

Factor Analysis of Reading Interest in MAN 4 Jombang Library

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ABSTRACT

Interest in reading is a passion or passion in the heart that is passionate about reading activities. This is a must that is owned as a means of building intelligence through reading. This study aims to analyze the factors that affect the quality of reading interest in student at MAN 4 Jombang. Where this research uses methods and approaches to research procedures, namely descriptive qualitative. Which is expected to provide benefits in the form of additional theoretical studies regarding the quality of reading interest. And provide a clear picture of the factors that influence students' reading interest. The results showed that there were many factors that influenced students' reading interest, and strategies to maintain students' reading interest.

Keywords: *Interest In Reading Libraries; Islamic Religius Education.*

INTRODUCTION

In the industrial era 4.0, reading is the initial window for humans to explore and seek knowledge. Reading interest is a high desire or tendency of the heart (passion) to read. Furthermore, Hurlock (Asniar et al., 2020) suggests that reading interest is a strong source of motivation for someone to analyze and remember and evaluate the readings they have read, which is an exhilarating learning experience and will affect the form and intensity of a person in determining his future goals in the future. Libraries are very important at the elementary school level because at that time students can be accustomed to being creative in finding various sources of information. That means the library is a work unit that collects, manages and presents wealth for the benefit of education, preservation and information to educate the nation's life (Imron, 2019).

Based on Culture and Tradition, reading is something that is usually done by humans so that reading is considered a trivial thing to do. For example, in a school environment, sometimes students only read books or visit the library when the teacher gives assignments so students read books just to complete the assignments given. After that, they do not consider reading a must or a positive activity that can encourage insight and self-development. In fact, reading has many benefits, such as sharpening communication skills and skills in selecting information (Kasiyun, 2015).

METHOD

This study uses a qualitative method. Research using qualitative methods is a type of research that is carried out in its entirety to research subjects where there is an event where the researcher becomes a key instrument in research, then the results of the approach are described in the form of words written on the empirical data that has been obtained and in this approach also emphasizes meaning rather than generalization. The type of research conducted by the researcher is qualitative research. Qualitative research is a type of research whose findings are not obtained through quantification procedures, statistical calculations, or other forms of methods that use numbers .

RESULT AND DISCUSSION

Result

Based on the results of the study, judging from the answers given by the librarian, it shows that students' consistency is assessed as an interest in reading in reading books. In addition, the reading interval for types of books is also a separate assessment for schools of students' reading interest. On the other hand, the school also prioritizes students' interest in reading to improve the quality of students' knowledge (Nur, L. C. N., 2-17). As for the determination in learning, respondents also described as a source of honesty in leaning on the knowledge taken and learned. On the other hand, the suitability of the topic is described by librarians as a trigger for discipline in the consistency of reading time (Hidayat, R., et al, 2021). Where this is also influenced by environmental support which can provide perspective adjustments to the world of reading. The school is currently seeking maximum reading facilities for students, although the librarian also admits that the facilities at the school are not in accordance with the needs of their students. However, the school library holds an active reading program which is carried out every Saturday for 15 minutes of reading and 15 minutes of summarizing.

In addition, interviews were also conducted with a student of MAN 4 Jombang. Which in the results shows that the student has high self-motivation due to a lot of knowledge he gets when reading. Meanwhile, in terms of determination to learn, it is indicated that the student is also very interested in reading because for him reading is a source of triggering understanding in learning. As for taking time to read, the student seemed to be very accustomed to doing reading activities. This positive thing also occurs in terms of choosing good reading materials, because in this case the student is able to adjust the mood and surrounding atmosphere in carrying out reading activities. On the other hand, the student did not feel the moral encouragement and motivation of each teacher and stated that there was an impression of being selective in providing moral encouragement from the teacher. However, this is different from the encouragement from parents which is often given but still provides adjustments to the opportunities and circumstances of the student every day. Likewise with Encouragement from Friends / Friends, where the student admitted that his colleagues really needed support and encouragement in reading activities because they were considered very important. Where until the last explanation, the student revealed that the special curricular program for reading was also provided to the maximum by the school and the student was also very enthusiastic about participating in this special activity every time it was held.

Referring to the answer of the third respondent who is a fiqh teacher, it can be drawn an explanation that students' motivation in reading activities can be formed from several factors including the living conditions of families who are fighting for the education of their students. In addition, the next factor can also be through persuasive language packed with parables that describe the consequences of living without knowledge (Bahtiyar Y., 2020). Other factors can also be presented from the topics of discussion favored by students according to their age. In addition, there are other factors, namely a strong determination in students. Where this determination gives new enthusiasm to students in learning subjects. In this case, the determination of each student is quite good and really supports the learning process. In terms of teacher encouragement, respondents revealed that there are several strategies to maintain student motivation in reading activities, including; instruct students to read the material before the learning process, go around the class to observe and see student participation in the reading activity, and give punishment to students who do not participate in reading. Another strategy that is practiced by respondents is to provide advice after class hours and direct and invite students to find a new atmosphere that can support the desire to read.

Discussion

Basically, interest in reading grows because of the encouragement from each of them. However, the environment is also a major factor in the growth of a person's interest in reading, so to increase it, awareness of each individual and a supportive environment is needed. Where in general the factors that influence the low or high interest in reading students can be seen from:

Family Encouragement : a) Assistance or family presence, b) Encouragement or motivation from parents. Environmental Encouragement. Environmental encouragement is an atmosphere or habit that is built with friends or colleagues through an invitation or invitation with the theme of reading interest in the form of group learning. The theme or topic of reading. The theme or topic of reading greatly affects students' reading interest where the theme or topic of reading allows students to choose and adjust their hobbies with reading habits. Learning zone development. The development of the learning zone is the changes that occur in places that may be used for the learning process.

Elements of Reading Interest, Interest in reading contains elements of attention, willingness,

encouragement and a sense of pleasure to read. Attention can be seen from their attention to reading activities, having a high willingness to read, encouragement and pleasure that arise from within themselves and from the influence of others. All activities are activities that are carried out with diligence and tend to stay. The principles that influence reading interest according to Dawson and Bamman are as follows. A person can find their basic needs through reading material 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.

Reading activities and habits are considered successful or useful if a person gets satisfaction and can fulfill his basic needs. The basic needs are meant in terms of security, status, a certain position, effective satisfaction and freedom in accordance with reality and the 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. 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. The availability of relatively complete and perfect school library facilities and the ease of borrowing are important factors in encouraging students' interest in reading. The existence of special curricular programs that provide opportunities for students to read periodically in the school library greatly encourages the development and improvement of students' reading interest. 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 in reading. 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 they have a positive influence on their friends.

The teacher factor is in the form of the ability to manage teaching and learning activities and interactions, especially in the reading teaching program. Teachers must know the characteristics and interests of children. Teachers can present interesting and varied reading materials so that students do not feel bored to read. The gender factor also serves 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.

CONCLUSION

Based on all the explanations that have been presented previously, it can be said that interest is one of the strongest means in seeking an understanding of the science being studied. Where in practice, reading activities not only provide intake of knowledge needs, but also provide some entertainment needs that can be adapted to the state of the heart of every human being. But on the other hand, reading interest also has factors that can increase or even decrease its quality. These factors include; Self-motivation, Strong Willingness to Learn, Topic Appropriateness, Environmental Encouragement, Supporting Facilities, Supporting Programs, and Time Management. Where to maintain the quality of students' reading interest, there are several strategies that can be applied by anyone at any time. Among others are; instructing students to read the material before the learning process, going around the class to observe and see student participation in the reading activity, and giving punishment to students who do not participate in reading. Provide advice after class and direct and invite students to find a new atmosphere that can support the desire to read.

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