



## The Effect of Gadgets On The Development of Interest In Reading

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**Abstract:** The type of research used is quantitative research. This research was conducted at MTsS Nurul Ihsan school. With a total student population of 66 people, with a total sample of 16 people using the Cluster Random Sampling technique. The instrument used was a questionnaire with a total of 15 questions. The research results showed that there were 3 people in the category of low interest in reading, 10 people in the category of moderate reading interest and 3 people in the category of high reading interest. In the low category the average value is 40 with a percentage of 18.75%, in the medium category the average value is 47.6 with a percentage of 62.5%, and in the high category the average value is 53.3 with a percentage of 18.75%. So the results of the study show that the average value of students' reading interest on the influence of gadgets is in the medium category, with an average total score of 47.6.

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## INTRODUCTION

If you want to see the quality of a nation then look at the quality of its youth. There is a saying that the fate of a nation is in the hands of its young generation. Therefore, a nation can be said to be advanced and qualified if its young people have extensive knowledge. There are several things that need to be considered in building a quality nation, one of which is having young people who have extensive knowledge. In order to have qualified young people in a nation, it is necessary to carry out the initial stage, namely by accustoming children from an early age to reading so that in the future they will be able to face global challenges. Reading is the first step towards a more advanced generation. Reading can make a country have a generation that has creativity, productivity and innovation so that they are able to face and respond to development challenges in the future. As we know that the longer the world has developed. to be able to face the challenges ahead, strong young people are needed to be able to face these challenges. As we know, the longer the world has developed to be able to face the challenges ahead, the stronger young people are needed to be able to go through this well. The challenge that exists at this time is with the increasingly advanced technology. Technology itself is a scientific method to achieve simple goals, science and is also a means of infrastructure provided for the continuity and comfort of human life. Without technology it will hinder

human work, and humans will return to ancient times. Therefore humans cannot be separated by the name of technology. The more civilization develops, the more advanced technology will be. We know that in the past, if you wanted to send a letter, you only used postal pigeons. However, this is not the case for now. The development of technology today is very fast and makes a lot of progress. The emergence of a product which is often referred to as a gadget is a technological development that can be seen together (Abdulatif & Lestari, 2021).

One device that is easy to use is a gadget. Currently, many millennial generation children are exposed to gadgets. Gadgets are not only used by teachers, the community, students but in the current era students are already using gadgets. The types of Gadgets that are frequently used include: Smartphones, Notebooks, Cellphones and others (Walyyunita A'yun et al., 2021). Although reading is very important for students, reading is the first step to interest-based achievement. Interest can arise because of enjoying something that attracts one's attention, interest and desire for books, so that one becomes enthusiastic in reading. Reading means seeing and understanding what is written, spelling or memorizing, reciting, knowing, guessing and thinking about what is written. This method is the most effective way to absorb information because the more often students read, the more information and insight they have, which can be useful in everyday life and around the school environment (Irma Nursalina & Esti Budiningsih Department of Psychology, 2014). The habit of reading is not formed in children, presumably due to the lack of reading ability. Therefore, the lack of reading ability in children makes a lack of interest in reading.

Interest in reading does not appear instantly. However, this interest stems from several factors. One of them is the internal factor. Interest in reading can grow from every student, therefore to grow and increase interest in reading requires the awareness and desire of each individual (Elendiana Magdalena, 2020). In the opinion of) Ginting, 2005) Interest in reading is a form of behavior that aims to make reading a strong pleasure to carry out activities because it is fun and provides added value. Furthermore (Darmono, 2007) stated that interest in reading is a nature of the soul that encourages someone to do something to read (Kasiyun, 2015).

A study found that most college students are more concerned with buying gadget credit than buying books. Many find that students prefer communicating through devices rather than reading and expanding their book collections. Many students do not read or look for books until the teacher gives them assignments. Even though reading activities can come from anywhere, especially in the era of development of technology and reading information can be from any direction without having to go to the library such as articles, scientific journals, and so on which can be accessed via gadgets. However, students now use gadgets not to access these things but to play games, social media, and so on. There is much more evidence that students have not established a culture or interest in reading. Lack of reading students causes a lack of knowledge. This shows the low interest in reading students. Therefore, a breakthrough is needed from all parties, especially from the school to increase students' interest in reading. Apart from school, parents or the family environment must pay attention to the development of their children, because teachers can

only control students when they are in the school environment. Improving reading skills in the school environment is the most appropriate program for teachers for their students (Asih et al., 2017).

