Analysis of Reading Literacy Habituation and Development Stages to Increase Students' Reading Interest in Grade II SDN Pudakpayung 01 Semarang

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Article Info	Abstract
	_____ Entering the 21st century, students are expected to have the ability to understand information and apply various critical and creative thinking techniques when reading, writing, and solving problems. One of the policies carried out by the Semarang city administration is the implementation of the School Literacy Movement (GLS) and optimizing mobile libraries as a central facility. This study aims to analyze the school's strategy in increasing the Reading Literacy Habituation and Development stage to increase students' reading interest and to analyze the teacher's influence on students in the Reading Literacy Habituation and Development stage to increase students' reading interest in class II at SDN Pudakpayung 01 Semarang. The method used in this research is descriptive qualitative method. Data collection techniques in this study were interviews with class II principals and teachers, grade II students, observation, and documentation. From the results of observing the constraints on the stage of reading literacy comprehension in elementary schools at SDN Pudakpayung 01 Semarang City, that is, most of the students who are still in class II feel lazy to read is still quite high. Meanwhile, even in high grades, there are still many students who are less motivated to read or write. Reading literacy is not just talking 5 about 15 minutes of reading a book. Reading interest literacy is not only influenced by internal factors in school, students' reading interest is also influenced by external factors, namely parents.

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INTRODUCTION

Entering the 21st century, students are expected to have the ability to understand information and apply various critical and creative thinking techniques when reading, writing, and solving problems. Indonesia is a multiethnic and multicultural nation, according to Zulaeha, (2008). In fact, according to UNESCO data, the reading ability of Indonesian students is relatively low, and Indonesia is even ranked 62nd out of 70 countries in terms of literacy level or in the bottom 10 countries that have very low literacy levels.

Responding to this concern, the School Literacy Movement was established, as stated in the Minister of Education and Culture Regulation Number 23 of 2015. In this program the school literacy movement is carried out so that students can develop noble character. Part of this activity is reading non-learning books for 15 minutes before starting study time. Literacy project-based learning refers to students who design, plan, and carry out such extended projects that produce publicly exhibited outputs such as products, publications or presentations according to, Idris & Zulaeha, (2017).

The low interest in reading made the school principal and his equal agree to implement this reading literacy habituation movement. The implementation of the stages of understanding and developing literacy is good for cognitive achievement and as an increase in student learning motivation. The following are the results of previous studies owned by researchers, namely as follows. Another research was conducted by Maryono et al., (2021) entitled "Implementation of Literacy in Literacy and Science in Elementary Schools". The results of this study indicate that there is an implementation of the literacy and science movement at the development stage.

It can be concluded that the Implementation of Reading Literacy has an influence so that it can foster reading literacy motivation at the stage of habituation and development. Simply put, literacy means the ability to read and write. In a broader context, literacy has a very broad meaning, the context of reading and writing gets additional connotations according to the needs of industrialization and world development. According to Tarigan (1985) reading is a process that is carried out and used by the reader to obtain the message to be conveyed by the author through words or written material or picking and understanding the meaning contained in the written material.

The findings of observations at SDN Pudakpayung 01 Semarang, class II obtained that there were 3 class groups in class II where almost all students had not been able to read comprehension. When students were given questions about reading comprehension, the average score was still below the KKM. Of the 3 class II groups with a total of 87 students, only 40 students achieved the KKM. Another factor is that students are not motivated to learn to read and are lazy to understand what they read. The teacher has given methods of teaching reading and understanding questions that are recommended to students, but the students are still not motivated to want to be able to read and write.

Student learning outcomes are classified as low, let alone reading comprehension to smooth reading students cannot. There are still many students who are not fluent, so when they are given questions about reading texts, the answers are almost all wrong. 5% are only correct answers, the rest are wrong answers.

The data findings at this research stage can be seen that the students' ability to understand the contents of the reading text is very low because students who do not achieve the KKM are less than 50 percent. In addition, the problem at SDN Pudakpayung 01 Semarang is that students are still lacking in the stage of understanding and developing reading literacy. Apart from reading literacy, writing culture is still relatively lacking and it seems that there is still a lack of motivation so that it seems that they are still using conventional methods. In addition, students' difficulties in understanding the contents of reading texts are also suspected to be due to the lack of variety of teachers in

using learning models that can be developed in the learning process.

