to Sugiyono (2015:215) qualitative research on social conditions, namely actors, activities and places. Data generated through observation, interviews and documentation is related to this research. Because this research aims to find out how efforts are made to increase interest in reading through parenting, it requires actors who apply this research, namely informants with the initials (S) 36 years, (K) 43 years and (A) 40 years. This research was conducted in Kalapacung village RT 2 RW 6, Beratsari sub-district, Purbalingga regency. The research period is 6 months from 1 June 2023 to 1 November 2023.

Descriptive data analysis provides descriptive data in the form of interviews with informants, notes at the research site and documentation related to the research. Meanwhile, qualitative data provides an overview of the research phenomenon.

RESULT AND DISCUSSION

Parenting

Parenting is an activity that involves the role of parents in developing children's abilities, especially their interest in reading. The role and ability of parents in developing and educating children through direct interaction will make children familiar with reading material. Through reading, we will become smart people who master knowledge, have life skills and have positive character in our daily life attitudes. Parents as the main educators for children are the main capital of a child, whose behavior will be imitated and followed. In developing children's interest in reading, the role of parents is very necessary, to provide provisions for the child's future educational life. In order to achieve the goal of developing an interest in reading, the things parents need to carry out their role as explained by Topping (2001) include reading materials or books, time allocation, conditions or atmosphere of the place, and communication between parents and children.

In accompanying children to read, parents also need to pay attention to the intensity of the time given to them. In accordance with the opinion of Topping (2001) which states that parents are required to accompany their children in reading activities every day, even if only for 5 minutes a day. It is better to do it 5 days a week. However, the results obtained are in accordance with data in the field, parents assisting their children in reading for more than 5 minutes, even up to 15 minutes a day. Meanwhile, for the intensity of the days of the week, the data obtained in the field are quite good, namely that parents spend around 5 days a week accompanying their children to read. Here the parent's task is to provide positive direction and provide reading guidance to the child so that they can understand the content of the text they are reading.

Topping (2001) explains that a quiet place is very suitable for children to carry out reading activities. Because children cannot read in a busy atmosphere or with lots of things going on. Put the TV away or turn it off when your child is reading. According to the research results, it was found that in the research location there was deliberately no TV provided and only reading materials were found arranged on bookshelves and piled on study tables with a comfortable space for children to read and parents also joined in this. At the research site, children felt more comfortable when reading with their parents in the space provided.

Efforts To Develop Interest In Reading Through Parenting

According to Topping (2001), the things parents need to develop their children's interest in reading include reading materials or books, time allocation, atmosphere of the place and communication between parents and children. Jeanne S. Chall (in Joko D. Muktiono 2003), divides ideal levels in reading according to age level and individual educational experience which are classified into six levels. At level 1, namely initial reading and decoding between the ages of 6 and 7 years, according to data findings in the field, it was found that children aged 7 years were quicker to grasp the content of reading which was included in level 1, namely initial reading and decoding, at this level children begin to be able to read and enjoy the reading they read themselves. This is the same as the results in the field which state that children are able to choose their own books to read without parental encouragement.

When accompanying children, parents must also pay attention to the time spent reading by their children. In accordance with the opinion of Topping (2001) which states that parents are required to accompany their children in reading activities every day, even if only for 5 minutes a day. However, the results of field research, according to informants, they often give children 15 minutes of their time every day and do this 5 days a week. Then parents also often read books to their children. Parents play a role in building a good reading culture and are able to involve family members to be directly involved in reading activities with the aim of creating a family that likes and is used to reading.

Topping (2001) states that a quiet place is very suitable for children to carry out reading activities. Because children cannot read in a busy atmosphere or with lots of things going on. Put the TV away or turn it off when your child is reading. Place the child in a place that is comfortable for the child. The condition of the place or environment where children read is also very important. In accordance with the results in the field which stated that there was no TV provided in the house, there were only books neatly arranged on the shelves and on the study table in the family room. It turns out that children feel more comfortable when reading by joining the family room with their parents who are both doing reading activities. Therefore, it can be said that the role of parents in creating comfortable conditions for children to read is not always in a quiet situation. At the research site, children felt more comfortable when reading by joining their parents in the family room. This is because the reading corner provided by the informant is located in the family room, because they also carry out reading activities together. The available reading corners will automatically encourage and create a reading culture. If children are already interested in books, when parents provide an interesting and comfortable reading corner for children, children will always have time to read and themselves will be called upon to do so.