This research was conducted to determine the effect of using gadgets on students' interest in reading books (Syahyudin Dindin, 2019). And to increase interest in reading among students in the era of increasingly sophisticated technology and information development and how to use gadgets so that they can benefit students, especially fostering a love of reading which has many benefits for students as the nation's future generation. The need for the role of teachers and parents to increase understanding of the importance of reading in the process of student knowledge. The purpose of reading is very diverse, so depending on the book we read, we get new insights.

Not only that, this research was conducted so that students could generate interest in reading activities. Because as we know, reading is one of the most important learning endeavors. Reading is the first step in creating a vision of a potential and inclusive generation. The presence of reading equips students with certain activities, for example reading. Knowledge is obtained through reading activities. The value obtained is that students can find out who is good and who is bad (Ruslan & Wibayanti Sri Hayu, 2019).

To see the effect of using gadgets on students' reading interest and to find out the factors that can influence students' reading interest in books. Therefore, based on this research, the authors hypothesize the effect of gadgets on decreasing interest in reading among students and increasing the use of gadgets, especially among students. Therefore, it is interesting to further examine the impact of this digital era tool on students' reading interest (Nelga Isma et al., 2022), especially what the author will discuss, namely class VII students of MTsS Nurul Ihsan. Therefore, in this case, we will examine more deeply about "The Influence of Gadgets on the Development of Reading Interest in Class VII MTsS Nurul Ihsan".

## METHOD

In this study using Quantitative type. This research was conducted at MTsS Nurul Ihsan. The population is all MTsS Nurul Ihsan students, the total number of students is 66 people, with data in Table 1.

**Table 1.** Student Population

| No | Class | Man       | Woman     | Total     |
|----|-------|-----------|-----------|-----------|
| 1  | VII   | 10 People | 6 People  | 16 People |
| 2  | VIII  | 17 People | 11 People | 28 People |
| 3  | IX    | 8 People  | 14 People | 22 People |

In this study, the sample was class VII with a total of 16 students, using the Cluster Random Sampling technique.

In this study, the method of data collection was by observation, questionnaire techniques and documentation. Observation is the collection of data by observing and researching directly into the field of research objects to be observed and studied. Questionnaire/questionnaire is data collection by giving questions or written statements to respondents to be answered with limited answers by having to choose one of the answers

listed in the given questionnaire. While documentation uses several sources such as books, journals and others as reinforcement in a study. After the research data has been obtained or collected using various appropriate techniques, the next step is to review the research data that has been obtained.

## RESULT AND DISCUSSION

In this study, the focus was on class VII learning and discussion because class VII still experienced reading deficits. And an interest in reading must be instilled from an early age, so that a person is interested in books from an early age, if he is used to reading books from an early age, then at the next level students will get used to reading and even make reading a hobby or interest both within the school environment and outside the school environment. Therefore in this study we conducted research from the lowest class, namely class VII with the intention of instilling a spirit of interest in reading from the lower class so that in the future after entering a higher level, class VII is already accustomed to reading and has broader insights and knowledge. Therefore, the writer is interested in discussing class VII by giving 15 questions.

**Table 2.** Category Reading Interest Value

| No | Category  | Mark      |
|----|-----------|-----------|
| 1  | Low       | < 43      |
| 2  | Currently | >43 - <52 |
| 3  | Tall      | >52       |

From these results it can be seen that the percentage of student scores that are moderate is 18.75%. As for the low category, it can be seen in Table 3.

**Table 3.** Results of Low Category Student Reading Interest

| No | Student initials | Student Scores | Average | Category | Percentage |
|----|------------------|----------------|---------|----------|------------|
| 1  | RA               | 38             | 40      | Low      | 18,75%     |
| 2  | H                | 41             | 40      | Low      | 18,75%     |
| 3  | ZA               | 41             | 40      | Low      | 18,75%     |

It can be seen from the results of table 3 that there are 10 students who are in the low category of reading interest, with an average score of 40, and a percentage of 18.75%. The low interest in reading in students is due to several factors including the influence of gadgets. Because of the function of gadgets, children often divert their attention to prioritize gadgets rather than reading books. Children more often use their gadgets for mere entertainment such as playing games and watching YouTube and so on. In research conducted by (Hidayat, 2017), it was found that the more advanced technology is, the lower students' interest in reading because the development of information and communication technology very easily influences and diverts students' reading interest so that they are more concerned with gadgets than reading books.