Reading interest literacy is not only influenced by internal factors in school, students' reading interest is also influenced by external factors, namely parents. Parents have an important role in fostering interest in reading in children. Therefore, parents must participate by cultivating and exemplifying the love of reading at home. One of the parents' efforts to foster children's reading interest is to provide facilities in the form of interesting reading books or media that can foster children's reading interest. Meanwhile, there was a problem that parents in grade II SDN Pudakpayung 01 Semarang delegated their responsibilities to teachers related to students' reading interest, therefore students at home were less motivated to read, another problem was found that parents did not provide facilities to support students' reading interest.

Based on the problems above and the research that supports it, therefore the researcher analyzes the habituation and development of reading literacy so that problems in students' interest in reading can be identified and the researcher provides solutions to increase students' interest in reading. Thus the researchers conducted a study entitled "Analysis of Habituation and Development of Reading Literacy to Increase Students' Reading Interest in Class II SDN Pudakpayung 01 Semarang".

So in this study formulating the problem based on the background explanation above, it can be described several problem formulations as follows:

1. 1. What is the school's strategy for increasing the Reading Literacy Habituation and Development Stage to increase students' reading interest in grade II at SDN Pudakpayung 01 Semarang?
2. What is the influence of the teacher on students in the Reading Literacy Habituation and Development Stage to increase students' reading interest in grade II at SDN Pudakpayung 01 Semarang?

The purpose of this study is to analyze the teacher's strategy and influence in increasing the reading literacy habituation and development stage to increase students' reading interest in class II at SDN Pudakpayung 01 Semarang. The benefits of the research conducted include providing knowledge to teachers and students to implement the habituation and development stages of good reading literacy and to provide convenience for teachers in delivering learning material and of course increase motivation in learning.

METHODS

This research approach is qualitative with a qualitative descriptive type of research, where the collected data emphasizes more in the form of words than numbers. Qualitative has the goal of understanding a phenomenon in a natural social context, by prioritizing a deeper communication process between the researcher and the phenomenon being studied. According to (Sugiyono, 2003) qualitative research is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects.

The reason researchers used this research was to find out the process of habituation and development of reading literacy in class II at SDN Pudakpayung 01 Semarang and to find out the increase in students' interest in reading. Data and information are then described which are useful for getting a description (description) of the object of research by processing data and information through descriptions. Researchers collected data from informants without giving any treatment to obtain an overview of the process of habituation and development of reading literacy to increase interest in reading in class II. Researchers as the main instrument in qualitative research are considered capable of adapting to changing situations and conditions and can adjust questions to obtain detailed and in-depth data according to the objectives to be achieved.

Sources of data are all the information of a person who is used as a respondent or that

comes from documents either in statistical form or in other forms for the purposes of the research in question. Therefore, the data sources used by researchers in this study were divided into 2 (two), namely primary data and secondary data.

Sources of data are all the information of a person who is used as a respondent or that comes from documents either in statistical form or in other forms for the purposes of the research in question. Therefore, the data sources used by researchers in this study were divided into 2 (two), namely primary data and secondary data. Secondary data sources are data sources obtained indirectly, but can help and provide supporting information as research material in the form of documentation. Documentation data collection techniques are selected according to the purpose and focus of the problem. Documentation is a record of past events. The documentation used in the research is: field notes during reading literacy lessons in the form of student daily journals, lesson plans made by the teacher during teaching, lists of student names.

The collection techniques and instruments used by researchers are observation, interviews and documentation. In this study, triangulation functions to test the validity of the data by combining data derived from observation, interviews and documentation and seeing the suitability between the data obtained in these various ways.

The data collection technique used in this research is the first observation. This method either directly or indirectly requires observation by the researcher of the research object. The observation in this study was to find out the Analysis of Reading Literacy Habituation and Development Stages to Increase Students' Reading Interest in Class II SDN Pudakpayung 01 Semarang.

Observations are carried out in two ways, the first way is unstructured by looking at the condition of the school, the school's vision and mission, observations when learning takes place. Researchers observed in a second way, namely in a structured way with observation guidelines in the form of sheets 1) indicators of achievement at the habituation stage; 2) indicators of achievement of literacy activities in the development stage.

Second, interviews are one of the techniques used to collect research data to get answers from respondents by way of unilateral questioning. Interviews can be conducted in a structured or unstructured manner, and can be conducted face to face or by telephone (III, 2002). This method is useful for researchers because it can dig up in-depth information about research topics and reveal things that the researchers themselves might not have thought of. The interviews were conducted with school principals, teachers and grade II students regarding student literacy programs in daily activities and teacher creativity in accompanying student learning activities.

Third, Documentation is a record of past events. In this study, documentation data was in the form of archives and photos, such as school profiles, school profiles, documents for students' Reading Literacy program in class II.

Data validity techniques, the first is the validity of the data in this study using triangulation. Triangulation is a technique for checking the validity of data by utilizing something other than the data itself, for checking purposes or as a comparison to the data, Bachri (2010). In this study, triangulation functions to test the validity of the data by combining data derived from observations, interviews and documentation and seeing the suitability between one data obtained in various ways.

In the information gathering method, triangulation is meant as an information gathering method that combines the various information gathering methods and information sources that already exist Sriwijaya & Haryoko., (2020). It should be emphasized, the essence of triangulation is to avoid the presence of bias as predicted by positivists. In this research, researchers used technique and source triangulation as shown in Figures 1 and 2.
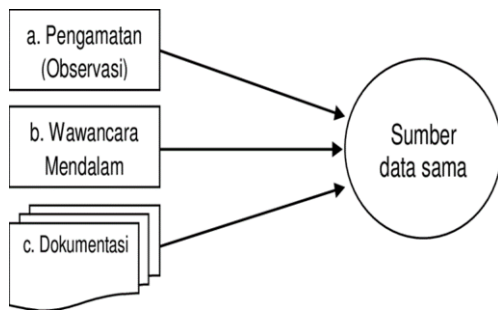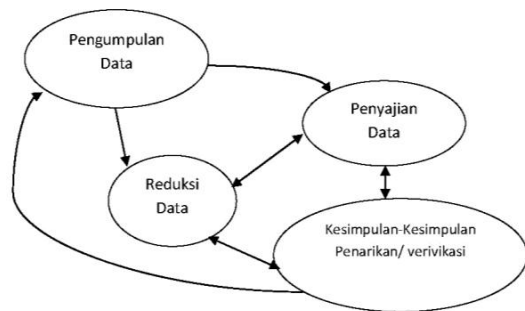
Picture 1. Triangulation with three data collection techniques
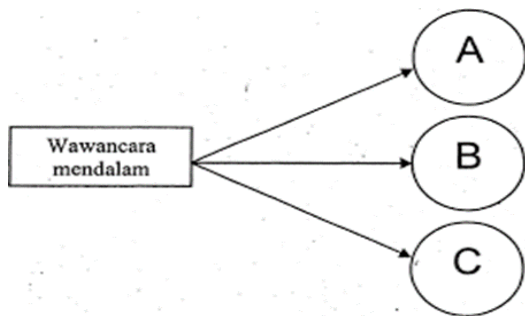
Picture 2. Triangulation with three data sources

The analysis technique in this study is carried out through the process in the field and until it is finished in the field in Figure 3 below.

Picture 3. Milles and Huberman's qualitative data analysis

Checking the completeness of the data in this research is to collect all sources obtained in the research, after data collection is complete, then all field notes are read, understood, and a contact summary is made which contains a description of the results of research on field notes, focusing, and answers to the problems studied.

Data collection was carried out using the first three methods with in-depth interviews, data obtained from interviews with various sources including the principal of SDN Pudakpayung 01, class II A, B and C teachers, and class II A, B and C students. Second, the observation method by observing the analysis of the stages of habituation and development of reading literacy to increase reading interest carried out by class teachers and students in the learning process takes place. Third, the documentary study method as a reinforcement of research results, with documentation to obtain an overview of SDN Pudakpayung 01 Semarang. The documentation obtained is in the form of the results of implementing the understanding and development stages of reading and photo literacy.

After data from various sources has been collected, the data is divided again, studied carefully and analyzed. After that, data reduction was carried out, namely selecting data that was relevant to the focus of the research and then making an abstraction.

Data reduction is a selection process, focusing attention on simplification, abstraction, and transformation of raw data obtained in the study field. The data will be adapted to the needs set out in this study in accordance with the research focus, by adopting the necessary and relevant data to answer research questions. In this study data reduction was carried out for relevance and focus on data related to teacher creativity in the Habituation Analysis and Reading Literacy Development Stage to increase students' reading interest in class II at SDN Pudakpayung 01 Semarang.

Presentation of data is a description of a collection of information arranged in the form of a narrative text that allows for drawing conclusions and taking action. In this case the researcher organizes the data to present the data in the form of brief descriptions, charts, relationships between categories, diagrams or the like, so that it will make it easier to tell, write, conclude, and interpret existing data related to teacher creativity in the Habit Analysis

and Development Stage program Reading Literacy to increase students' interest in reading in class II at SDN Pudakpayung 01 Semarang.

Conclusion drawing or verification is a new finding that has never existed before. At this stage the researcher tries to draw conclusions based on the data that has been collected, reduced, and presented in an easy-to-understand way. Presentation of data is a description of a collection of information arranged in the form of a narrative text that allows for drawing conclusions and taking action.