In an effort to develop interest in reading, the next result from the research site is by providing examples of good reading. To provide encouragement and encouragement so that children are interested and enjoy reading, parents must be good role models in reading. According to the results of interviews with informants, parents not only ordered their children to read, but parents also participated in reading activities together in the space provided.

Apart from providing an example of good reading, according to the informant, the next effort made was to buy gifts for children as appreciation for children's reading. When the holidays arrive, the informant invites the child to go to the bookstore and gives the child space to wander among the book shelves and book display tables in the bookstore. The informant gives children the opportunity to choose and look at books that they are interested in and like. This will make children feel well supported and appreciated in reading. Not only that, the informant

also invited the children to go to the book bazaar if there was a book bazaar event which was usually held at the Purbalingga and Purwokerto district archives and library services. However, the informant often took him to the bazaar held in Purwokerto because the books were more interesting and directly from good publishers and interesting for children. The informant encouraged children to choose the books they would read and buy.

CONCLUSION

Based on the findings and data analysis carried out by researchers, the conclusion of efforts to develop children's interest in reading through parenting is quite good. It can be seen from various results in the field that show the various efforts and efforts made by parents as efforts given to children in developing their interest in reading. When parents give children the freedom and opportunity to choose and like reading material, children are able to give an idea that the role of parents in the research location is very good. Apart from that, allocating time with children and providing examples of good reading and the relationship between parents and children at the research site in reading activities has been implemented quite well. By not providing a TV in the house, it will really support the development of children's interest in reading and love of books which can create an atmosphere of love for reading. Then, according to data from informants obtained by the author, the efforts made to develop children's interest in reading include reading materials available in the presence of a reading nook or corner in the informant's house, the time the informant uses to read with the child, a comfortable atmosphere for reading, the informant provides an example of good reading, because parents become role models for their children in reading activities, then the next effort made by the informant is to give gifts and invite children to visit the book bazaar. By providing opportunities and space for children, children will feel supported and acknowledged and will feel appreciated in reading.

SUGGESTION

The suggestion based on this research is that this research is only limited to efforts to increase interest. Further research that can be carried out is efforts to maintain reading habits through Islamic parenting.

THANK YOU-NOTE

This research could be carried out well thanks to assistance from various parties.

REFERENCES

- Anggito, A., & Setiawan, J. 2018. *Metodologi penelitian kualitatif*. Sukabumi : CV. Penerbit Jejak.
- Arum dini, S., Winoto, Y., & Anwar, R.K. (2016). Hubungan Antara Pola Asuh Orang Tua Dengan Minat Baca Anak. *Jurnal Kajian Informasi & Perpustakaan*, 4(2), 171-178.
- Aurelia, Della., Lestari, Elizabeth Sri., & Narendra, Albertoes Pramoekti. 2023. Pengaruh Bahan Pustaka Terhadap Kunjungan MInat Di Perpustakaan. *JIPI: Jurnal Ilmu Perpustakaan & Informasi*. 8(2), 232-252.
- Azhari, Nurfidia., Sulistia, Hesti., & Wanda, Meiga Ayu. 2020. Upaya Meningkatkan Minat Baca Siswa Di SD negeri Tangerang 15. *PENSA: Jurnal Pendidikan dan Ilmu Sosial*, 2(1), 28-35.
- Aysah, Futri., & Maknun, Lu'luil. 2023. Peran Orang Tua Dalam Meningkatkan Minat Membaca Anak Usia Sekolah Dasar. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 3(1), 49-62.
- Basuni, Hasan. 2019. Program Parenting dalam Meningkatkan Kedisiplinan Siswa: Studi Kasus