No matter how great the benefits of reading books are, if people cannot understand the importance of reading books, then it will only be in vain. Those are the right words to describe this nation. In a study by the International Institute of Education, United Nations

Educational Association and the Cultural Organization (UNESCO), it was stated that the Indonesian population is still low in reading interest if they are proud of the nations in the Asian region. Indonesia really has to follow many examples from countries that have high reading habits.

Why do countries like America, Germany, Japan have a habit of reading higher and faster than in Indonesia. That's because the people perceive the book as a friend who accompanies them in any activity such as when they are on the bus, waiting in line to buy tickets. Meanwhile, in Indonesia this habit has not been seen.

As for the results obtained, it is known that the percentage of student scores in the moderate category is 62.5%. As for the low category, it can be seen in Table 4.

**Table 4.** Results of Medium Category Student Reading Interest

| No | Student initials | Student Scores | Average | Category  | Percentage |
|----|------------------|----------------|---------|-----------|------------|
| 1  | MR               | 43             | 47,6    | Currently | 62,5%      |
| 2  | ON               | 45             | 47,6    | Currently | 62,5%      |
| 3  | ES               | 46             | 47,6    | Currently | 62,5%      |
| 4  | NAR              | 46             | 47,6    | Currently | 62,5%      |
| 5  | N                | 48             | 47,6    | Currently | 62,5%      |
| 6  | DL               | 49             | 47,6    | Currently | 62,5%      |
| 7  | H                | 49             | 47,6    | Currently | 62,5%      |
| 8  | SDR              | 49             | 47,6    | Currently | 62,5%      |
| 9  | HS               | 50             | 47,6    | Currently | 62,5%      |
| 10 | MR               | 51             | 47,6    | Currently | 62,5%      |

It can be seen from the results of table 4 that there are 10 students who are in the category of being interested in reading, with an average score of 47.6, and a percentage of 62.5%. Based on the Reading Literacy Index (Alibaca) of the Ministry of Education and Culture (Kemendikbud) which was reported, the cause of low reading literacy in Indonesian society seems to be due to the lack of access to reading, namely library services, especially in remote areas.

Even though we know that the library is the most common and most important facility that can be used to increase students' interest in reading. So what if the library is not available in a school. Because this is what makes students' interest in reading not high on interest in reading. The results obtained show that the percentage of students in the high category is 18.75%. As for the low category, it can be seen in Table 5.

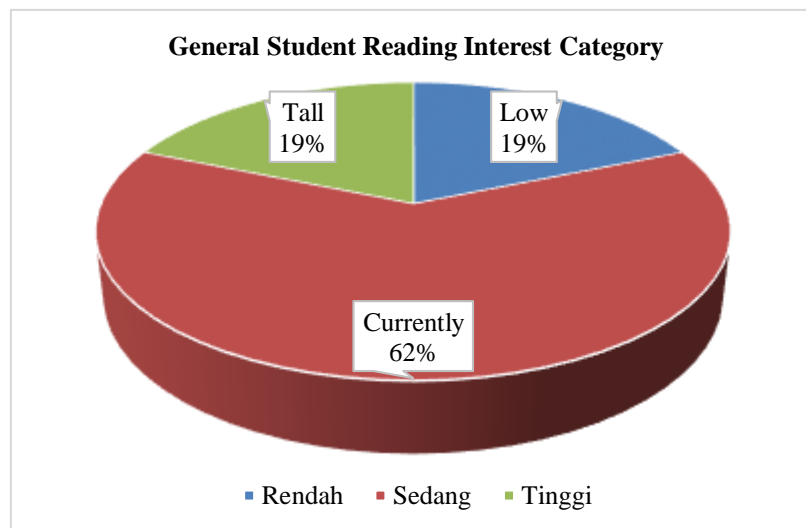
**Table 5.** Results of High Category Student's Reading Interest

| No | Student initials | Student Scores | Average | Category | Percentage |
|----|------------------|----------------|---------|----------|------------|
| 1  | RHN              | 52             | 53,3    | Tall     | 18,75%     |
| 2  | M                | 53             | 53,3    | Tall     | 18,75%     |
| 3  | MDR              | 55             | 53,3    | Tall     | 18,75%     |

It can be seen from the results of table 5 that there are 3 students who have a high interest in reading, with an average score of 53.3, and a percentage of 18.75%. Students' interest in reading is high due to the supporting library factor. Getting students interested in reading requires several things, such as: a stimulating environment, interesting reading

and reading guidance according to the student's age level (Anjani, Dantes and Artawan, 2019).

