Interest and Reading Ability of Islamic Education Student in Increasing Teacher Candidates Competence

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ABSTRACT

Reading activities have a very positive impact, including being able to stimulate mentally, reduce stress, add insight, improve memory quality, train thinking and analysis skills. The teacher's interest and reading power are needed in order to strengthen his competence in carrying out the learning process. The first revelation was about the command to read, so reading activities should become a culture from an early age, especially for a teacher or prospective educator. Students of the Islamic Religious Education Study Program (PAI), Faculty of Islamic Studies (FAI), Muhammadiyah University of Yogyakarta (UMY) are future educators, especially in the practice and internalization of religious values. As a prospective educator in the field of religion, reading activity is undoubtedly an essential element in increasing the competence of a prospective teacher. The primary purpose of this study is to determine the extent to which the interest and reading power of Islamic Education students are relevant to their increased competence as prospective teachers. The research method used is descriptive qualitative with data collection through observation, interviews, documentation, and questionnaires as data reinforcement. The result shows both students' reading power and interest were moderate and closely related to the learning system. Hence, the lecturers can assign tasks to review journals according to their field of study and create a reading community.

Keywords: Reading Interest, Reading Power, PAI Students, Competency of Prospective Teachers

1. INTRODUCTION

The Islamic Religious Education Study Program, Faculty of Islamic Studies, Universitas Muhammadiyah Yogyakarta (hereinafter referred to as PAI Study Program) as the Educational Personnel Education Institute (LPTK) certainly has interests, responsibilities and a strategic position. As with other LPTKs, the PAI Study Program as a religious (Islamic) LPTK has the main task of providing education for prospective educational staff (teachers in the field of Islamic Religious Education) for all levels of education and expertise.

One of the basic courses directly aimed at building the professional character of students as prospective teachers is Micro Teaching (MT). In the PAI Study Program's Higher Education Curriculum, it is stated that MT is a compulsory subject with a weight of 4 credits. MT learning outcomes are (1) students master the concepts, principles, and application of various learning methods, especially those oriented towards life skills; (2) able to have the ability to manage Islamic Education learning independently; and (3) students are able to independently show a responsible attitude towards work in their field of expertise.

Reading activities have a myriad of benefits besides being able to increase focus and concentration on reading as well as reducing stress, but if you look at the condition of the Indonesian people reading interest, it is still quite apprehensive. Based on the "Most Littered Nation In The World" study conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries regarding reading interest.

Several factors cause the Indonesian people's low interest in reading. First, no reading habit has been instilled from an early age. Second, access to education facilities is not evenly distributed, and minimal quality of educational facilities. Finally, there is still a lack of book production in Indonesia as a result of the

underdevelopment of publishers in the regions, the incentives for book producers are felt to be unfair, and taxpayers for writers who receive low royalties, thereby extinguishing their motivation to produce quality books.

In this sophisticated era, access to reading references should be very easy to obtain. This familiar period called the 4.0 era offers a lot of conveniences and full automation. If viewed from a positive side, this can certainly support the national reading movement. A person no longer needs to carry a printed book everywhere, but by merely bringing their light gadget, they will be able to read anytime, anywhere.

The facilities, as stated above, should be able to be used by prospective educators to broaden their knowledge. In addition, reading activity is one method for developing the four competencies of teachers (or prospective teachers), especially, professional competencies. The PAI FAI UMY Study Program as the Education Personnel Education Institute (LPTK) has the responsibility to develop PAI students' competence as prospective teachers, one of which is through developing their reading interest.

Specifically, this study aims (1) to collect data about the reading interest of PAI FAI UMY students, (2) to experiment with the development of reading interest to increase the competence of student-teacher candidates. The urgency of this research is seen in the following matters: First, the need for PAI Study Program to seek breakthroughs to find various models for developing teaching skills in students creatively. Second, reading skills with all the elements of ability in them can have a significant impact on increasing the teaching skills of prospective teacher students. Third, along with the development of the times, it is assumed that the positive character of students as prospective teachers will develop, one of which is by reading a lot of books. So that in time - namely in the Micro Teaching program and when students have to take part in the practical school program, the students will be able to carry out instructional tasks in classrooms and real schools properly. One of the ways to increase the competence of prospective teachers is through the reading culture of students as prospective teachers.

