

Improving Reading Habits of Students Through Geulis Trees in 7th Ciamis State Primary School

Dewi Ariyani¹, Ellen Prima²
dewi@iainpurwokerto.ac.id¹, ellen.psi07@gmail.com²

IAIN Purwokerto, East Java, Indonesia¹
IAIN Purwokerto, East Java, Indonesia²

Abstract. In the 4.0 industrial revolution, reading is part of basic literacy. Since 2016, 7th Ciamis State Primary School has launched a school literacy movements program. In improving reading habits, the School has a media called the Geulis Tree. The purpose of this study was to find out how the application of the Geulis Tree to improve the reading habits of 7th Ciamis State Primary School students. The method of research is descriptive qualitative. The subjects of this study were students in grades 4, 5, and 6 of the 7th Ciamis State Primary School. Data collected through observation and interviews. The results showed that the Geulis Tree effective in improving reading habits in students. As many as 80% of students in grades 4, 5, and 6 successfully achieved the target of reading 24 books in 10 months. Geulis Tree, as a medium, enhances the habit of students gaining support from several habituation models. Consists of programmed and unprogrammed habituation activities. The programmed activities are carried out through spontaneous and exemplary activities. All teachers and the school community play as role models for students. Besides, students' parents supervise students reading at home. The school environment is vital in improving students' reading habits.

Keywords: School Literacy Movements, reading habits, Geulis Tree

1 Introduction

In the 21st century, developing literacy skills is essential for students. Literacy ability stimulates the ability to understand information analytically, critically, and reflectively. The results of Central Connecticut State University's research conducted in 2016 concerning reading interest stated that Indonesia was ranked 60th out of 61 countries (<https://edukasi.kompas.com>). The result of this study reinforces the results of testing the Organization for Economic Co-operation and Development (OECD) in the Program for International Students Assessment (PISA) 2012, which states that students' reading comprehension in Indonesia is shallow, which is ranked 64th out of 65 countries [1].

The profound understanding of Indonesian students in understanding reading shows that the educational process in Indonesia has not yet developed student competence and interest in knowledge. Besides, the educational process in Indonesia does not yet function as a learning organization that makes students lifelong learners. Based on this fact, the Ministry of Education and Culture developed the School Literacy Movement program [2]. The School Literacy Movement Program, among others, aims to increase students' interest and reading habits. 7th Ciamis State Primary School is one of the pioneering schools in the School Literacy Movement program. Cultivating interest and reading habits is not an easy thing. Habit is an activity that has become ingrained in a person [3]. 7th Ciamis State Primary School students

have sufficient reading habits and are even motivated to read regularly. Through the School Literacy Movement program, the School has several literacy programs related to reading habits. One such program uses a medium called Geulis Tree. The word Geulis, in Sundanese, means beautiful. However, in the School Literacy Movement program, Geulis is an extension of the literacy movement.

As a medium to improve reading habits, the Geulis Tree is an inseparable part of the West Java Leader's Reading Challenge (WJLRC) program initiated by the West Java Provincial Education Office. WJLRC seeks to foster interest and reading habits of students through the challenge of reading 24 books in 10 months [4]. In this case, students read enrichment books (non-lessons) with a minimum limit of 100 pages for illustrated books.

The West Java Leader's Reading Challenge (WJLRC) program took place in 2016. As one of the pilot schools in the School Literacy Movement program, 7th Ciamis State Primary School sent 24 students from grades IV and V. At the end of the program, the percentage of target reading achievement by elementary students of 7th Ciamis State Primary School reached 83.3%. Four students have not managed to reach the target of reading books. After the end of the West Java Leader's Reading Challenge (WJLRC) program, 7th Ciamis State Primary School continued the program of reading 24 books in the ten months that were pioneered by the program. Before this study, several other researchers had researched similar themes. Badrudin and Ana Andriani through their research entitled Implementation of School Literacy to Increase Student Reading Habits researching the implementation of the School Literacy Movement program as an effort to increase students' interest in reading through reading habit for 10 minutes in the day before learning begins [5]. This research is the basis of the reinforcement of this research. The use of Geulis Tree as a medium can be an alternative in increasing students' interest in reading.

