

FOSTERING STUDENTS' INTEREST IN READING AND READINESS TO LEARN THROUGH HABITUATION ACTIVITIES IN CLASS X SOCIAL STUDIES OF SMA NEGERI 3 RANGKASBITUNG

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ABSTRACT

The main problem found in the students of SMA Negeri 3 Rangkasbitung is the low interest and reading behavior that affects students' readiness to participate in the learning process. In general, the problem-solving strategy used is to direct students to certain behaviors, namely fond of reading through habituation activities. The development of interest and good reading habits should begin as early as possible in childhood. Parents, especially mothers, and teachers, especially Playgroup, Kindergarten, and Elementary School teachers, have a very decisive role in these development efforts. The development of interest and reading habits should start at home. Meanwhile, schools are obliged to foster reading interests and habits that have been developed at home. Support the compulsory reading program at a certain time outside school activities, because reading is a very basic activity in a series of learning activities. Interest and good reading habits are impossible to have in a short time. Its development takes a relatively long time, and must be in line with educational developments that occur in society. The habituation process is expected to have a positive impact on students during the learning process. The learning process can run optimally, if students have readiness to learn, one of which is that students first have reference material through reading activities. The literacy movement is more developed towards subjects, meaning that books read by students are according to the subjects studied by students. Each subject requires students to finish reading several reference books within a certain period of time.

Permasalahan utama yang ditemukan pada siswa SMA Negeri 3 Rangkasbitung adalah rendahnya minat dan perilaku membaca yang mempengaruhi kesiapan siswa dalam mengikuti proses pembelajaran. Secara umum strategi pemecahan masalah yang digunakan adalah dengan mengarahkan siswa pada perilaku tertentu yaitu gemar membaca dengan melalui kegiatan pembiasaan. Pengembangan minat dan kebiasaan membaca yang baik harus dimulai sedini mungkin pada masa anak-anak. Orang tua, terutama ibu, dan guru-guru, terutama guru Kelompok Bermain, Taman Kanak-kanak, dan Sekolah Dasar, mempunyai peranan yang sangat menentukan dalam usaha-usaha pengembangan ini. Pengembangan minat dan kebiasaan membaca harus dimulai dari rumah. Sementara sekolah berkewajiban untuk membina minat dan kebiasaan membaca yang telah dikembangkan di rumah. Mendukung program wajib membaca pada rentang waktu tertentu diluar kegiatan sekolah, karena Membaca merupakan kegiatan yang sangat mendasar dalam rangkaian kegiatan pembelajaran. Minat dan kebiasaan membaca yang baik tak mungkin dimiliki dalam waktu singkat. Pengembangannya makan waktu yang relatif lama, dan harus sejalan dengan perkembangan pendidikan yang terjadi dalam masyarakat. Proses pembiasaan diharapkan dapat memiliki dampak positif terhadap siswa selama proses pembelajaran. Proses pembelajaran dapat berjalan secara optimal, apabila siswa memiliki kesiapan untuk belajar yang salah satunya adalah siswa terlebih dahulu telah memiliki referensi materi melalui kegiatan membaca. Gerakan literasi lebih dikembangkan ke arah mata pelajaran artinya buku yang dibaca siswa sesuai mata pelajaran yang dipelajari siswa. Setiap mata pelajaran mewajibkan siswa untuk menyelesaikan membaca beberapa buku referensi dalam jangka waktu tertentu.

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Introduction

The learning process is a system consisting of several components that interact, relate and depend on each other. The learning process is all learning experiences that are lived by students (Soedijarto 1993: 27). The more intensive the experience lived by students, the higher the quality of the teaching-learning process. The intensity of the learning experience can be seen from the high involvement of students in the teaching-learning relationship with teachers and learning objects / teaching materials.

The subject of Sociology is viewed by a number of learners as a boring subject. The content of sociology material that presents many theories and concepts such as containing consequences for students to demand that everything be memorized properly. The boring learning model further makes these subjects less desirable to learners. Innovative strategies have been carried out, but in practice the operationalization of the learning model is less effective so that many educators return to using conventional learning models.

Learning is an integrated process because it not only absorbs information from educators but involves various activities and actions that must be done to get better learning outcomes. Conducive learning full of mutual interaction that is highly coveted by every party in the scope of education, especially when it comes to the quality of existing human resources. One of the learning activities that emphasizes various activities and actions is to use learning methods that are in accordance with the character of students.

In managing education, there has been a paradigm shift in the teaching and learning process, namely from the teaching paradigm to the learning paradigm. Teaching tends to be active teachers, while students are passive so that student involvement in learning is very low and students are only objects, while teachers are active and dominate all learning activities (teacher centered). In an ideal learning process, there should be an interactive and inspiring atmosphere as well as fun, challenging, and motivating students to participate actively (student centered). The learning process is emphasized in order to provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of students (Permendiknas No: 41 Th. 2007 concerning Process Standar)

It is increasingly clear that approaches, methods, models and learning strategies carried out by teachers must be varied, not focused on one or two types only. No matter how well an approach, model, or method used does not guarantee good learning outcomes, the most important thing is how students have readiness in the learning process? Therefore, teachers are required to have the ability to develop effective learning strategies so that the learning process can be effective and successful.

Learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting the needs of life. These changes will be evident in all aspects of behavior. In fact, students often experience several learning obstacles which will certainly affect the level of student readiness in following the ideal learning process.

Based on the results of a survey conducted by teachers / educators on 78 grade X students in 2014, with questions: (1). When did you study? 62 students or 79.49% answered that they learned if there would be a test or assignment; (2) How long do you read the book each time? 52 students or 66.67% answered that they read less than 10 minutes each time they read, Based on the two statements of the survey results above, the author tried to identify two main problems of students in facing the learning process, namely: low interest in reading and suboptimal readiness to learn.

According to the World Bank report No. 16369-IND and the IAEA (International Achievement Education Association) study in 1992 in East Asia, the lowest level of children's reading is held by Indonesia with a score of 51.7, below the Philippines (score 52.6), Thailand (score 65.1), Singapore (score 74.0) and Hong Kong (score 75.5). Not only that, the ability of Indonesian children to master reading materials is also low, only 30 percent. Other data also mention, as written by Ki Supriyoko (quoted by Yardi, 2003), mentioned in the UNDP document in the Human Development Report 2000, that the adult literacy rate in Indonesia is only 65.5 percent. While Malaysia has reached 86.4 percent, and developed countries such as Australia, Japan, Britain, Germany, and the United States have generally reached 99.0 percent.

The main problem found in students of SMA Negeri 3 Rangkasbitung is low interest and reading behavior which affects students' readiness to follow the learning process.

Method

A general problem-solving strategy used is to direct students to certain behaviors, namely love to read through habituation activities. The steps are as follows: (1). Each student provides a Student Workbook (BKS)

with the format provided by the teacher (example format as in the appendix); (2). Student learning activities are carried out using the Student Workbook (BKS); (3). One week before the next meeting, each student is required to read the material to be discussed / discussed at the next meeting; (4). After students read the material, then students make a summary of the material written in the Student Workbook (BKS) the results are signed by parents / guardians; (5). Each student conducts oral activities in front of the subject teacher about the material he has learned, then signed by the subject teacher; (6). It was at the next meeting that the Student Workbook (BKS) became a requirement for students to follow the learning process; (7). The learning process is carried out using methods, approaches, strategies and techniques that have been prepared previously with an assumption that students have been equipped with adequate references before learning begins.

Reasons for choosing a problem-solving strategy:

1. Reading is a very basic activity in the series of learning activities.
2. The habituation process is expected to have a positive impact on students during the learning process.
3. The learning process can run optimally, if students have readiness to learn, one of which is that students first have reference material through reading activities.
4. Good interest and reading habits are an important part of writing culture.

If we analyze, the low interest in reading in Indonesia is caused by several factors. Among them:

1. Cultural Heritage of reading

We are used to hearing various fairy tales, stories, customs verbally or verbally told by parents, grandmothers, and community leaders. So there is no written learning that can cause reading habits. Reading habits are influenced by genetic determinism, which is parental inheritance. Someone who loves to read is raised from an environment that loves reading. This closest environment will influence someone to get closer to reading, so someone does not like to read because since childhood was raised by parents who never got closer to reading.

2. Learning system in Indonesia

The learning system in Indonesia has

Making students tend to be passive and only listen to the teacher teaching in class rather than seeking information or knowledge more than what is taught in school by reading as many books as possible. For example, homework given by teachers, most of the homework is in the form of doing questions in the textbook or LKS. It means only continuing tasks and questions that have not been completed at school.

3. Technology and various entertainment venues

The emergence of increasingly sophisticated and varied games and increasingly interesting television shows, has diverted children's attention from books. Entertainment venues that are increasingly established also make children spend more time in entertainment venues than reading books.

4. Lack of means to obtain readings

The lack of means to obtain reading is also one of the factors causing the low interest in reading Indonesian people. Even if you have to buy, the price of books on the market is relatively expensive. This causes parents not to buy additional reading books in addition to prioritizing books required by the school. Moreover, the economic conditions of underprivileged people, let alone thinking about buying reading books, to have the cost of going to school is sometimes an obstacle for them. Indonesian people's interest in reading is still low. The current condition recorded one book read around

80,000 inhabitants of Indonesia. This was said by the Executive Director of Kompas Gramedia, Suwandi S Subrata, as written on the www.kompas.com website on Wednesday (29/2) which stated that in 2011 there were around 20,000 book titles recorded in Indonesia. When compared to Indonesia's population of around 240 million, this figure is very slicing. One book was read by 80,000 people. This number is very unreasonable.

5. Rampant laziness

Today's environment is very modern. But not by itself we as humans can be said to be modern. Because we can only be said to be modern if we can change our behavior and mindset. The characteristic of modern man is if he is willing to open himself to new experiences, innovations and changes, not just lazy.

Results and Discussion

By paying attention to 5 reasons, the implementation of problem-solving strategies is directed to minimize the emergence of obstacles as explained above:

1. Each student provides a Student Workbook (BKS) with the format provided by the teacher (example of the format as in the appendix). With this BKS, students are given the freedom to express ideas, ideas

- related to the subject matter not just recording lessons. BKS can also be used as a medium of communication between parents and subject teachers related to student learning development.
2. Student learning activities are carried out using the Student Workbook (BKS). Including assignments, discussion results, subject matter and all matters related to the learning process which will eventually form a Portfolio.
 3. One week before the next meeting, each student is required to read the material that will be discussed / discussed at the next meeting. This can indirectly encourage and even force students to read the subject matter. At first, students found many obstacles even though eventually students began to enjoy their activities in reading.
 4. After students read the material, then students make a summary of the material written in the Student Workbook (BKS) the results are signed by parents / guardians. Student reading activities will be more perfect if followed by writing activities (making resumes).
 5. Each student conducts oral activities in front of the subject teacher about the material he has learned, then signed by the subject teacher as a form of parental participation in forming positive behavior in reading. As students become more aware of their duties and responsibilities towards the subject, eventually the number of students who carry out oral is increasing. This certainly requires more time for teachers so that oral activities can still be carried out. In line with technological developments, oral activities are carried out through internet devices and communication tools, namely through video calls.
 6. In the next meeting, the Student Workbook (BKS) became a requirement for students to follow the learning process. It is expected that in the learning process that will be faced, every student has the readiness to follow learning.
 7. The learning process is carried out using methods, approaches, strategies and techniques that have been prepared previously with an assumption that students have been equipped with adequate references before learning begins.

Learning in certain contexts gives a pattern to the learning process of students, differently depending on the tendencies that exist in them. Gunarya (2012: 15) explained that there are at least a number of variables that build the learning context, namely (1) the scope of learning; (2) study areas, (3) study buddies and (4) learning triggers. As for learning intake, people can sense from the outside, but it can also be from the inside. According to the number of our senses, there are at least five types of intake, namely visual through sight, auditory through hearing, kinesthetic through touch-movement, olfactory through smell and gustatory through taste. In line with this opinion, in the theory of Quantum Teaching, DePorter et al. explain that each student has a different learning modality. In general there are three modalities of student learning, namely visual, auditorial, and kinesthetic. According to Bander and Grinder, although most people have access to all three modalities, almost everyone tends to one of the learning modalities that acts as a sieve for learning, processing and communication.