2. METHOD

In writing this research, the authors use a descriptive study that tries to reveal a problem or event as it is. The research results are emphasized on an objective description of the actual condition of the object under study.

2.1. Approach

This study uses an approach from the perspective of pedagogical psychology, in which the authors analyze data on interest and ability of reading skills based on educational psychology. Pedagogy is part of educational theory. Consequently, the authors chose to use this approach because the pedagogical approach to psychology is most directed at the focus and objectives of the study [1].

2.2. Data Sources

In this study, the data were taken from questionnaires and interviews. Secondary data were taken from books and journals related to the research theme from various literature, especially related to social-emotional learning theory, books supporting research theories, newspapers, and internet media related to the research object.

2.3. Data Collection Techniques

Data collection in this study was carried out by means of documentation and investigation, namely collecting data from various literature ranging from books, journals, videos, articles, newspapers, and internet journals related to research objects that can provide information on this research. Questionnaires and interviews were also conducted as reinforcing data.

2.4. Data Analysis

The data analysis technique used is content analysis, where the researcher describes the results of the research related to the reading interest and ability of teachers candidate, classifies them according to the predetermined parts and then matches them with the relevant literature. In this study, inductive and deductive thinking is used. Inductive analysis is an analysis based on the data obtained, which then develops a certain pattern of relationships. The deductive analysis is a method for analyzing data and concluding data by looking for general things in nature, down to specific things. In detail, the data analysis steps that the author uses are as follows: Examining all data obtained from various data sources; creating a core summary to find out what data is needed and what is not; conduct data interpretation, process data in the right way by examining and classifying similarities and differences, advantages and disadvantages of all research data; reducing data, and making a core summary; draw conclusions and compile the results in units; conduct data validity checks; interpretation of data in processing interim results into concepts; making conclusions [2].

After the analysis is carried out, the researcher can conclude the results of the research that answer the problem formulation that has been determined by the researcher. The collected data is analyzed and then interpreted in such a way as to describe the object of research so that conclusions can be drawn logically and proportionally.

2.5. Research Subjects

This research on the reading interest of PAI students was by analyzing 43 samples or research subjects of PAI FAI UMY students.

3. RESULT AND DISCUSSION

3.1. Teacher Competence

Competence is defined as something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is defined as the authority (to decide something). There is also a saying that "competence or generally defined as ability can be mental or physical."

The word "teacher," according to the big Indonesian dictionary (KBBI), means "the person whose job (livelihood, profession) teaches"[3]. This definition limits the meaning of teachers to those who make teaching a career or a way to earn a living. This definition implies the necessity of a teaching and learning process in a formal sense so that someone can be called a teacher. In another definition of 'teacher' which is broader in scope is the Encylopedia of Education [4], namely:

a. A person who is able to influence the growth and development of other people, this influence is caused by the wealth, experience, or expertise that that person has

b. People who are officially tasked with guiding and directing student learning experiences at educational institutions, both public and private

c. People who are officially tasked with guiding and directing student learning experiences at educational institutions, both public and private

d. A person who has completed his education and training at a teacher training institution and obtained a teaching diploma

e. Someone who educates others

This means that teacher competence will affect the ability of teachers both in terms of qualitative and quantitative in directing student learning experiences.

According to Law No.14 of 2005, teachers are required to have four competencies, namely pedagogical, professional, social and personal competencies [5]. Competence is a combination of knowledge, skills, values and attitudes that are reflected in habits of thought and action. McAshan in argues that competence is knowledge, skills, and abilities that are controlled by someone who has become a part of himself so that he can perform cognitive, affective, and psychomotor behaviors as well as possible[6]. In line with this, Finch and Crunkilton further in define competence as mastery of a task, skills, attitudes, and appreciation needed to support

success. This shows that competence includes tasks, skills, attitudes, and the appreciation needed to support success [7].

