The Effectiveness of A Reading Degree Program in Growing Students' Interest in Reading at Primary School

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ABSTRACT

The reading degree program carried out regularly as a response to students' low interest in reading, is the background for this research. The main objectives of the research are to determine students' interest in reading before and after the program, to determine the role of a reading degree program in fostering students' interest in reading, and to determine the program's effectiveness in fostering interest in reading. Researchers used a quantitative approach with an ex post facto research design. In the research, researchers distributed questionnaires to 66 respondents consisting of students at SD Muhammadiyah 09 Malang in grades 4, 5, and 6 who were chosen randomly and then tested using descriptive statistics, normality, and linearity tests, and simple linear regression. The research showed that the reading degree program at primary school effectively fostered interest in reading among students. Furthermore, the reading degree program fosters students' interest in reading from the various sub-activities carried out so that, over time, students can be motivated and continue to carry out other reading activities in their daily activities based on the student's wishes without coercion.
Keywords: *Effectiveness; Interest in Reading; Reading Degree Program*

INTRODUCTION

Education can be used as a benchmark for the progress of a nation because whether a nation is advanced depends on factors related to the quality of the country's education. Quality education will produce superior future generations of the nation (Sunaengsih et al., 2020). The quality of Indonesian education, in recent times, has significantly declined. This happens because there are several problems in the education system in Indonesia (Fitri, 2021). Students' lack of interest in reading as a means of acquiring knowledge is one of the educational problems that plague many elementary schools today, even though interest in reading itself is one of the important things to support improving the quality of a nation's education (Intaniasari & Utami, 2022). Based on PISA (Program for International Student Assessment) findings in 2018, Indonesian students were ranked 72nd out of 77 in reading, meaning that almost 70% of Indonesian students still needed to meet the basic competency level in reading (Yoni, 2020). According to an article published on March 17, 2017, in Mind of the People, Indonesia was ranked 60th out of 61 countries regarding reading interest, according to the 2016 "Most Littered Nation In the World" research by Central Connecticut State University.

Having and mastering the ability to read is very important because it allows a person to have access to previously unseen information and knowledge, which ultimately increases a

person's intelligence and prepares them to face future challenges (Purwandari et al., 2021). So, reading can be seen as a process through which readers convey the message intended by the author with written words (Abd. Rahim Ruspa et al., 2023). Reading occupies an important place for a learner. Because reading is a fundamental skill, children who can do it well will be better able to keep up with their learning. Reading has many benefits for elementary school students, including absorbing new material, increasing vocabulary, and gaining knowledge. As a result, students' reading ability significantly impacts their academic achievement.

For this reason, it is important to foster a love of reading in children from an early age. Of course, this cannot be achieved without full support from many stakeholders, such as parents, schools, and educators. The love of reading is essential if we want our students to make reading a habit; there are many factors, one of which is the factor of reading habits and culture at home (Anggraini et al., 2022). When someone has a good interest in reading, they will try to read (Elendiana, 2020). If a student enjoys reading, this will be seen from how much time they spend reading and how often they read. Students who are not enthusiastic about reading will have the opposite view: that books are unimportant.

Many things cause children's disinterest in reading, such as obstacles to self-understanding and school negligence in providing sufficient learning materials(Paluvi et al., 2023). Several other factors contributing to students' low interest in reading include damaged school libraries, books with uninteresting titles or contents, expensive book prices, scarcity of printed materials (such as newspapers, magazines, and books), and lack of interest. People in reading. His low income level limits his ability to purchase books (Hapsari et al., 2019). This must be a top priority for schools, parents, and educators in Indonesia if we want to see significant improvements in the country's low levels of reading engagement. There are many things schools, and teachers can do to encourage reading among elementary school students. Librarians can choose books based on students' interests and needs, and classrooms can be converted into reading corners. Students can also be free to read whatever books they find attractive when they want to read them and in whatever order they like (Arlina et al., 2023).

