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Increasing the Reading Interest of Students with Intellectual Disability through 15-minute Reading Movement and the Role of Parents during the Covid-19 Pandemic

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ABSTRACTS

The purpose of this study was to determine the increase in reading interest of students with an intellectual disability after carrying out a 15-minute reading movement and the role of parents in helping their children during the Covid-19 pandemic. The method used in this research is a case study method for two students with intellectual disabilities. The results of this study are students with intellectual disabilities become enthusiastic to read and have a high interest in reading. From these results, we get differences in the results of the pre-test and post-test. This is because students get interesting reading and support from their parents. Indeed, this movement has an impact on the reading interest of every student with intellectual disability.

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1. INTRODUCTION

Interest in reading is one of the important keys for someone to gain knowledge and information so that students at school are often invited to read books (Helfiana et al., 2021). Not only for students who attend public schools, reading be accustomed to children with special needs such as children with intellectual disability. One movement that can increase students' reading interest is the 15-minute reading movement. This movement requires support from other parties such as teachers and parents, especially during the COVID-19 pandemic, parents must take part in helping their children to get used to reading (Baiti, 2020).

Currently, there are several studies that discuss reading interest, the 15-minute reading movement and the role of parents. One of them is the result of research which states that the implementation of the school literacy movement (GLS) in elementary schools has been able to increase students' reading interest. This is supported by the use of reading corners in each class (Ramandanu, 2017). Another study stated that in one junior high school the implementation of the 15-minute reading movement program was in the habituation stage. There are efforts made by teachers to support the 15-minute reading movement, namely adding books, creating reading areas, carrying out various literacy activities, and involving the public (Sariani, 2020). Other research states that the implementation of the School Literacy Movement is effective in high schools if there are adequate facilities and infrastructure. Teachers must participate in implementing the School Literacy Movement for their students so that this movement can run effectively (Agustin and Cahyono, 2017).

In addition, this movement has also been applied to autistic students with results stating that this movement is effective and autistic students have increased interest and reading after the implementation of this movement. It is just that in the implementation process, the teacher needs patience because the children they face are very special and need a special process that is carried out repeatedly (Helfiana et al., 2021). The results of other studies related to the role of parents show that the role of parents is very important in developing children's literacy at home during childhood. The influence of the environment, especially parents, can provide stimulation so that the development of children's literacy can increase (Baiti, 2020).

Based on previous research, there has been no research that discusses increasing the reading interest of student with intellectual disability through the 15-minute reading movement and the role of parents during the Covid-19 pandemic. Therefore, we conducted a study with the aim of knowing how to improve reading literacy skills for student with intellectual disability through the 15-minute reading movement and the role of parents in helping their children during the covid-19 pandemic. This research uses a qualitative approach and the method used is a case study. The results of the study are described descriptively.

2. THEORETICAL FRAMEWORK

2.1. Reading interest

Reading is understanding writing in the form of a sequence of symbols—graphic symbols and changes to meaningful speech in the form of understanding silently or loudly speaking. So that it can be interpreted that when reading we must understand the contents of the reading (Helfiana et al., 2021). Reading interest is a desire that makes someone to do reading activities such as reading books, newspapers, articles, and so on. This reading interest needs to be increased because by reading someone will gain new knowledge and that knowledge will be useful for that person. Interest in reading can be obtained from a young age (Elendiana, 2020).

2.2. Student with intellectual disability

Intellectual disability is a disorder that includes general intellectual function below the average, namely IQ below 84 based on tests and appears before the age of 16 years. In line with this definition, it outlines that someone who is categorized as intellectual disability must have intelligence that is clearly below average, there is an inability to adapt to the norms and demands that apply in society (Widiastuti and Winaya, 2019). The American Association of Mental Deficiency has classified children's IQ levels intellectual disability: (1) the IQ level of mild intellectual disability is ranging from 50–55 to 70; (2) moderate intellectual disability ranged from 35–40 to 50–55; (3) severe intellectual disability ranging from 20–25 to 35–40; and (4) very severe intellectual disability under 20-25. The explanation can be concluded that student with intellectual disability have below average intelligence so that their daily activities in education are hampered (Pandudinata *et al.*, 2018).

2.3. 15 minutes reading movement

The activities in the School Literacy Movement are reading 15 minutes of non-lesson books before studying at school. This activity requires students to read a book for 15 minutes every morning before the start of class. The reading material contains moral values, in the form of local, national, and global wisdom that is delivered in accordance with the development of school students. But in this study, students are not always asked to read before studying. Students can read after learning is finished or in the afternoon so that students are accustomed to reading every day, both at school and at home (Wandasari, 2017).

2.4. The role of parents

The role of parents is expected to be able to accompany children to study at home, where parents are required to understand all the material for learning activities so that children can learn well and understand what the purpose of the learning is. Parents are also expected to foster interest and be able to motivate children's learning, parents must be able to provide free time to children so that children can communicate and ask questions about various things to parents, parents must be patient in accompanying children at home and able to operate gadgets and obstacles. Related to the reach of internet services so that the child's learning process runs smoothly without any obstacles. Likewise, the role of parents in improving children's literacy skills when studying at home (Baiti, 2020).