Competence, which is a set of knowledge, skills and behaviors that teachers must possess, live and master in carrying out professional duties. While the competence of educators, according to Government Regulation Number 19 of 2005 [8], includes:

3.1.1. Pedagogic Competence

It consists of understanding students, implementing the learning process (planning to evaluation) and understanding the school curriculum. According to Jacobson [9] related to pedagogical ability, namely the ability of a teacher to manage the learning process of students by being shown to help, guide and lead students. Based on the above understanding, the teacher's ability is related to the science and art of teaching.

3.1.2. Personality Competencies

That is related to the personal teacher who is stable, stable, mature, wise, has a noble character, is a role model for students and is ready to follow the development of science. In this case, the personality that deserves to be emulated is that which has been put forward by Ki Hajar Dewantara, "Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa. Tut Wuri Handayani," because the teacher is one of the motivational factors for student learning and makes him a role model for his students [10].

3.1.3. Professional Competence

Includes deepening of the mastery of the material or field of study being handled. According to [5] professional competence can be obtained from Academic Qualifications, in accordance with UUGD No. 14 of 2005 and PP. 19 of 2005 concerning National Education Standards that the minimum educational qualifications for teachers are S1 (bachelor degree) and for lecturers, at least S2 (master degree); Education and Training, Short Courses, TOT, courses; Research-Based Learning from the results of research and P2M as well as the results of the publication and the latest journal situation; Tutorial and Exercise is a vehicle for the professional development of teachers through KKG, MGMP, MKKS, and lecturers through Team Teaching, General Studium, Academic Recharging Program (PAR), Derasering, and others [5].

3.1.4. Social Competence

According to scholar, social competence includes the ability to collaborate with the community (with students, fellow educators and education personnel)[11]. In PP No. 19 of 2005 article 28 paragraph 3, the ability of educators as part of society to communicate effectively and

interactively between students, fellow educators, education staff, parents/guardians and the surrounding community[8]. Social competence is also being able to communicate, and because it is part of the community, it is expected to be able to understand and become an innovator for the surrounding environment [12].

The component that is believed to be the most important in learning activities is a teacher's role. Therefore every teacher is required to have these four components. Even though the government provides a policy regarding this matter, it is the teacher who implements it, and the teacher determines whether education in our country can be said of quality or not. With all the efforts of the government to hold training to improve the quality of teachers, then to give awards in the form of certification.

3.2. Reading Interests and Ability

Interest can be interpreted as an impulse to do something or it can be interpreted as a mental state that produces a directed response to something and gives satisfaction to it and can be expressed through a statement that he likes.

According to Simanjutak [13], "reading interest is an impulse that arises or a great desire that causes a person to pay great attention to reading activities and requires positive guidance in order to become a character." Interest does not arise suddenly, and it is sparked and developed through the following elements:

a. Cognition: Knowledge of the object being pointed at

b. Emotion: Pleasure towards the object being pointed at

c. Conation: Doing the desired things According to Reber, apart from the above elements, somefactors strengthen the sense of interest, internal: Come to oneself (focus, desire, motivation, and need) and external: Encouragement from parents and teachers, facilities and infrastructure, environment [14].

An indicator of a person can be said to be interested if he has more attention to the object, pleasure and willingness to do. Factors that influence a person's reading interest include: meeting the basic needs of an individual to find out things he does not know, the availability of complete reading books, as well as teachers and friends. The way to develop a reading interest in someone is through reading habit starting from the family environment, mobile library, and the most important thing is to discipline oneself to be diligent in reading [15]. The essence of reading interest, when sorted, will become a pyramid.
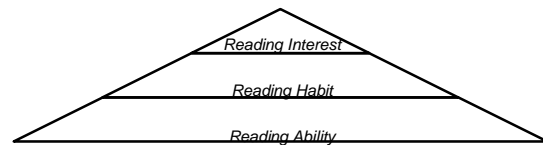
In research suggests that there are five inhibiting factors that affect student reading interest, namely the perception that the library is only a place to store books, the perception that dealing with libraries is a difficult thing, the comparison of the number of collections with the number of students is not in accordance with applicable standards, not yet fully supported by all parties, lack of library socialization through user education and information literacy activities which should be held regularly and continuously. The psychological meaning of reading is also important to develop [16].