The problem of low interest in reading often occurs in any area, one of which is SD Muhammadiyah 09 Malang. The condition of students' interest in reading at SD Muhammadiyah 09 Malang is still relatively low because it can be seen from the students who are still less aware of the importance of reading; apart from that, the library provided by SD Muhammadiyah 09 Malang is rarely, in fact, there are almost no visitors every day, students prefer other activities than reading books in the free time they have, the reading corner in each room created by the teacher is also neglected and becomes a display. This cannot continue to be allowed because if interest in reading is low, the problem will spread to new problems such as low learning outcomes, lack of motivation to study, and other problems. The Reading Degree Program is implemented regularly to anticipate and encourage students' interest in reading. This program was adopted from a government program, namely the School Literacy Movement program, as stated in Minister of Education and Culture Regulation No. 23 of 2015.

In line with the school literacy movement program, the reading degree program is a program that is very beneficial for students in terms of fostering interest in reading and ultimately can increase the knowledge possessed by the students themselves as well (Fetra Bonita Sari, Risda Amini, 2020). So, it is very relevant if there is a measure to assess the effectiveness of the reading degree program. Then, the knowledge gained regarding the program's effectiveness can provide a clear picture and see whether the program being implemented is running well or if there are still some obstacles that might hinder the program's running, so the program has not yet been implemented running effectively (Wulandani et al., 2022). From this opinion, it can be said that with the description provided,

SD Muhammadiyah 09 Malang can review the reading degree program both in terms of its development and any solutions to obstacles that occurred during the implementation of the program. Thus, the reading degree program will be effective when implemented; on the other hand, if the reading degree program is deemed effective in fostering students' interest in reading, then SD Muhammadiyah 09 Malang can continue and continue to run the reading degree program consistently.

Research conducted by Rosmalia Fitri and Suharyani., (2023) examined the effectiveness of Reading Corners in increasing students' reading interest; this type of research is evaluative research with a quantitative approach. This research found that the reading corner had increased students' enthusiasm for reading. The reading corner program is implemented in the classroom by creating a reading corner in every corner.

Apart from that, research by Qurrotul Ainy Novita Rosa et al. (2023) examined the effectiveness of the reading literacy movement in increasing students' interest in reading at SDN Suwa'an 3 Modung. This type of research uses observation methods with a quantitative approach to carry out descriptive analysis. According to his findings, the reading literacy movement can effectively increase students' reading interest. The program he researched was literacy training students had to do before class started, during breaks, and after school.

In contrast to previous research, this research uses an ex post facto research strategy which is carried out after the program has taken place; the program being researched has been running before, so the researcher does not provide any treatment or interference with the program, and the results of the research provide information according to the condition of the research subjects, actually, without giving any treatment to the independent variables.

Based on the background provided above, this research was conducted to determine the effectiveness of the reading degree program in cultivating interest in students at SD Muhammadiyah 09 Malang. The knowledge gained regarding the program's effectiveness can provide a clear picture and help us see whether the program being implemented is running well or whether there are still some obstacles that might hinder the program from running so that it is not running effectively.

METHODS

Researchers use a quantitative approach, which utilizes an ex post facto research design such as a survey or where data collection and retrieval are carried out by survey. This ex-post facto research is used to examine a cause-and-effect relationship, which is carried out when the dependent variable or independent variable has occurred. The researcher did not provide any treatment because the research was carried out on programs, activities, or events that had already taken place (Cohen et al., 2021). In collecting data, a survey method was used for research reasons, where samples were taken from one population, and the primary data collection tool was a questionnaire (Sari et al., 2023). The variables used in the research are the independent variable (independent variable), namely the reading degree program (X), and the dependent variable (dependent variable), namely students' interest in reading (Y).

The research was conducted at SD Muhammadiyah 09 Malang in the odd semester of the 2023/2024 academic year, specifically in October. The population used was all students at SD Muhammadiyah 09 Malang from grades 1-6, with a total of 658 students. The sampling is based on Arikunto's (2017) opinion, namely, if there are less than 100 subjects, then it is best to take all of them and use them; if the subjects are large in scope or the number is more than 100, 10%-15% can be taken. Researchers took a total of 10% of the total student population, with a total of 658 students 66 students were produced who wanted to be research samples using proportionate stratified random sampling techniques based on classification and random selection and within the target population, the sample coverage taken from each stratum was proportional to the size of that stratum and smeared with the same sampling fraction (Iliyasu

& Etikan, 2021). The research's classes were IV, V, and VI. The data collection techniques used in this research include:

Questionnaire

The survey instrument is a closed questionnaire, meaning respondents are given a series of predetermined answers (Putri & Ermawati, 2021). Researchers distribute questionnaires to samples to get thoughts about certain subjects to obtain data. Reading degree program (Variable X) and interest in reading (Variable Y) were measured by questionnaire. The questionnaire was constructed using a Likert scale with five possible answers and a score for each answer. Following are the scores for each question item:

Table 1. Scores for Likert Scale Items

Answer	Positive Statement Score	Negative Statement Score
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

(Sugiyono, 2018)

Next, the data from the questionnaire is processed into table form with the following calculation formula:

$$Percentage = \frac{\sum acquisition\ score}{\sum total\ score} x100\%$$

The following is the interpretation of the questionnaire scores:

Table 2. Interpretation of Score Percentage

Score	Interpretation
20% - 36%	Very low
36% - 52%	Low
53%-68%	Enough
68 % - 84%	Tall
84% - 100%	Very high

Source: (Sugiyono, 2018)

Observation/Observations

Observation measures individual behavior or processes when an activity can be observed both in natural and artificial environments (Afrianingsih et al., 2019). This research aims to observe students to determine their level of success in implementing a reading degree program. This research was conducted by carefully observing students' reading habits in the classroom and school library.

Documentation

In this research, researchers used documentation to complement and support, namely photos of activities during research at SD Muhammadiyah 09 Malang.

Data Validity and Reliability Test

In this research, the validity and reliability tests were conducted using a questionnaire distributed to 30 respondents. A statement can be said to be valid or not if the statement has a calculated R-value> R table (Hamid et al., 2019).

With 30 respondents, the R table used by researchers is 0.374 with a significance of 5%. Meanwhile, reliability testing is carried out to prove that an instrument to be used is good (reliable) so that it can be used for research. This instrument can be declared reliable if the Cronbach Alpha value is> *R table.*

The R table in the reliability test using 30 samples and a significance of 0.5 or 5% obtained an R table of 0.374 so that an instrument is declared reliable if *Cronbach Alpha >* 0.374
The following are the results of the reliability test in this research.

Table 3. Reading Degree Program Questionnaire Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
,922	25

Based on the table above regarding the reliability test of the reading program questionnaire, a Cronbach's alpha value of 0.922 was obtained. Based on Cronbach's test criteria > R table and 0.922 > 0.374, the reading degree program questionnaire data was declared reliable for use in research.

Table 4. Reading Interest Questionnaire Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
,928	25

In the reliability test table for the reading interest questionnaire, Cronbach's Alpha was 0.928. If viewed based on Cronbach's test criteria > R table, and 0.928 > 0.374, then the student reading interest questionnaire data is declared reliable for use in research.

RESULTS AND DISCUSSION
Data Analysis Prerequisite Test
The analyst prerequisite test is carried out to determine whether further data analysis for hypothesis testing can be continued. For this reason, there are several data analysis techniques according to the analyst prerequisite test, including the normality test, linearity test, homogeneity test, heteroscedasticity test, multicollinearity test, and autocorrelation test (Usmadi, 2020). In this research, the analytical prerequisite tests used are normality and linearity.

Normality test
According to Sugiyono (2018), the normality test is carried out to assess the normality of the variables studied, namely whether the data is normally distributed. In the book entitled "Path Analysis and Application of SPSS Version 25" written by Hamid (2019), it is stated that the basis for decision-making from this analysis is whether the regression model meets the normality assumptions as follows: 1) If the Sig value > alpha then the residual value has a normal distribution. 2) If the Sig value < alpha, then the residual value has an abnormal distribution. The following is a table of the normality test results for this study**.**

Table 5. One-Sample Kolmogrov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		66
Normal Parameters, b	Mean	.0000000
	Std. Deviation	3.01680801
Most Extreme Differences	Absolute	,094
	Positive	,063
	Negative	-.094
Statistical Tests		,094
Asymp. Sig. (2-tailed)		,200c,d

a. Test distribution is Normal.

b.Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, the one-sample Kolmogrov-Sminorv normality test results show a significant result of 0.200 > 0.05. Referring to expert decision-making, if the significance is > 0.05, it can be concluded that the residual value or distribution of the data obtained is normal.