After students are assessed to have readiness to learn, the teacher begins to apply the learning methods / approaches that have previously been prepared. There are several methods / approaches / techniques used by teachers in the learning process of sociology in class X social studies, including:

1. Discovery through the application of windows shopping techniques
2. Problem Based Learning
3. Project Based Learning

The results or impact achieved from the chosen strategy

1. Students are better prepared to follow learning because they have previously read learning materials, even written (made resumes) and spoken in front of subject teachers.
2. Students begin to show significant interest in reading marked by the free time they fill with reading activities.
3. Students have more confidence when participating in classroom learning.
4. Students are more disciplined in learning.
5. Teachers are more familiar with the characteristics of their students because they often interact.
6. The learning process runs more dynamically, actively and full of student participation.

Obstacles Obstacles faced

1. Different abilities of students.
2. The number of students is relatively large in each class.
3. Teachers need more time to serve their students.
4. There are still many students who are not able to manage time.
5. There are still students who for various reasons still have not carried out / completed their learning tasks.
6. Book resources for sociology subjects are still limited.

Supporting factors

1. Adequate school library.
2. Professional library management.
3. Reliable and adequate ICT facilities.
4. Menusia resources (professional educators).
5. Qualified student input.
6. Support from parents and other stakeholders.
7. Professional management of the organization and management of the school.
8. Net working.

Development Plan

1. Literacy Program Development, student activities to read books are developed both in terms of implementation time and the type of books that must be read by students. From the time students are expected to carry out literacy programs every day both at school and at home. As for the type of book, it is developed on books related to the subject of Sociology.
2. The school is obliged to foster the interest and reading habits that have been developed at home. The development of interest and reading habits should begin as early as possible. The family is the first environment known to the child. Most of his time is spent with family. Therefore, it is not surprising that family members are the people who mean the most to a child's life. So obviously the family has a big role in the formation of interest in reading.
3. Teachers of subjects, especially Sociology, require students to finish a certain number of reading books at a certain level.
4. The homework given should be more in the form of a fun project, where children are required to read a lot from various literature. Their insight is more developed so that it will slowly build a reading climate. Reading is not considered as boring and uninteresting, but as fun for students.
5. The emergence of increasingly sophisticated and varied games and increasingly interesting television shows, has diverted children's attention from books. Entertainment venues that are increasingly established also make children spend more time in entertainment venues than reading books. To overcome this condition, it is necessary to apply mandatory reading hours (at a certain time span).
6. There needs to be a school library that can facilitate children to be able to read books with various adequate supporting facilities.
7. Reading is used as part of student and teacher behavior. People in developed countries already have an intrinsic motivation to read. They understand the importance of reading which is a vital activity that must be explored if you want to succeed in this world. Food, clothing, and shelter are the primary needs of humans physically (body), while books and other reading materials are primary human needs non-physically, spiritually (brain needs).
8. For that reason, books should be made as a daily menu that is almost comparable to food, clothing, and shelter. We must realize that books are the bearers of civilization.
9. Building writing habits in school is the responsibility of teachers. In getting used to writing this, teachers need a set of knowledge related to the activity.
10. Optimizing the use of information technology and the internet, for example through video call facilities, email, face books, blogs and others. Until now, sociology learning at SMA Negeri 3 Rangkasbitung has used sociology blogs.

Conclusion

The development of good reading interests and habits should begin as early as possible in childhood. Parents, especially mothers, and teachers, especially Playgroup, Kindergarten, and Elementary School

teachers, have a decisive role in these development efforts. The development of interest and reading habits should start at home. While schools are obliged to foster interests and reading habits that have been developed at home.

Support compulsory reading programs at certain time intervals outside school activities, because reading is a very basic activity in a series of learning activities. Interest and good reading habits are impossible to have in a short time. Its development takes a relatively long time, and must be in line with the development of education that occurs in society.

The habituation process is expected to have a positive impact on students during the learning process. The learning process can run optimally, if students have readiness to learn, one of which is that students first have reference material through reading activities.

The literacy movement is more developed towards subjects, meaning the books that students read according to the subjects students learn. Each course requires students to finish reading several reference books within a certain period of time. Good interest and reading habits are an important part of writing culture.

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