There are several factors cause the low reading interest of Indonesians [17]. First, no reading habit has been instilled from an early age. The role model of children in the family is parents, and children usually follow their parents' habits. Therefore, the role of parents in teaching reading habits is essential to improve children's literacy skills.

Second, access to education facilities is not evenly distributed, and the quality of educational facilities is minimal. We still see many children dropping out of school, educational facilities that do not support teaching and learning activities, and long bureaucratic chains in the world of education. This is what indirectly hinders the development of literacy quality in Indonesia.

Finally, there is still a lack of book production in Indonesia as a result of the underdevelopment of publishers in the regions, the incentives for book producers are felt to be unfair, and taxpayers for writers who receive low royalties, thereby extinguishing their motivation to produce quality books.

Talking about reading interest, the level of reading ability is a vital topic in reading activities. The level of reading ability is divided into seven criteria, namely:

a. People who are unable to read at all.

b. People who have above average reading skills.

c. People who are in the stage of learning to read.

d. People who are literate but only read relevant things in daily life.

e. Literate person but not a book reader

f. Literate person but not a regular reader

g. A literate person and a regular reader.

Reading ability is reading speed and comprehension of the content as a whole. Students who have adequate reading skills will be able to absorb the various

information needed. Several factors cause students' low reading comprehension skills. These causative factors can be classified into internal and external factors. Internal factors are factors that exist from within the student, while external factors are from outside the student. Internal factors can be in the form of motivation, enthusiasm, abilities and others, while external factors can be teachers, learning models, learning approaches and techniques, media, facilities, and so on [18].

3.2.1. Benefits of Reading

The most common benefit of reading is to obtain information and knowledge, while the specific benefit of reading is to increase brain function. Furthermore, several benefits of reading for intelligence, namely: adding new vocabulary and knowledge, sparking the power of the imagination, and develops intrapersonal intelligence. In addition to the above benefits, if someone is familiar with reading activities, he will also be familiar with writing, making articles and so on[19]. Literacy culture on campus is usually built by student organizations, namely reading, writing, and discussing. With the goal, the discussion can practice public speaking skills.

3.2.2. Reading Interest Development Strategy

Reading activities should be instilled from an early age to become a character that sticks to children. If the child already assumes that reading is a boring activity, until he is an adult, he will be reluctant to read books, or only as a fulfillment of an assignment. Jumping to the reflection of current students, especially education students, expanding, upgrading, honing the knowledge they learn is certainly an obligation and has become a necessity, but in fact, several research results suggest that there are still very few students who fill their spare time in the library. Therefore, it needs an attraction starting from the library facilities even though in this day and age, many e- books can be accessed easily.

The following is a strategy for how to develop attractiveness:

a. Public Interests

b. Public libraries are organizations established to provide access and information services to all people regardless of age.

c. Organizing a storytelling program, educational games, especially on digital, so that children have a mindset that technology is not only used for play but can quickly and easily access all the information needed.

d. Screening films as a visual medium can create initial attraction.

3.3. Interests and Reading Ability of Prospective Teachers in PAI UMY

The research program in the 2014-2020 PAI Study Program consists of two thematic umbrellas, namely (1) developing research-based teaching and learning materials and (2) improving the quality of human resources and educational institutions. Both are intended to increase quality learning based on research or research. This paper discusses the topic of "PAI students' reading interest to increase the competence of prospective teacher" as research in the category of the second theme above.