Linearity Test

Statistics on reading interest and degree programs were tested for linearity. The linearity test can be used to determine whether there is a linear relationship between the independent variable and the dependent variable, according to Gunawan (2020). The purpose of carrying out this linearity test is to find out whether the data distribution is linear or not. The data is said to have a linear relationship if the significance value of the deviation from linearity is > 0.05, then the independent and dependent variables are believed to have a linear relationship for decision-making purposes. If the p-value of linearity deviation is less than 0.05, the independent and dependent variables do not have a linear relationship. The following table displays the results of this research's linearity test.

Table 6. Linearity Test of Reading Degree Programs and Reading Interest

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Baca * Gelar Baca	Between Groups	(Combined)	310.121	29	10.694	.922	.585
		Linearity	135.881	1	135.881	11.721	.002
		Deviation from Linearity	174.240	28	6.223	.537	.954
	Within Groups		417.333	36	11.593		
	Total		727.455	65			

Based on the linearity test table for the reading degree program variable (X) with students' reading interest (Y) above, the deviation from the linearity significance value is 0.954,

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where according to the rule, it is 0.954 > 0.05, so it can be concluded that the reading degree program (X) has a linear relationship with students' reading interest (Y).

Simple Linear Regression Test

In hypothesis testing, a simple linear regression test is used to determine and test the influence of the independent variable on the dependent variable. The following is a presentation of the results of this test.

Table 7. Regression Test Output

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	135,881	1	135,881	14,700	,000b
	Residual	591,573	64	9,243		
	Total	727,455	65			

a. Dependent Variable: Interest in Reading

Based on the ANOVA output table, it is known that the calculated F value is 14,700 with a significance level of 0.000 < 0.5 so that the regression model can be used to predict the Reading Degree Program variable or the influence of the Reading Degree Program variable (X) on the student reading interest variable (Y).

Table 8. Determination Coefficient Output

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432	,187	,174	3,040

a. Predictors: (Constant), Reading Degree

b. Dependent Variable: Interest in Reading

The following output table explains the correlation value (R), namely 0.432. From the output table, we get an RSquare of 0.187, meaning that the influence of the independent variable (reading degree program) on the dependent variable (students' interest in reading) is 18.7%.

Table 9. Simple Linear Regression Test Results

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	93.195	4,943		18,855	,000
	Reading Degree	,172	,045	,432	3,834	,000

A constant value of 93.195 and a regression coefficient value of 0.172 can be seen in the output table above, expressing the regression equation as Y=a+bX or Y=93.135+0.172X. For

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this particular equation, the critical information is the constant value of 93.135 for the participation variable and the regression coefficient of 0.5.

By comparing the T count and T table or by testing significance, the T-test can be used to determine whether H0 is accepted or rejected. The df = 66-2 = 64 obtained includes the T table value obtained from the formula df=nk, where n is the number of samples and k is the number of research variables. The choice on the T value shows a calculated T value of 3.834. Consequently, 1.99773 is the t table value. We can reject H0 and accept H1 because 3.834 > 1.99773 or T calculated > T table. Students' enthusiasm for reading has also increased with the reading degree program at SD Muhammadiyah 09 Malang.

This survey was completed by 66 people and contained 25 questions with five possible answers (strongly agree, agree, neutral, disagree, and strongly disagree). It was used in evaluating reading degree programs. We achieved a maximum score of 125 and a minimum score of 25. Below is a table showing the findings of the reading degree program questionnaire, followed by an explanation of the data.

Table 10. Reading Degree Questionnaire Percentage Results

Score	Criteria	Frequency	Percentage (%)
20% - 36%	Very low	0	0
36% - 52%	Low	0	0
53%-68%	Enough	0	0
68 % - 84%	Tall	20	30%
84% - 100%	Very high	46	70%
	Total	**66**	**100%**

The data in the table shows that thirty percent of respondents are in the high category, while forty-six percent are in the very high category. According to researchers, the reading degree program at SD Muhammadiyah 09 Malang has succeeded in arousing students' interest in reading. Based on the results of descriptive analysis, the implementation of the Reading Degree program at SD Muhammadiyah 09 Malang resulted in answers from 46 respondents falling into the 84%-100% range, which is in the very high category, and 20 respondents falling into the 68%-84% range, namely in the high category. Based on this explanation, implementing the SD Muhammadiyah 09 Malang reading degree program was declared effective in growing students' interest. Implementing the reading degree program consistently and continuously produces results and positively impacts students at SD Muhammadiyah 09 Malang in developing an interest in reading.

