



The Influence of COVID - 19 on the Reading Interest of 4th-Grade Elementary School Students

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ABSTRACTS

This study aims to determine the impact of COVID-19 on the reading interest of elementary school students. By using data collection through a google form. COVID-19 turns out not to create students ' interest in reading to decrease. After a given material was directly distributed, it raises students ' interest in reading. By providing the material in individuals then the presentation of the rose to 44.4%. The presentation rise students' interest in reading. This happens because there is little research regarding the reading interest of 4th-grade elementary school students. The rising reading interest will bring up students' interest. COVID-19 does not become a barrier to the students to keep reading.

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1. INTRODUCTION

The outbreak of corona virus disease (COVID - 19), which struck more than 200 countries in the world, has provided a challenge for educational institutions. Anticipate the spread of the virus, the government has release various policies such as isolation, social and physical distancing to the restriction of social. According to liputan6 these conditions require a variety of school and community in order to stay home, work and worship in the home. The impact of this pandemic resulted in almost all aspects of life, especially in the aspect of education cannot run properly (Subakti et al., 2021). The problem arises when instead of elementary school students began too lazy to do the activity read because too often spoiled by summaries of the subject matter that are abundant on the internet.

Of course they do not based on the encouragement of reading interest is high. But only the fulfilment task given by the teacher. This becomes a problem of its own against the habit of the behaviour of the read elementary school students. It will also have a direct impact on the reading interest of elementary school students. Interest in reading is a strong desire accompanied by the efforts of someone to read. Interest in reading did not suddenly appear from within a person. But reading interest arising from the encouragement and the right environment (Elendiana, 2020). According to liputan6 the results of the survey Programme for International Assesment2018 mention points the ability to read fell from 397 in 2015 to 371 in 2018. The results of the survey showed that the ability of students in the Country of Indonesia in the reading is still below the threshold score. Pandemic COVID-19 has limited the encouragement and an environment that fosters student interest in reading elementary school. Therefore, this study focuses on the interest of students in reading 4th-grade elementary school students in the pandemic COVID-19. This study aims to determine the impact of the pandemic COVID-19 against the interest of students in reading 4th-grade elementary school students.

Research on interest in reading which is done by (Widodo et al., 2020) the lack of effort that is applied by the environment in the interest in reading so that it does not foster an interest in reading. Reading interest in Indonesia is still very less and without any support from the government (Elendiana, 2020), the environment greatly affect the interest of students in reading (Sumira & Herawati, 2018), students ' interest in reading which is very less affected by environmental without the encouragement of people around (Ati & Widiyanto, 2020), interest in reading is still very low when compared to other countries, (Kusumadewi & Irianti, 2019) Based on these studies, interest in reading still a big problem in education in Indonesia. These studies looked at that student's interest in reading is still low and efforts are needed to fix them, ranging from the environment, the education system, fulfilment of facility, up in the aspect of control parents. But there has been no targeting 4th-grade elementary school students with detailing. This study aims to determine the impact of the pandemic COVID-19 against the interest of students in reading 4th-grade elementary school students. With the collection of data through the Google form.

2. THEORITICAL FRAMEWORK

Reading is a process that is carried and used by the reader to convey the author's intent through words or written language. Accordwng to Soedarso, reading is the activity of a complex involving a large number of different actions, for example the reader should use their understanding and imagination, observing and remembering to get information in the reading. The ability to read is a complex ability that requires cooperation between a number of capabilities (Hendrayani, 2018). At the time of reading, the eye will recognize the words while your mind associate it with its meaning. Therefore, when reading, the mind is also

processing the information in the reading, and therefore reading is a complex process. According to the Nurhadi, reading is a complex process and complex. Complex means that the process of reading involves a variety of factors internal and external readers (Ati and Widiyanto, 2020). The internal factor is intelligence, interests, attitudes, abilities, motivation, purpose of reading, and others. External factors can be the opportunity to read, reading text, environmental factors or factors of socio-economic backgrounds, habits and the traditions of reading.

Reading is a window to the world because through reading, students can obtain a broader understanding. If the reading interest of students in Indonesia is low, it can be assumed that the student has limited knowledge. The low interest in reading an obstacle in the formation of students' reading skills, which are actually very beneficial to the students themselves. Reading is the process of understanding the content of the readings that have a major role in gaining knowledge.