Improving reading habits requires collaboration from various parties, including parents. Research on this subject has been carried out by Miray Özözen Danacı and Arzu İpek Yükselen [6], and also the analysis of Suci Susilowati [7]. The difference with this research is the media used and other supporting media, namely the reading logbook that facilitates the active role of parents in familiarising children with reading at home.

Improving the reading habits of elementary school-age students requires collaboration from all parties. Reading habits can enhance aspects of their literacy abilities. However, there are various difficulties in its implementation. This is consistent with research from Kharizmi [8], which revealed a variety of problems regarding literacy practices found in primary schools. According to him, policymakers or the government, schools, teachers, and parents have duties and responsibilities by their respective capacities. This research is a follow-up study that practically tries to explain the use of the Geulis Tree media as part of the School Literacy Movement program. Other research conducted by Rahadian [9] mentions the library as an essential part of improving the culture of fond of reading at school. Proper library management includes the availability of books, good spatial planning and the presence of librarians play an essential role in supporting efforts to improve the culture of fond of reading. The position of this research is essential because in implementing the School Literacy Movement program, the library is an inseparable part. The use of the Geulis Tree media in improving students' reading habits requires adequate infrastructure, one of which is a library with good governance so that it can arrange the school environment into a literacy-friendly environment. Based on the preceding, researchers consider it necessary to examine the students' reading habits through the Geulis Tree media at 7th Ciamis State Primary School. The urgency of this research is to find out how 7th Ciamis State Primary School seeks to improve students' reading habits through the Geulis Tree media.

2 Methods

This study is descriptive field research. Through this method, the researcher obtained a description of the habit of reading in the 7th Ciamis State Primary School. Data collection methods include observation of non-participant types, structured interview types, and documentation [10]. Observations on the research subjects, namely grades 4, 5, and 6 of 7th Ciamis State Primary School. Retrieval of structured interview data from school supervisors for the School Literacy Movement program, Principals and other teachers involved. The interview transcribed verbatim and themes extracted from the transcription. This study used data collection, data reduction, data display, and data verification in data analysis techniques [10]. Data collected through observation, interview results and documentation arranged in summary and coding. This aims to set aside irrelevant information. The next step describes the information that has been arranged. Presentation of data in the form of narrative text is accompanied by analysis and interpretation based on the problem. Analysis and interpretation were carried out based on the problem.

3 Results and Discussion

Reading is an integral part of literacy activities in schools. Literacy in the context of the School Literacy Movement is an ability to access, understand, and use something intelligently through various activities. The long-term goal is to make lifelong school residents literate.

Since 2016, 7th Ciamis State Primary School is one of the pilot schools of the School Literacy Movement program. In fostering interest and reading habits, 7th Ciamis State Primary School has a media called Geulis Tree. The Geulis Tree, an abbreviation for the Literacy Movement Tree, is part of the second stage in the implementation of the School Literacy Movement, which is the development stage. As a medium to improve students' reading habits, 7th Ciamis State Primary School has been using it since 2016. The Geulis Tree was initially part of the West Java Provincial Region Education and Culture Service program called the West Java Leader's Reading Challenge (WJLRC). This program targets students to read 24 enrichment books in 10 months. Enrichment books include both fiction and nonfiction books. The program runs from July to March in each school year. Students in grades 4, 5, and 6 are active participants in the program. The homeroom teacher, under the Coordinator of the School Literacy Movement program, is responsible for guiding and monitoring the implementation of the program. As a media, Geulis Tree is a display of tree trunks and branches printed on the banner. Geulis Trees are available in each class and several strategic school corners. Enrichment books, as part of the reading refraction program at 7th Ciamis State Primary School, are in the library, class reading corner, and school literacy corner. Also, students can use their enrichment books. Schools set the criteria for the enrichment book in the form of illustrated books containing at least 100 pages.