Someone once said that a person depends on the environment in which they live. Then what if someone lives in an environment where there is a lack of attention to reading books. Then it will have an impact on the knowledge possessed. Because the less you read books, the less knowledge you will get. The results obtained show that the percentage of students' reading interest in general can be seen in Figure 1.



**Figure 1.** Results of Students' Reading Interest in General

As for the results of students' reading interest obtained by all of class VII in Figure 1, the category of reading interest is low with a percentage of 19%, the category of interest in reading is moderate with a percentage of 62% and the category of interest in reading is high with a percentage of 19%. The obstacle to students' low interest in reading is the lack of learning taught by the teacher about the importance of reading and the teacher does not require students to read books. Even though books are a source of new knowledge through reading, students' interest in reading must be regenerated so that students understand the meaning of what they read. Given this fact, interest is the beginning that must be grown by the teacher towards students before reading. In general, the growth of interest in reading is influenced by several factors, namely factors that have been determined by the desires and attitudes of students and their personality towards reading material. If the students' desires and attitudes as well as their personality have a positive attitude towards reading and interest in reading is awakened. In other words, reading interest means paying attention or reading. In addition, reading interest is also determined by the availability and readiness to read. This means that reading materials are available that people are interested in and easily accessible.

There are several parts of the research results that need to be analyzed, including: the role of parents towards children, the influence of technology use, the lack of school libraries and the role of teachers in schools. Reading is a complex activity that involves several different activities, including using understanding and imagination, observing and

remembering. Reading involves the process of recognizing and remembering reading material that is presented as a stimulus to build experiences and create new understandings through concepts that readers already have.

Reading is basically a complex thing that involves many things, not only the pronunciation of written words, but also visual, reasoning, psycholinguistic and metacognitive activities. Reading is a visual process which can be interpreted as a process of changing written symbols (letters) into spoken words. As a thinking process, reading includes the functions of word recognition, literal understanding, interpretation, critical reading, and creative understanding. Reading is a process determined by information gathered from texts, and the information held by readers is very important in the formation of meaning. Based on some of the meanings of reading above, there is the same core of reading. Basically reading requires an object in the form of a graphic or written symbol in the form of a message or idea that the author wants to convey to the reader. In this activity there is indirect interaction between the writer and the communicative reader. Reading activities involve thinking processes that involve all the five senses and souls to understand the message the author wants to convey through written media.

Reading is a cognitive activity or process that tries to find a lot of knowledge contained in written activities. Reading is not only looking at the rows of the alphabet composed of words, phrases, sentences, paragraphs and discourses, but reading is also the activity of analyzing and interpreting meaningful symbols/signs/scripts in such a way that it allows the reader to know the message conveyed by the author. Reading is not an easy thing to learn. Many factors can affect a child's reading ability. In generic terms, these factors can be identified, for example teachers, students, environmental requirements, subjects and subject learning techniques. The last factor that can affect students' reading skills is the dominance of reading techniques. There are many reading techniques that can be applied to achieve good reading skills, one of which is reading speed.

In general, the purpose of reading is to increase the love of reading outside the classroom, improve reading comprehension skills, increase self-confidence as a good reader and develop the use of various reading sources. The books read in this activity do not have to be textbooks but can be non-study books such as novels, short stories, popular science books, magazines, cartoons, etc. When students are used to reading non-specialist books, they get different lessons that they don't get in school subjects.

Interest is a feeling of liking and attachment to something or an activity without being prompted. Interest in essence is the acceptance of a relationship between oneself and something that is external. The stronger or closer the relationship, the greater the interest. Interest therefore can be expressed through statements indicating that students like something else, it can also be expressed as participation in activities. Interest is not innate but acquired later. Interest which is a conscious human tendency does not appear easily, interest is born through growth, maturation of thought, learning and experience. The object of interest can vary depending on the stage of development and growth of the person. Interest is a strong inclination towards something, lust, desire. Interest is an internal motivation as a learner that drives someone to carry out these activities.