3. METHODS

This research approach is a qualitative approach with the method used is the case study method. Data collection techniques in the form of pre-test, treatment, post-test and observation. The pre-test will contain 10 multiple choice questions with yes or no answers given to students via Google form before students read for 15 minutes. This was done to determine the reading interest of student with intellectual disability and compared with the post-test results. After being given a pre-test, we will give a short story entitled "Greedy Lion" to the students. Then students will be asked to read for 15 minutes and ask students to send voice notes, photos or videos as evidence that they are reading. After that, students will be asked about the story they read earlier and ask students to retell the contents of the story. When the activity has been completed, students will be given a post-test via Google form with the same questions and answer choices. This is done to find out what changes occur in children after doing this movement.

This research was conducted at special education school in Bandung with the name special education school Terate, Bandung, Indonesia. The first step in this research is to survey the number of students who are possible to carry out this movement by interviewing teachers. The number of students who can join this program is 10 students with intellectual disability. Then we chose a sample from the population and obtained as many as two student with details of one male in the ninth grade and one female in the eighth grade. Both of these students have been able to read and speak but the male students are not very fluent in reading.

4. RESULTS AND DISCUSSION

4.1. Pre-test and post-test result

The pre-test and post-test were given by distributing questionnaires via Google form to the two students, then asking them to fill in with the help of their parents. **Table 1** shows the questions posed to students for determine the students reading interest before treatment. In addition to the questions, there are also the results of the pre-test and post-test of the two students.

Table 1. Pre-test and pro-test results.

| Number | Question | Student 1 | | Student 2 | |
|--------|---|-----------|-----------|-----------|-----------|
| | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Do you like reading books or story? | Yes | Yes | Yes | Yes |
| 2 | Do you read books or stories every day? | Yes | Yes | Yes | Yes |
| 3 | Did you read the book or story to the end? | No | Yes | Yes | Yes |
| 4 | Can you read a book or story for 15 minutes? | Yes | Yes | Yes | Yes |
| 5 | Do you read on your own? | Yes | Yes | Yes | Yes |
| 6 | Do you enjoy reading stories? | Yes | Yes | Yes | Yes |
| 7 | Do you know the story of the Greedy Lion? | No | Yes | No | Yes |
| 8 | Are you interested in the story of the Greedy Lion? | Yes | Yes | Yes | Yes |
| 9 | Do you understand the story of the Greedy Lion? | No | Yes | No | Yes |
| 10 | Can you retell the story you read? | No | Yes | No | Yes |

There are several points from these results:

- (i) The result of question number one explains that both students like to read books or stories.
- (ii) The result of question number two explains that both students like to read books or stories every day.
- (iii) The results of question number three explain that one of the students did not read to the end but after the treatment the student was able to read to the end.
- (iv) The result of question number four explains that both students can read books or stories
- (v) The result of question number five explains that both students read on their own accord or without coercion from others.
- (vi) The result of question number six explains that both students enjoy reading stories.
- (vii) The results of question number seven explained that the two students did not know the story of but after the treatment the two students knew the story of the Greedy Lion

- (viii) The result of question number eight explains that both students are interested in the story of the Greedy Lion
- (ix) The results of question number nine explained that the two students did not understand the contents of the Greedy Lion story after the treatment the two students understood the contents of the Greedy Lion story.
- (x) The results of question number ten explained that the two students liked not being able to retell the stories they read but after the treatment the two students were able to retell the stories they had read.

4.2. Discussion

The results of this study are student with intellectual disability become enthusiastic to read and have a high interest in reading. This can be seen from the responses given by students when asked to read 15 minutes. In addition, when students retell the story they read, both students can retell it correctly. In addition, the results of the pre-test and post-test showed differences. The difference that occurs shows that students' interest is increasing as in the first student who can read the story to the end after doing the treatment. The results of this study are in accordance with previous studies which explain that the 15-minute reading movement is effective to be applied to school students (Ramandanu, 2017; Agustin and Cahyono, 2017; Helfiana *et al.*, 2021). However, due to the time the research was carried out only, the sample was small and previously they already had an interest in reading so that the changes that occurred were not seen significantly. But from these results, it can still be seen that there is an impact that occurs after the 15-minute reading movement.

The increasing interest in reading students is also supported by interesting reading and the role of parents in guiding their children because during reading parents also participate in supervising and inviting their children to read. This is in accordance with research on parents playing an important role in helping to increase their children's reading interest, there are similarities that when parents help or invite their children to read, the child will be more enthusiastic in reading (Baiti, 2020).

5. CONCLUSION

The conclusion of this study is that student with intellectual disability can increase their reading interest through reading movements for 15 minutes. There are changes that occur, namely students are able to read and understand the contents of the story. Interesting reading and the role of parents to support their children in reading can make students happier to read. Therefore, this movement can be applied to students with intellectual disability with the support of parents.

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7. AUTHORS' NOTE

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

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