In improving reading habits, schools have programmed and spontaneous activities. Programmed activities include daily activities of reading 15 minutes before starting the learning process. Students read books together with the teacher in their respective classes. Students in grades 4, 5, and 6 reads together using the technique of reading silently.

Spontaneous activity is the activity of reading books by students independently. In groups and individually, students are accustomed to reading books in various school reading corners. Sometimes they also carry out these reading activities outside the school hours and

environment. In addition to the teacher, parents also supervise the achievement of students' reading progress. The school provides a reading card called My Reading Log. The card contains information about the daily activities of students in reading books. Periodically, at least every week, the homeroom teacher checks the My Reading Log card.

The teacher will give a leaf-shaped paper to each student who finishes reading a book. Students write the name, title of the book, author, publisher, and year of publication. Students attach the leaves to the Geulis Tree banner in their class. The more leaves attached to the Geulis Tree indicate that more and more students have finished reading enrichment books.

In the third year of the implementation of the Geulis Tree strategy, based on data from the School Literacy Movement Coordinator, the percentage of students who achieved the target of reading 24 books was 80%. The school gives awards to students who reach the target in the form of awards and parcels. For students who have not yet reached the target, the school will provide motivation and pay special attention.

Based on the findings of the data in the field, reading habit in the 7th Ciamis State Primary School has been carried out since 2016 in conjunction with the start of the school Literacy Movement program. The subjects of the study were students in grades 4, 5, and 6 who were around 10-12 years old, male, and female.

In improving students' reading habits, 7th Ciamis State Primary School conducted several habituation models. The habituation model is carried out through programmed and non-programmed habituation activities [11].

The programmed activities undertaken include a daily routine reading activity that is carried out 15 minutes before learning begins. The teacher sets an example and accustoms students to read books in class independently. At the end of the activity, the teacher also reflects on the activities that have been carried out.

The programmed activities are carried out through spontaneous and exemplary activities. Spontaneous activities include the habit of reading books unscheduled. Among these are reading activities in various class reading corners and school literacy corners. The availability of enrichment books in various corners of the school facilitates the reading habits program at 7th Ciamis State Primary School. Other non-programmed activities are exemplary. The teacher, as a role model, performs the guiding process directly in every reading activity carried out with students. Also, the teacher plays an active role in providing examples of independent reading that is done directly in the school environment.

In addition to teachers, role models are also demonstrated by other parties at the school, including the Principal and other school education personnel. The role of parents also in supervising students while reading at home also significantly influences students' reading habits. The refraction of reading carried out through the Geulis tree media at 7th Ciamis State Primary School is by the social learning theory proposed by Albert Bandura, consisting of imitation and modelling [12]. Modelling in question is that the teacher gives an example in applying reading habits as well as being involved in the learning process when students complete assignments. Regarding the behaviouristic approach, the habit of reading is also formed through stimulus and response [13]. The school environment plays a vital role in the habit of reading by providing stimulus in the form of educational assignments so that students are accustomed to reading books wherever and whenever. Thus the response generated is that students have reading awareness so that it has a positive impact on reading habits. The use of Geulis Tree media is one form of innovation in stimulating students' reading habits. The Geulis tree in various classes and school corners makes it easy for all students to access and find out how many books have been read by students in each class.

4 Conclusion

Based on the results and discussion above, this study concludes that Geulis Tree can be an alternative media in improving students' reading habits in 7th Ciamis State Primary School. Within three years, the implementation of the program of reading as many as 24 enrichment books within ten months through the media of the Geulis Tree was effective. The number of students who reached the target reached 80%. As a media, Geulis Tree can motivate students to improve their habit of reading enrichment books wherever and whenever. As a media, Geulis Tree can motivate students to improve their habit of reading enrichment books wherever and whenever. Improving students' reading habits through the Geulis Tree media is done through programmed and not programmed activities. The successful implementation of the program to improve student reading habits through the Geulis Tree media is also actively supported by all school communities and students' parents.

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