Interest in reading includes elements such as attention, willpower, encouragement and pleasure. Attention is evident from the emphasis on the activities of reading, he has a great willingness to read, encouragement and pleasure, both from himself and from the influence of other people, and he did it with a persistent and tend to be stable (Elendiana, 2020). the difficulties and the presentation of the reading material should be in accordance with the real situation of the individual, basic needs can be found through the reading materials. In addition, if the student is satisfied and able to meet the basic needs that sense of security, a sense of status, position specific, flavour satisfied that effective and a sense of freedom in accordance with the reality and needs, then read the activities and habits that are considered to be successful or useful.

3. METHODS

Research activities was held in primary schools. Types of research method used is quantitative research by using the method of pre-experimental design type of the one group (pretest-posttest). Researchers involved fully in the data collection. Data collection techniques used in this research is the method of questionnaire online via the Google form to know the students' interest in reading during the pandemic. The population in this study were 10 students in 4th-grade elementary school. The sample used in this study is 10 students in 4th-grade elementary school through the Google form. This research was conducted in 2 stages, with divided into 2 sessions: the first Pre-test before the material presented and the second post-test after the material presented to determine the extent of understanding on the material. The instrument is designed in the form of liker scale two options (Yes and no). The Data obtained will be processed and then compared to the end will be concluded result.

4. RESULTS AND DISCUSSION

4.1. Demography

This research is done in elementary school. The thing that first time is interviewed teacher in 4th-grade elementary school and ask data of students. It has collected data of students which 10 students of the 5 male students and 5 female student.

4.2. Data analysis

Learning in the elementary school is done online. The Media used for learning is the video call WhatsApp and Google form. Using online media to teach the students during the

pandemic. Google form distributed to students through their WhatsApp number respectively. Students will be asked directly through WhatsApp.

Table 1 describes the questions on the pre-test and post-test. This question is distributed to students in 4th-grade elementary school to determine how the impact of COVID-19 at the request of students in reading. Then the students were given a briefing of how the importance of reading through a video call WhatsApp. After explaining to the students given back the same question to see if there is a change of interest in reading.

The results show several discussion points:

- (i) the Results of the first questions to increase by 10.0% after a given material to read.
- (ii) the Results of the second question there is no increase or decrease after a given material to read.
- (iii) the Results of the third question no increase or decrease after a given material to read.
- (iv) the Results from the statement of the fourth increased by 4.4% after the given material to read.
- (v) the Results of the fifth question increased by 10.0% after a given material to read.
- (vi) the Results of the sixth question no increase or decrease after a given material to read.
- (vii) the Result of the question seventh no increase or decrease after a given material to read.
- (viii) the Results of the eighth question no increase or decrease after a given material to read.
- (ix) the Results of the question of the ninth increased by 10.0% after a given material to read.
- (x) the Results from the tenth question increased by 10.0% after a given material to read.

Can be seen on the chart that there is an increase 44.4% in the reading interest of elementary school students after the given materials about reading. This is caused by soldering online with video call via WhatsApp for individuals to better understand the material. Interest in reading includes elements such as attention, willpower, encouragement and pleasure. Attention is evident from the emphasis on the activities of reading, he has a great willingness to read, encouragement and pleasure, both from himself and from the influence of other people, and he did it with a persistent and tend to be stable (Elendiana, 2020).

Research on the implementation of the literacy movement school on the pandemic of Covid-19 in improving the students ' reading quite successfully carried out with the provision of the material (Subakti et al., 2021). Refer to the explanation can be interpreted as the provision of material to the students to increase interest in reading is important and with the presence of the material is good and presented well also are able to increase the interest of students in reading.

Table 1. Students' pretest and posttest results.

Number	Question	Pre-Test	Post-Test	Gain
1	Do you like to read ?	70.0%	80.0%	10.0%
2	Do you feel happy when reading?	80.0%	80.0%	0.0%
3	Do you have an open reading?	100.0%	100.0%	0.0%
4	Do you often read?	55.6%	60.0%	4.4%
5	Are you forced to while reading?	20.0%	10.0%	10.0%
6	Do you feel comfortable when reading at home?	90.0%	90.0%	0.0%
7	You like to read outdoors?	30.0%	30.0%	0.0%
8	You are distracted from all the noisy while reading?	90.0%	90.0%	0.0%
9	During the covid 19 do you often read?	50.0%	60.0%	10.0%
10	Are you during the covid 19 don't like reading?	40.0%	30.0%	10.0%

5. CONCLUSION

The conclusion of research from the influence of COVID-19 on the reading interest of 4th-grade elementary school students that COVID-19 does not greatly affect the reading interest of 4th-grade elementary school students, but on the students themselves. By explaining individually easily makes students more like to read. As already mentioned that the interest in reading arises from willpower then we must bring up the students first. COVID-19 is not a barrier for students to continue reading. So encourage and understand the students to keep reading.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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