Interest in general can be interpreted as the interest shown by an individual towards an object, both in the form of animate objects and objects that are not SKAN. Interest in learning can be interpreted as students' interest in doing learning at home, at school and in public spaces. Introducing children to books is everyone's responsibility, but most importantly parents. Parents are Madrasatul Ula, namely a mother is the first school for the child. That is, a child will get the first education from his mother until he grows up. Children cannot develop an interest in reading books by themselves. Because without parental example, children do not understand the benefits of reading books. Parents need to encourage and understand the importance of reading so that children are interested in books and start looking for them (Anggraini, n.d.). Here, parents are the main factors that increase children's reading interest. Parents' encouragement towards children helps to grow children's interest and reading habits, because parental encouragement is very important to be given appropriately (Nafotira, n.d.).

Because without guidance and encouragement from parents a child will be less able to control himself. For example, if a child is left alone then a child will become a more difficult person to manage. Especially in this era, it is not easy to teach children in an era of increasingly rampant technology. In this condition, the role of parents is needed. This parental involvement begins when the child is still small. Parents are also the first educators and guardians for their children, what should be taught and given by parents to their children. The same goes for children's interest in reading and literacy. Literacy activities carried out by parents are a form of participating and providing access to their children in an effort to foster literacy from an early age, and this is done as a form of parental responsibility towards children.

The role of parents in developing children's interest in reading is very important because parents can support and encourage children to want to read books. This is considered important because here parents act as elementary teachers for children before they realize something and before students go to school they have received instruction from their parents. Children receive various lessons and basic knowledge from their parents, including reading. Parents should really encourage their children's interest in reading from an early age so that they can increase their children's understanding and knowledge. There is evidence that the teaching quality of teachers working in private schools in India is substandard and they cannot speak English (Toilet and Dixon, 2005), in which case parents can play an important role in the early years when language learning and is more important for their children to read, play contextually, and pave the way for their future to success.

Parents can be role models in encouraging children's interest in reading. This means that parents can model reading activities so that children are expected to follow this and set an example. So if he is accustomed to reading then it will arise interest in reading. Of course, to support an interest in reading in children, several reading media facilities are needed such as books, picture books or a tool that can be interesting to foster interest in reading in children with persuasive methods as well and we also don't push children too much but teach them slowly so children get used to it. and can accept it without coercion.

Before we discuss reading interest, we need to know what reading interest means. Reading interest (Farida Rahim, 2008), defines reading interest as a strong desire that



requires effort to read. So if a child already has an interest in reading it will improve the function of the brain so that the child will be more able to think critically and analytically. In addition, reading can reduce stress and stimulate the mind. Like muscles need regular exercise or training to stay strong and healthy. Reading can also keep the brain active and carry out its functions properly and correctly. Then what if a book can be replaced by a foreigner by an object called a gadget.

Hearing the name of the gadget is certainly no stranger to us. Sophisticated tools that are often used by most people to be able to communicate remotely. The longer the gadget is experiencing a very advanced development. Starting from the shape, the brand and the features in the application. In recent years, there has been a very booming new gadget feature, namely online games. Online games, online games are actually a type of video game that can only be played if the device used to play the game is connected to the internet. Because of this new feature, children are starting to leave traditional games. One by one they began to switch to gadgets. Not infrequently many of us now hear that children are addicted to online games. And the saddest thing is that lots of children who are underage have used gadgets. It is because of these gadgets that many children start to forget things like eating and sleeping. Children rarely socialize with their peers. This phenomenon certainly makes us sad because children should be able to enjoy their childhood by playing, running and so on.

We cannot fully blame the application of this gadget, because what we know is that as life progresses, so does the technology we call this gadget. However, to be able to prevent children from being addicted to gadgets, we need to distract them by inviting children and getting them used to reading books. We know that reading is an activity that has many benefits, one of which can improve thinking and knowledge. Reading is also the first step in creating a quality generation. M. Fethullah Gullen defines a quality generation which is also called the dream generation and represents knowledge, faith, morals and art, meaning that a quality generation is a generation that has strong faith, extensive knowledge, noble character and advanced social skills. So to have a quality generation requires extensive knowledge. To have a broad desire certainly cannot be separated from the younger generation who like to read. Because by reading, children get sources of information that they did not know before.

