

The Influence of Students' Perceptions About Reading Gardens and Reading Interest on Reading Habits of Elementary School Students

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ABSTRACT

Reading habits that had a close relationship with reading interest and the existence of a reading garden were very important things to be developed in students. This study aimed to determine the effect of students' perceptions about reading gardens and reading interest on reading habits in Elementary School. This research type was an ex post facto. Data collection techniques used were questionnaires and documentation. The research population was all students of Elementary School of Inpres PAI 2 in the academic year of 2020/2021. A sample of 127 students was selected by using the multistage random sampling technique. The data analysis technique used was descriptive analysis and inferential analysis. Descriptive analysis was the analysis of the mean, standard deviation, maximum score, minimum score and total frequency. Meanwhile, for inferential analysis to test the hypothesis, multiple regression analysis was used which was preceded by normality test, linearity test, and multicollinearity test. The results showed that students' perceptions about reading gardens, students' reading interest, and students' reading habits were in the medium category. In addition, it was proven that students' perceptions about reading gardens and reading interest had a significant effect on reading habits in the Elementary School of Inpres PAI 2.

Keywords: *Perception, Reading Gardens, Interests, Habits*

1. INTRODUCTION

It is undeniable that education has a very important role in human life because education can create generations who are intelligent, insightful, skilled and qualified, who are expected to become a generation that can change the nation towards a better direction. Education can affect human development in all aspects of personality, potential, and life. In the implementation of education, one of the vehicles that can be passed by students to develop their potential is through formal education. According to Triwiyanto [1], formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Basic education is an education that has a learning time of 9 years which is held for 6 years in elementary school and 3 years in junior high school or an equivalent educational unit.

According to Taufik [2], elementary schools are essentially units given the mandate by the community to organize the first part of basic education. The operational objective of primary school education is to provide initial provision of basic reading, writing and

arithmetic skills. The ability to read certainly needs to be prioritized to be developed early on because reading is the main key to making it easier for students to get knowledge from various subject matter provided and the ability to read it will make it easier for students to get various written information from various sources.

Considering the importance of reading skills for students, from the beginning it is necessary to instil or grow and develop the habit of reading in students. The development of reading habits can bring to the ideal point of a nation. The ideal nation is the noble ideals of a nation because the ideal nation is the hallmark of an advanced and civilized nation. According to Anies (Tribunews, 2018), the habit of reading is the key for a nation to progress, the habit will become a culture by being taught and having a disciplinary process. These habits eventually become the culture, then civilization.

The formation of reading habits cannot occur in a short time but must go through a development process that takes a relatively long time. Besides time, the factor of desire/willingness and motivation needs to be present. Not only that, but environmental factors also

play a role. If the environment does not encourage but even inhibits, then habits will be difficult to form, even though there is a desire/willingness and motivation. So, the habit is not only a physical activity but also a mental activity. Related to this, Tampubolon [3] says that "... If an activity or attitude, both physical and mental, has been ingrained in a person, it is said that the activity or attitude has become a habit of that person".

Therefore, the habit of reading cannot be acquired just like that but must go through a learning process that is repeated and takes a relatively long time. Besides time, interest, motivation, and environmental factors also influence the formation of reading habits. Therefore, reading habits cannot be separated from reading interest. Interest in reading occupies an important place because it is the main trigger source for a person to carry out reading activities. In this regard, Tarigan [4] states that language skills, including reading skills, have a characteristic, namely these skills are mastered through regular exercise and practice. In exercise and practice regularly must be accompanied by a strong interest and motivation from within a person.

Besides interest factors, facilities and infrastructure factors make it easier for students to find quality reading sources, including things that influence the growth and development of reading habits in students. Yusuf and Suhendar (2010) reveal that the general purpose of organizing school reading gardens is to meet the information needs of the community in the school environment, especially teachers and students. In addition, the reading garden aims to: (1) develop students' interest and reading habits, (2) encourage, excite, nurture, and encourage students to read and learn, and (3) broaden, deepen, and enrich students' learning experience. Therefore, efforts to foster reading habits cannot be carried out without the availability of reading materials and other supporting facilities.

Although the habit of reading is very important for students, especially elementary school students, the reality is found in the field that it is not following what is expected. In the cultural dimension, it appears that the 'reading habit' of the Indonesian people is still very lack. This can be seen from literacy sources, both printed and electronic, which are still minimally accessible, as well as the habit of visiting the library and using reading gardens, the numbers are still very minor. Efforts to socialize through the literacy movement and the reading fondness movement find challenges from the low reading habits. Based on the results of the National Library of Indonesia survey (Puslitjakdikbud, [5]) entitled Results of the Study of Indonesian Community Reading Culture in 11 provinces (28 regencies/cities) it is found that most of the respondents (65%) spend their spare time doing other activities than reading while reading activities were only done by another 35% of respondents. The dominant other activities than reading are watching TV (as many as 21% of respondents) and playing games or social media activities through smartphones, tablets, and computers (as many as 21% of

respondents). In the survey, it is also found that the respondents surveyed generally do reading activities on average only 2 to 4 times a week with less than 2 hours of reading time per day (include in the low category). The low reading activity can also be seen from the average in a week only completing 0-100 pages of reading.

In line with the results of the National Library of Indonesia survey, Kleden [6] group the literate people into three. One of the groups according to Kleden is those who are technically and functionally literate. They can read and use it to complete assignments and work but have not used these skills as a habit to increase knowledge, entertain, or express through writing.

Based on the explanation above, it is very interesting to study the influence of students' perceptions about reading gardens and reading interest on reading habits in Elementary School.

2. RESEARCH METHOD

2.1. Research Type and Location

2.1.1. Types of research

The type of research used was Ex-postfacto research. Ex post facto according to Sudjana (2014) was the research that did not need to give treatment to the variables studied but only sees its effect on the dependent variable. Therefore, in this study, the independent variable and the dependent variable had been stated explicitly, to then be linked as a correlation study or predicted if the independent variable had a certain effect on the dependent variable.

2.1.2. Research Site

This research was conducted at the Elementary School of Inpres PAI II, Biringkanaya District, Makassar City. The location of the school was on Jalan Goa Ria Number 16, Pai Village, Biringkanaya District. The school had a reading room in the library, a reading corner in every classroom and a school reading garden.

2.2. Population and Sample

2.2.1. