

EFFORTS TO INCREASE 4-5 YEAR-OLD CHILDREN'S INTEREST IN READING WHICH CORRELATED WITH THE TRI EDUCATION

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Abstract. This scientific article aims to find out the right stimulus in increasing the reading power of children aged 4-5 years at RA Muslimat NU Kembaran. Because according to the results of a UNESCO study entitled "The World's Most Literate Nations" Indonesia is ranked 60th out of 61 countries in the world which shows reading habits in Indonesia are very low. This is very unfortunate because the ability to read can improve someone's critical thinking. Thus, reading habits need to be improved from an early age because during this period children experience rapid growth and development. As well as the need for the role of the Three Education Centers, namely the family environment, school environment, and community environment. To achieve the right stimulation in increasing the reading power of children aged 4-5 years, the Three Education Centers in stimulating children can use various methods or media because early childhood is very easy to get bored. In RA Muslimat NU Kembaran, it has been able to answer problems in the reading power of children aged 4-5 years by using group learning models and library centers. The results of this study stated that the reading ability of children aged 4-5 years at RA Muslimat NU Kembaran had been able to master reading skills according to their age developmental stages. This study used a descriptive qualitative approach with observation and interview methods.

Keywords: children aged 4-5 years, reading ability, three education centers.

INTRODUCTION

According to Nurhadi (1995:340) in (Husaini, 2020), reading is capturing the meaning of a series of symbols. The definition of reading according to Kridalaksan is the skill of knowing and understanding writing in the form of a sequence of graphic symbols and its transformation into meaningful speech in the form of tacit understanding or saying aloud (Fitra, 2012). Anderson put forward the same opinion that reading is a process that connects written words with the meaning of spoken language (oral language meaning), which includes converting writing or print into meaningful sounds (Rosyana, 2015). Furthermore, Kholid A. H and Lilis S in (Wardani, 2018) define reading, namely expressing or sounding a series of written material symbols that he sees from letters to words, then to phrases, sentences and so on. Meanwhile, according to the

Big Indonesian Dictionary (KBBI), reading is spelling or reciting what is written. Therefore, it can be concluded that reading is a process of connecting a series of symbols and sounding them using spoken language. According to the results of research conducted by UNESCO in 2016 on 61 countries in the world, reading habits in Indonesia are classified as very low. The results of a study published under the name "The World's Most Literate Nations" show Indonesia is ranked 60th (Hutapea, 2019), so it is very important out activities to foster reading interest and habits in Indonesia. To foster interest and reading habits should be started early, namely from the age of 0-6 years. Because at this time is the golden age or golden age, which means that children experience very rapid growth and development and cannot be replaced in the future. This is supported by the 2003 National Education System Law, early childhood is a child who is at a vulnerable age of 0-6

years. And according to various studies in the field of neurology it is proven that 50% of a child's intelligence is formed within the first 4 years.

At this time, many studies have discussed the abilities and interests of early childhood in terms of reading. Based on the results of a study entitled "Efforts to Increase Interest in Reading in Early Childhood" by (Ikawati, 2013), it explains how parents increase interest in reading in early childhood. According to (Ikawati, 2013), efforts to increase children's interest in reading must begin in the family and start early because interest in reading has a major influence on children's success. So, parents must accustom and direct their children to read a lot regularly so that the child will develop the habit of becoming an early reader who has a natural interest in reading (Ikawati, 2013). This research has been very good in terms of efforts to create a family environment that can build interest in reading in early childhood. However, efforts to increase early childhood interest in reading should be carried out according to the Three Education Centers, namely the family environment, school environment, and community environment. Because these three things cannot be separated and if separated the activities carried out will be less than optimal.

Based on the results of the study entitled "Improving Letter Recognition Through Singing Methods in Group A Children at Kuncup Mekar Surabaya Kindergarten" by (Sundari & Macepat, 2014), explains the extent to which the singing method can improve the ability of children aged 4-5 years to recognize letters. According to (Sundari & Mapuh, 2014), the singing method is a method that can be

used as a support in providing material about recognizing letters because it can improve the ability to recognize letters, especially in children aged 4-5 years and must use visual media so that the results are more optimal (Sundari & Mashuh, 2014). However, to improve the ability to recognize letters in early childhood it is better to use a more varied method and media so that children do not feel bored.

Judging from the low interest in reading in Indonesia and various problems that are still lacking in several studies on the ability and interest of early childhood in terms of reading. This research was conducted to find out the right stimulus in increasing the reading power of children aged 4-5 years in the A RA Muslimat NU Twin group based on the Three Education Centers. Therefore, this study is entitled "Efforts to Increase Reading Interest in Children Aged 4-5 Years Correlated with the Three Education Centers".

RESEARCH METHOD

The type of research used in this study is descriptive research with a qualitative approach using observation and interview methods. When the research was carried out in November - December 2021 4 times in group A (4-5 years) at RA Muslimat NU Kembaran, Kembaran District, Banyumas Regency. The sample of this study were all children in group A RA Muslimat NU Twins with a total of 20 children. The instrument used in this study was a checklist assessment sheet.

RESULT AND ANALYSIS

This research was conducted to determine the reading ability of children in group A (4-5 years) at RA Muslimat NU Twins and to find out what efforts can be made so that children's reading development can develop according to the child's age stages. Researchers used 3 reading development indicators for children aged 4-5 years as material for conducting research on group A children at RA Muslimat NU Kembaran. The first indicator: the child is able to name 13 pictures that are around him, the second indicator: the child is able to sort and tell related pictures, the third indicator: the child is able to connect pictures with simple words or sentences.

In the first indicator activity, if the child is only able to name less than 3 pictures included in the Undeveloped (BB) criteria, the child is able to name

3-8 pictures included in the Starting to Develop (MB) criteria, the child is able to name 13 pictures included in the criteria Developing According to Expectations (BSH), and the child is able to name more than 13 pictures around him included in the Very Good Developing criteria (BSB). To stimulate the first indicator, the teacher in group A (4-5 years) RA Muslimat NU Kembaran provides an activity to say the names of several pictures brought by the teacher and objects in the classroom, such as wall clocks, chairs, tables, blackboards, etc. . So that the child's vocabulary will increase, the child will become more familiar with many things, and the child will be able to read these pictures.

In the second indicator activity, if the child has not been able to compose or compose sentences and even tell the pictures that have been provided, it is included in the Undeveloped (BB) criteria, the child is able to express words but still needs help from others to make a sentence included in the Beginning to Develop criteria. (MB), children are able to tell pictures in sequence using simple sentences included in the Developing According to Expectations (BSH) criteria, and children are able to tell pictures in sequence with good sentences and are able to tell them to their friends or other people included in very well developed criteria (BSB). To stimulate the second indicator, the teacher in group A (4-5 years) RA Muslimat NU Kembaran provides an activity to sequence the pictures and then tell the pictures in sequence. But before that the teacher had told the flow of some of the pictures so that the children could understand in advance about the pictures, then the children would sort the pictures and tell them using their own language.

In the third indicator activity, if the child has not been able to connect a single picture with a word, it is included in the Not Yet Developed (BB) criteria, the child is able to connect at least 3 pictures with words, although they still need help from other people, they are included in the Beginning to Develop (MB) criteria. the child is able to connect 5 pictures with words without help from other people included in the Developing According to Expectations (BSH) criteria, and the child is able to connect 5 pictures with words and is able to help his friends included in the Very Well Developing (BSB) criteria. To stimulate the third indicator, teachers in group A (4-5

years) RA Muslimat NU Kembaran provide activities to connect the lines between pictures and the right words (there are 5 pictures of the five senses and 5 words that show the reading of the pictures). Through these activities children are able to know

and understand the meaning of these pictures and the forms or patterns of writing so that the reading ability of children aged 4-5 years will increase. Based on the results of the study, the ability to read in group A RA Muslimat NU Twins showed that in indicator 1 there were 8 children who were in the criteria for starting to develop (MB) and 12 children who were in the criteria for developing as expected (BSH). In indicator 2 there are 13 children who are in the criteria for starting to develop (MB) and 7 children who are developing according to expectations (BSH). Indicator 3 there are 7 children who are in the criteria for starting to develop (MB) and 13 children who are in the criteria for developing as expected (BSH). So, it can be concluded that most of the early reading skills in group A children (4-5 years) RA Muslimat NU Twins are mostly able to master reading skills according to their age developmental stages.

Efforts made at RA Muslimat NU Kembaran in developing aspects of language development, especially the reading ability of children aged 4-5 years, are using group learning models and library centers. In carrying out activities both with the group learning model and the library center, various and creative methods and media have been used.

According to (Hasnidah, 2015, p. 36), the media has many positive impacts on children, both with regard to brain development processes and those related to creativity. In general, the benefits of learning media according to (Zaini & Dewi, 2017) are facilitating interactions between teachers and children so that learning activities are more affective and efficient.

Not only media and methods are varied and creative, but the teacher's role is far greater in increasing children's interest in reading. This role can be in the form of high teacher concern, good and creative use of media and communication with parents. According to research from Jackson, it explains that a bigger role in the progress of children in school is the role of the structure and organization of the school or the role of the teacher. From the results of his research, it was found

that the teacher plays an important role, where the attention of the teacher can advance child development (Jiwa, 2017).

Based on the Three Centers for Education, namely the family environment, school environment and community environment, it greatly influences children's ability and interest in reading. So it needs support from the family and community environment. This is in accordance

with the opinion (Ikawati, 2013) that home is the best place to foster interest in reading. The family environment plays a very important role in creating children's interest in reading. Children are developing rapidly in terms of motor, emotional, social development, understanding of concepts and language, thus inculcating interest and reading habits in children has a very large influence. According to Thorndike, the importance of the role of the family in reading has a very high contribution in influencing the formation of interest and reading skills in children. With parents who like to read, it will spur their children to imitate them because early childhood is an excellent imitator. Motivation and encouragement in reading can be generated by habits and examples from the family. It can be seen from the results of a national survey conducted in England with the results stating that 82 percent of respondents agreed that children could develop an interest in reading because they were encouraged by the role of parents (Jiwa, 2017). Activities that can be done by parents to stimulate the development of reading in children aged 4-5 years are by telling pictures at a certain time, giving examples of reading that can be done before going to bed, placing interesting media to read (such as children's magazines, children's story books). child etc). According to (Zaini & Dewi, 2017), picture story books are a medium for conveying various messages in book form packaged in writing and pictures. Picture story books are the media that early childhood likes the most, because there are many illustrations (pictures), colors and simple stories packaged in an attractive appearance so that young children are interested in reading them. As well as naming objects around the child can also help improve children's reading skills. Because with the naming or labeling, the child will recognize the letter symbols. Which is one of the reading abilities of early childhood, especially children aged 4-5 years.

The community environment also has a very important role in increasing the ability and interest in reading in children aged 4-5 years. This is shown by the existence of posters, billboards, traffic symbols etc. so that it will bring up children's critical thinking to know the meaning or meaning of pictures or writings that exist in the community. Because at the age of 4-5 years the ability to read children is still in the activity of reading pictures.

CONCLUSION

Reading is a process of connecting a series of symbols and sounding them using spoken language. Reading is very important to improve one's critical thinking. So, it is better to build someone's interest in reading from an early age because during the golden age, children experience very rapid growth and development so that they are able to properly accept the activities provided by their environment. Efforts to increase children's interest in reading can be carried out using various media and methods as well as an approach to the Three Education Centers, namely the family environment, school environment, and community environment. With the efforts that have been made in group A of the zam-zam class of Makarima Sukoharjo Sukoharjo Islamic Kindergarten, most of them have reached indicators of reading ability for children aged 4-5 years.

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