The library thus becomes the center of student interaction with books, library is very important in learning. The large number of complete book collections is the main requirement for increasing students' learning desires and abilities. Therefore, library management requires serious library management. This can affect students' interest in learning as well as reading. Various literary facilities and services, magazines, research results and also cultural activities are available in the library. Education is essentially a conscious effort to develop the human resource potential of students by providing encouragement and facilitating complete learning activities. In general, the library has a function, namely as a place whose activities include collecting, managing and disseminating (services) all kinds of information printed and stored in various media such as books, magazines, newspapers, films, tapes, recorders, videos, computers and others.

Every action a person takes must have a purpose for a reason. Library visitors certainly also have a purpose in using these services

To have a lot of reading material to study we need to have a library. The role of the library cannot be separated from the world of education because the library is the most important source of reading. Library is needed for an institution. Moreover, educational institutions that exist in a school. If a school does not have a library it will result in students who have low interest in reading. The library is intended as a center for the hobby of reading and the development of reading habits. Libraries have a great responsibility to encourage and develop interest and love of reading. The school library is one of the supporters in implementing the School Literacy Movement program, for example it is also a provider of scientific reading as a source of information for teachers and students (Faradina, 2017).

Libraries are involved as part of educational institutions to increase students' knowledge. That's because the library offers all the necessary sources of information for learning at school (Rahmawati & Bachtiar, 2018). In addition, the school library also influences the learning of participants for students to facilitate the achievement of the educational goals of school educational institutions (Fiquriansyah, 2021). Although many schools have a library. However, there are still many libraries that are not used properly. This is clearly seen in the number of books in the library and the person in charge of the library. In addition, libraries usually do not have a place in people's hearts or are less desirable (Irianto Rudi & Marimin, 2015).

According to observations at schools and colleges, very few students use their free time to visit the library when there are no scheduled lessons. Sometimes students visit the library only if the teacher takes the initiative to give learning assignments to the library. This further shows that the library is not used as a means and source of learning. Optimization of library services is carried out through improving library services such as area planning services, reference services, and loan services.

Human Resources (HR) is an important part of library operations. The success or failure of a library operation depends on the human resources that manage it. A librarian is a person who works in a library or similar institution and has a formal education in library science. In Indonesia, the minimum requirement to become a librarian is to have a minimum education level of D2 in the field of library, document and information. A librarian is given the task and responsibility of ensuring the management and service of the library. Fostering an interest in reading is important and a difficult task for librarians to participate in supporting government programs, namely increasing a reading culture to become a better nation, having a reading culture and high literacy rates. This is not an easy problem when the era of increasing progress and development has had an impact on people's low interest in reading. For reading materials, librarians must always update information and be able to change with the times, librarians must have many strategies and initiatives to deal with it.

The development of information technology forces libraries to participate and transform with change. Social media is one way to promote an efficient and effective

library. Thanks to social networks, the information sent will arrive quickly in just a few minutes.

One of the efforts made to increase students' interest in reading is by GEMPUSTA (Movement to Love the Library). GEMPUSTA is a collective awareness-raising movement for students and teachers to always have a love for library activities, so that the library becomes a center for developing interest in reading and reading habits. Teachers must really understand that the library is an important learning resource to support the learning and reading process at school. Gempusta implementation must also be integrated and adapted to the activities and learning processes that take place in the classroom. This is done so that the time required for the implementation of the program does not interfere with the teaching and learning activities that have been scheduled by the school. In addition, various types of activities can be organized to support library visits and other literacy activities.

Students who are active and appreciate a reading culture can be developed through education, namely through formal education and informal learning. In the field of formal education, the strategy to increase interest in reading in schools has not proven its mission to integrate learning activities that aim to make all students interested in reading. In the library, students can study on their own and use their free time, as a variety of reference materials and other sources of information are available. Therefore, efforts are needed to maximize the use of the library. Students in formal educational institutions are naturally very closely related to literacy needs which are expected to produce the community's ability to understand and process information analytically, critically, and reflectively. The ability to think is needed in the current era of disruption with illiteracy.

The ability to think is needed in the current era of disruption with illiteracy. Through formal education, the role of the teacher or teaching staff is very important. Teachers must encourage students to obtain information or knowledge through individual reading such as giving assignments. Therefore, the teacher must set tasks that lead to efforts to acquire knowledge or information through reading. In most schools, students expect their teachers to provide all learning materials and books that provide individualized information.