Description of Students' Interest in Reading at SD Muhammadiyah 09 Malang

Like the reading degree program, students' interest in reading at SD Muhammadiyah 09 Malang was measured using a questionnaire distributed to 66 respondents with 25 questions. The following are the results of calculating the questionnaire scores, interpreted in tabular form.

Table 11. Reading Interest Questionnaire Percentage Results

Score	Criteria	Frequency	Percentage (%)
20% - 36%	Very low	0	0
36% - 52%	Low	0	0
53% - 68%	Enough	0	0
68 % - 84%	Tall	0	0
84% - 100%	Very high	66	100%
	Total	**66**	**100%**

The data in the table above shows that all sixty-six respondents are in the "very high" group. Research shows that consistent participation in a reading degree program can increase a student's enthusiasm for reading.

The table shows that all sixty-six respondents fell into the "very high" group, which is a success rate of 100%. Evidence like this shows that the reading degree program at SD Muhammadiyah 09 Malang successfully encourages students to read. Students' enthusiasm for reading can flourish in a reading degree program incorporating various activities carried out regularly and continually developing, where reading becomes an essential part of students' daily lives.

Interest can be defined as a person's inclination towards something or what they like and want to achieve. A person's desire to do something is called interest. According to Ellis Ormarod (2018), an activity that triggers interest and curiosity is considered attractive if the activity produces good cognitive and effective engagement—meanwhile, Crow and Crow in Abd. Rachman Aboro (2018) suggests that interest is related to the power of movement that makes us interested or feel attracted to people, objects, or activities, or it can also be an affective experience that comes from the action itself. The research results above show that regardless of external influence, students at SD Muhammadiyah 09 Malang are interested in reading because they have a desire for themselves and a sense of interest. Interest in reading does not just happen; deliberate efforts are needed to increase enthusiasm for reading. A close relationship exists between cultivating an interest in reading and the AIDA action framework, which stands for Attention, Interest, Desire, and Action (Nurlela, 2023). The SD Muhammadiyah 09 Malang reading degree program meets the AIDA framework.

In organizing the reading degree program at SD Muhammadiyah 09 Malang, the teacher creates a reading space or atmosphere that is comfortable, orderly, and visually attractive, adds good lighting, decorates it with exciting things, and gives students the freedom to choose books. The routine activity carried out is reading books. The activities carried out by the teacher are reading aloud or reading aloud, making conclusions, and then telling what has been read to the homeroom teacher or classmates. Thus, SD Muhammadiyah 09 Malang students will naturally become more interested in reading. This is in line with the research findings of Yolanda et al. (2023), which emphasize that it is crucial to consider internal and external factors to increase students' interest in reading. A lack of facilities or a supportive environment will make children feel less motivated to read.

CONCLUSION

Interest in reading among students at SD Muhammadiyah 09 Malang before the implementation of the reading degree program was relatively low, seen from the library, which was rarely visited, and students preferred other activities to reading activities. After the implementation of the reading degree program, it can be seen from the results of descriptive statistical analysis as well as simple linear regression tests and also the results of observations that students' interest in reading can grow, and the reading degree program is declared effective in growing interest in reading, because the reading degree program is implemented consistently and continuously. In addition, the SD Muhammadiyah 09 Malang reading degree

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program meets the AIDA framework, where there is a close relationship between fostering interest in reading and the AIDA action framework, Attention (Attention), Interest (interest), Desire (desire), and Action (action). Teachers can continue to implement and continue the reading degree program with various other fun reading activities so that the reading degree program can always be used as a sustainable effort to foster students' interest in reading.

From the research results, teachers are lacking in implementing ongoing evaluations of reading degree programs to ensure that student interest remains high over time and that the program can be adapted to students' developing needs. Therefore, program evaluations must be carried out periodically so that teachers can continue to know things. What is lacking and what needs to be improved is, of course, adjusted to the needs of students in implementing the reading degree program. Apart from that, it is hoped that the implementation of the reading degree program will be carried out consistently and continuously and can innovate in various reading degree activities, as it is known that the reading degree program can foster students' interest in reading. Students can develop a good interest in reading because it is an essential foundation for students. Hopefully, future researchers can conduct related research that measures other variables more variedly to foster students' interest in reading.

CONFLICT OF INTEREST

The authors reported no potential conflict of interest.

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