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RESULTS AND DISCUSSION

The school's strategy to increase the Reading Literacy Habituation and Development Stage to increase students' interest in reading in grade II

In the research process on school strategies to improve the habituation and development stages of reading literacy to increase students' interest in reading in grade II,researchers used in-depth interviews, documentation, and observation methods.Before presenting the data findings, the researcher first explained the Achievement Indicators of the Habituation Stage literacy activities and the Achievement Indicators of the development stage of literacy activities. Achievement of literacy activities in the Habituation Stage and indicators for achieving literacy activities in the development stage are shown in Table 1 and Table2.

Table 1. Indicators of Achievement of Literacy Activities in the Habituation Stage

No	Indikacor
1.	There is a 15-minute reading activity: 1. Read aloud 2. Read silently
2.	15-minute reading activity is carried out every day (at the beginning, middle, or at the end of the lesson).
3.	Books that are read to or read by students are recorded with the title and name of the author in the diary.
4.	Teachers, principals, and other education personnel are involved in the 15-minute activity by reading books or reading silently.
5.	There is a school library or a special room for storing non-classical books.
6.	There is a Class Reading Corner in each class with a collection of non-subject books.
7.	There are posters for the reading campaign in the classrooms, corridors, and other areas of the school.
8.	There is text-rich material in each class.
9.	School gardens, canteens and UKS are literacy-rich environments. There are posters on healthy living habits, cleanliness and beauty in the school garden, canteen, and UKS. Food in the school canteen is prepared in a clean and healthy manner.
10.	Schools seek to involve the public (parents, alumni, and other elements of society) to develop school literacy activities.

Table 2. Indicators of Achievement of Development Stage Literacy Activities

No	Indikacor
1.	There is a reading activity 15 minutes before class.
2.	There are activities to respond to enrichment books during literacy class hours or activity hours in the school library/class reading corner or relevant class hours.
3.	There is a varied collection of enrichment books.
4.	There are activities to respond to reading through interactive reading aloud activities, guided reading, group reading, and independent reading.
5.	There are activities to appreciate students' literacy achievements.
6.	There is a School Literacy Team.

Based on these indicators, in the development stage and the reading literacy habituation stage, students must recognize and identify several indicators of achievement in the development stage and the habituation stage. Student activities in reading literacy during the learning process are very lacking and a sense of student motivation has not arisen to increase interest in reading literacy. However, Kazakhstan is unique among all the former Soviet Union countries with respect to these changes. With more than 130 ethnic groups, the country has successfully welcomed an influx of immigrants and managed to foster laziness and ignorance among its population. Jakupov et al., (2012).

So the school has a literacy strategy at the habituation stage and the reading literacy development stage to increase students' interest in reading in class II at SDN Pudakpayung 01 Semarang. The implementation of literacy has previously been applied and carried out in each lesson. Previously, it was determined that each classroom had a reading corner and several collections of reading books needed. The selected books are reading books about legends, reading books about fables, reading books about various histories and books about lessons.

Based on the results of observations made in practice, the teacher has implemented a literacy strategy in the habituation stage and the reading literacy development stage to increase students' interest in reading, as conveyed by Mrs. Agnes, a class II A teacher, as follows:

"Yes, it's true that each class has provided a reading corner where there are already several reading books that the children have to place on the bookshelf of the reading corner which will later exchange books with their friends." (interview with mother Agnes, 21 March 2023)

Based on the explanation above, it can be explained that according to Agnes, students are encouraged to bring reading books from home and read them every time they do literacy reading in class. The form of implementation of habituation in the learning process is by inviting students to increase students' interest in reading with whom and where students are, as stated by Mrs. Anna, a class II B teacher, as follows:

"Yes, at school when learning takes place children want to try to read on their own and can understand the questions given by the teacher, but when the child is at home the parents often tell me that their child is lazy and doesn't even want to read, it's always the parents who read the assignment, so the child won't understand on the questions given by the teacher to practice working on problems at home if the child is lazy when he is at home rather than at school." (Interview with Anna's mother, March 22, 2023)

Based on the explanation above, it can be explained that according to Mrs. Anna they have the same thing in applying reading and oral comprehension values in the form of providing input to students not to be lazy and to try to understand reading. The form of reading comprehension can also be shown by getting a satisfactory score when holding tests. In addition, students also know the extent of students' reading comprehension skills, as is known from the results of interviews with

Abdul, a class II B student, when asked about the reading comprehension stage in his class.

"Yes ma'am, there are some of my friends in this class who don't understand reading a story or reading properly and correctly. " (interview with Abdul, 23 March 2023)

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Based on the results of the interview, Abdul already knew that his classmates still lacked the stages of reading literacy comprehension and habituation. A student named Aldi, a class II C student, also stated his knowledge of the Comprehension Stage and the Reading Literacy Refusal Stage, as in the following statement:

"Yes, ma'am, as far as I know, in class II C, there are some of my friends whose understanding and habit of reading literacy are still lacking. For example, during the literacy habit of 15 minutes of reading before learning begins, the teacher alternately instructs students to read what is in the textbook and listens to the reading when the designated friend reads to what extent. " (interview with Aldi, 24 March 2023)

Teacher's influence on students in the Reading Literacy Habituation and Development Stage

to increase students' interest in reading in grade II

The teacher's influence on students in the habituation and understanding stages of reading literacy is very important. In the realm of education, it is an educational process that does not make and treat one student better or more special than other students and does not assume that one student is inferior to other students, teacher treatment is given to all students, both male and female.

As contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 concerning the School Literacy Movement (GLS) it is very important to implement it. Based on the observations of the learning process at the habituation stage and the reading literacy development stage, the teacher uses 15 minutes of reading before the learning process takes place, as shown in Figure 4 below.

Picture 4. reading literacy before learning begins.

The use of the habituation stage strategy in each lesson, there are reading activities at the beginning, middle or towards the end of the lesson. Through reading activities during learning, whether at the beginning, middle, or towards the end of the lesson, it gives an understanding to students that reading activities are part of learning to gain knowledge. Reading activities are an important thing for students to do to understand the subject matter provided by the teacher, including reading enrichment books that are relevant to the subject matter. This is

expected to get used to reading when studying at home, and ultimately increase students' interest in reading. As the results of interviews with shanum class II C students, the following is an excerpt:

"That's right ma'am, every morning our class applies the habit of 15 minutes of reading before learning begins, because it can have a good influence on us being able to understand the material and practice reading for friends who are not fluent in reading. "(interview with Shanum, 27 March 2023)"

Another strategy used by the teacher to increase the Habituation Stage and development of students' reading literacy is to conduct learning that can increase literacy, using various methods and media such as picture books, videos or pre-text displayed on the LCD, and so on, as shown in Figure 5 below.

Another strategy used by the teacher to improve the Habituation Stage and development of students' reading literacy is to conduct learning that can increase literacy, using various methods and media such as picture books, videos or pre-text displayed on the LCD, and so on. Found that web-based or video-based teaching methods enriched with concept maps can positively influence student achievement and attitudes Erchan, (2014).

Picture 5. Learning using LCD

Learning with various methods and media becomes a learning experience for students in understanding the subject matter. Through the media used, students are required to pay attention and read, thereby stimulating students' interest in reading activities. As the results of the

interview with Dzaky, a class II C student, the following is an excerpt:

"Yes, that's right, like what I did in class, the teacher sometimes uses video media or pre-text displayed on the LCD to be read alternately. I think that using media like that is very interesting and makes me excited to read it. I can easily understand the material that will be studied that day. " (interview with Dzaky, 27 March 2023).

Teachers also sometimes conduct learning in the library at certain times, either periodically or incidentally. Familiarize students to diligently go to the library because in the library there are also very, very many variations of reading books and more choices of reading books. Utilizing the library space for learning outside the classroom so students don't feel bored while learning in class, shown in Figure 6 below.

Picture 6. Literacy Reading outside the classroom

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CONCLUSION

Based on the results of the description of data analysis and the discussion that has been presented in the previous section, it can be concluded as follows: (1) The implementation of the habituation stage and understanding of students' reading literacy at SDN Pudakpayung 01 Semarang is quite good. Through thematic learning as well as the independent curriculum, it is carried out with reference to the plan for implementing character learning to foster students' reading motivation and has been

prepared by the teacher in accordance with existing recommendations. The implementation of this literacy program already uses the School Literacy Movement or (GLS). (2) In general, there is one aspect of skills at the habituation and understanding of reading literacy that has not been internalized properly in the learning process inside the classroom and outside the classroom. (3) There are various factors that can support implementation at this reading literacy habituation and understanding stage including good figures/ role models, good communication between school principals and teachers, school infrastructure that is fulfilled, and extracurricular activities that students participate in. Conversely, there are also several inhibiting factors from within and from outside students in implementing reading literacy. The inhibiting factors for the application of the habituation stage and understanding of students' self-reading literacy are the unique and different characteristics of each student, while the inhibiting factors that come from outside the students are the social environment and the use of gadgets without parental control.

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