The result shows both PAI teacher candidates' interest and reading ability were moderate. The data collected came from 43 respondents. However, since four respondents did not answer the questions thoroughly, thus the respondent's data was declared mortal (not included in the analysis), so the data analyzed was only 39 respondents. Demographic data of respondents in terms of class, namely 2018 class PAI C and class 2017 class PAI A. The results of data processing are: Do PAI students have a high interest in reading?

X7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	9	20.9	23.1	23.1
Sometimes	21	48.8	53.8	76.9
Yes	9	20.9	23.1	100.0
Total	39	90.7	100.0	
Missing System	4	9.3		
Total	43	100.0		

The conclusion of this research question is moderate. People rarely go to the library to reading some books. Less than 50% of students read thoroughly at least one lecture supporting book in each course taken. However, most of them take advantage of technological developments to access various things.

Regarding the types of books that are often read. They prefer reading fiction to academics as describe in the following table:

X4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	2	4.7	5.1	5.1
Sometimes	19	44.2	48.7	53.8
Yes	16	37.2	41.0	94.9
Total	2	4.7	5.1	100.0
Missing System	39	90.7	100.0	
Total	4	9.3		

Their reading ability is also classified as a medium. The main obstacle is related to the power of focus when reading. Understanding vocabulary in reading is

becoming a problem for them as well. At the time of testing, there were only a few students who could thoroughly read one book for mastery and understanding of the book's contents when testing (book reading deposit) is classified as low.

There are several factors related to their interest and reading power, namely:

a. General inhibiting factors cover learning system in Indonesia has not made the learners want to read more books, often dominated by the theory of teacher delivery; the amount of television entertainment; many entertainment venues; reading culture has not been inherited from ancestors; parents are more preoccupied with earning a living, so reading time is lacking or very minimal (a role model for children); books are considered expensive by the community; lack of adequate reading resources to foster interest in reading.

b. Personal factors: age, gender, intelligence, reading ability, attitude, psychological needs.

c. Institutional factors: availability of books, socio-economic status, influence of parents, peers and teachers.

The solution to increasing students' interest and reading power was, for example, by quick reading method; the task is to read books or journals related to the course; reading community (book review, discussion); start reading books from genres that you like first; condition the environment and special time to read; having a target (for example, one day at least read three sheets); build self-awareness that reading is a necessity; make a list of recommended books to be read or purchased; facilities for reading corners in each entertainment place (certain) or public facilities; and also read the ability test (type or form of discourse: prose, dialogue, poetry).

4. CONCLUSION

Reading activities have a very positive impact, including being able to stimulate mentally, reduce stress, increase insight, improve memory quality, train thinking and analysis skills and many others. A teacher's interest and day abaca are needed to strengthen his competence in carrying out lessons. The first revelation that came down about the command to read, reading activities should become a culture from an early age, especially a teacher.

Students of the Islamic Religious Education Study Program (PAI) of the Faculty of Islamic Religion (FAI), University of Muhammadiyah Yogyakarta (UMY) are future educators, especially in the experience and internalization of religious values. As a prospective educator in the field of religion, reading activity is undoubtedly an essential element in increasing his

competence as a prospective teacher. A prospective teacher has four competencies that must be developed: pedagogic competence, social professional, and personality. Reading activities have relevance in developing these four competencies, especially in the era of the 4.0 industrial revolution.

Era 4.0 requires someone to be able to think critically, creatively, be able to collaborate and communicate effectively. Reading is the main element that supports the 4.0 era guidance if you want to be able to compete. PAI FAI UMY Study Program is an Educational Institution and Education Personnel (LPTK) which has the mandate to produce professional teacher candidates. The reading culture is one of the things that must be developed by LPTKs, including the PAI FAI UMY Study Program.

The main purpose of this study is to determine the extent to which PAI students' reading interest is relevant to their increased competence as prospective teachers. Several things that can be taken in order to improve the reading skills and interest of prospective teacher students include the students can be assigned the task of reading books or journals related to the course and also need to make a reading community (book reviews, discussions).

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