- MI Bahjatussibyan Besuk Probolinggo dan SD Islam Al-Amanah Besuki Situbondo. Tesis (tidak diterbitkan), Pascasarjana Universitas Islam Negeri Sunan Ampel, Surabaya.
- Cahyani, Agnes Dhear Nur., & Rasydah, Bibi. 2020. Upaya Meningkatkan Minat Baca Anak Usia 4-5 Tahun yang Berkolerasi dengan Tri Pusat Pendidikan. *Cakrawala Dini: Jurnal Pendidikan Usia Dini*, 11(2), 110-116.
- Elendiana, Magdalena. 2020. Upaya meningkatkan Minat Baca Siswa Sekolah Dasar. *JPdK: Jurnal Pendidikan dan Konseling*, 2(1), 54-60.
- Fitri, Nur Lailatul., & Istiqlaliyah, Hulailah. 2021. Peran Orang Tua Dalam Menumbuhkan Minat Baca Anak Usia 5-6 Tahun. *Al-Hikmah: Jurnal Pendidikan Islam Anak Usia Dini Indonesia*, 5(2), 122-132. <http://Journal.iaialhikmah.tuban.ac.id/index.php/ijecie>.
- Goyena, R. 2019. Optimalisasi. *Jurnal Informasi dan Pemodelan Kimia*, 53(9), 1689-1699.
- Husaini, I. Z. 2020. Kemampuan Membaca Pemahaman Siswa Kelas VIII SMPN 11 Pujut. *Universitas Mataram*, 1 (1), 1-34.
- Jiwa, R.A.P. 2017. Peran Keluarga dan Sekolah Membentuk Literasi Dini dalam Mengingatnkan Perilaku Gemar Membaca di Kalangan Anak Prasekolah di Surabaya. *Jurnal Universitas Airlangga*, 1-20.
- Made, N., Aryandani, S., Putu, L., Mahadewi, P., & Wibawa, I.M.C. 2021. Minat Baca dan Peran Orang Tua di Masa Pandemi COVID-19 Terhadap Ketrampilan Membaca Bahasa Indonesia, 9(3), 459 -467.
- Putra, Masri Sareb. 2008. *Menumbuhkan Minat Baca Sejak Dini*. Jakarta: Indeks.
- Rasmini, Sang Ayu Made. 2021. *Optimalisasi Parenting Guna Meningkatkan Prestasi Belajar*. Yogyakarta: Graha Ilmu.
- Sari, Aminah Nofita., & Rukiyah. 2021. Peran Ibu Dalam Menumbuhkan Minat Baca Anak: Studi Kasus Penulis Buku Meydiana Rahmawati Ismail. *ANUVA*, 5(2), 293-306.
- Sugiyono. 2015. *Metode Penelitian: Kuantitatif, Kualitatif dan R&D*. Bandung: CV. alfabet.
- Sumira, D.Z., Deasyanti, & Herawati, T. (2018). Pengaruh Metode Scramble dan Minat Baca terhadap Kemampuan Membaca Pemahaman Siswa Sekolah Dasar. *IJPE: Jurnal Pendidikan Dasar Indonesia*, 2(1), 62-71. <https://doi.org/10.17509/ijpe.v2i1.11673>.
- Syarawi, A., Fahira, A., Idham Khalid, H., Kharismay Linda, J., & Nurhidayah. (2022). Upaya Peningkatan Minat Membaca melalui Rumah Baca pada Anak di Desa Stabat Lama. *Jurnal Pendidikan Dan Konseling*, 4(4), 2148-2153.
- Susanti, RE (2020). Pengaruh Perhatian Orang Tua dan Minat Baca terhadap Prestasi Belajar Sains. *Jurnal Pendidikan MIPA*, 3(1), 64-74.
- Tarigan, Henry Guntur. 2008. *Membaca Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa.
- Topping K. (2001). *Berpikir Membaca Menulis: Panduan Praktis Pembelajaran Berpasangan dengan Teman Sebaya, Orang Tua, dan Relawan*. London: Kontinum Internasional.
- Wulanjani, A.N., & Anggreani, C.W. 2019. Meningkatkan Minat Membaca melalui Gerakan Literasi membaca bagi Siswa Sekolah Dasar. *Prosiding Pendidikan Biologi*, 3(1), 26-31.
- Xia, T., Gu, H., & Li, W. (2019). Pengaruh dorongan orang tua terhadap motivasi membaca: Efek mediasi konsep diri membaca dan efek moderasi gender. *Perbatasan dalam Psikologi*, 10(609), 1-8. <https://doi.org/10.3389/fpsyg.201900609>.