One of the students' lack of interest in reading is that the teacher rarely gives students assignments, so attempts to get information through individual reading. This is not entirely the teacher's fault, but perhaps due to the unavailability or limited school infrastructure, one of which is the library. If this situation continues without efforts to improve or grow students' interest in reading at school, it is feared that it will be difficult to develop students' reading culture. Students' attitudes toward reading develop outside of school, and this situation certainly does not encourage or lead to the spread of reading habits in the everyday environment. To overcome this, improvements are needed, for example by improving the education system which is more oriented towards reading in schools; and improving school library facilities and services.

The role of the teacher at school in increasing students' reading interest is no less important because the teacher is the creator, facilitator, motivator, and evaluator. The role of the teacher as a creator is by holding creative book reading activities. The purpose of holding creative reading books is so that students are interested and as an effort so that

students do not get bored in reading activities at school. In addition to increasing interest in reading, these activities are also useful and effective for students to increase student learning concentration. Another effort made by the teacher is to carry out literacy activities by holding reading competitions at school and providing appreciation and motivation to students. The teacher also acts as a facilitator by providing books or things related to reading. The role of the teacher as a motivator is by giving directions to students to increase interest in reading, providing enthusiasm and instructions on how to develop effective reading interest skills, giving gifts and appreciation to students. Because with this it can encourage students to want to read. The role of the teacher as an evaluator is to collect information about student success in achieving goals and to find out students' reading abilities, by evaluating student success, the teacher can find out deficiencies and the right things to use in improving and cultivating reading interest in students in the future.

Create a new strategy to increase students' interest in reading at school by creating the School Literacy Movement (GLS), the Family Literacy Movement and other Literacy Movements that can foster students' enthusiasm for reading. The literacy movement is a participatory effort in which the participating citizens are members of the school (students, teachers, principals, educators, principals, school committees, parents/guardians). The school literacy movement is a social movement with support from various elements. The school literacy movement is carried out with the aim of strengthening student character through the support of the school literacy ecosystem to instill high literacy and writing skills in students. The general objective of school literacy movement activities is to develop students' character thoughts through the development of a school literacy system and in literacy movement activities at these schools they become lifelong students. While the specific goals of the school literacy movement are the development of a literacy culture in schools, increasing the literacy of citizens and the school environment, let's make schools a fun and child-friendly learning park for school children to gain knowledge, maintain continuity of learning by introducing different textbooks and providing strategies different reading.

Unfortunately, literacy activities in schools are rarely carried out in schools due to various obstacles such as lack of literacy (literacy) in schools, the school environment is not rich in text, lack of use of the school library, lack of mini-libraries in the classroom and reading corners in schools. This can at least be prevented if students do mandatory reading exercises every day 15 minutes before class starts. The books you read don't have to be school books. This literacy activity has a very significant impact on students' reading interest. Therefore, the obstacles to the school literacy movement are several factors, one of which is internal factors. The effort that must be made is that the main thing is to read and choose interesting reading material. It is so and apply or make it a habit of reading 15 minutes before class. The books students read are the books they like. This activity includes extracurricular books that reflect students' interests and enjoyment. Therefore, in this case the school literacy movement is involved in fostering students' interest in reading through habituation.

Reading movement in schools takes place in several stages, namely habituation, development, and learning. Activities carried out at this implementation stage introduce

students to everyday reading. Therefore, this school literacy movement program will gradually teach good reading habits to students, so that it is very possible to stimulate and foster students' interest in reading. Not only that, Darmono in (Herdiana, 2015) also stated that one of the factors supporting the growth of interest in reading, among others, is a conducive and efficient social environment, namely an atmosphere that is always used for reading at certain times. This conducive social environment is also implemented in the implementation of the literacy movement in the school development stage, with resources to develop an atmosphere of school competence. In the development phase, schools can use various program activities to develop an effective social environment that builds and creates a cooperative and appreciative atmosphere for literacy programs. The biggest challenge which is an internal challenge is that there is still no increase in family literacy activities.

## CONCLUSION

As for the results of our research, we found that the average reading interest of students was in the medium category, with a value of 47.6. There are 3 students in the low category, 10 students in the medium category and 3 students in the high category. As for suggestions for future research, make sure that students who will fill out the questionnaire must be sure to fill it in truth and not be careless.

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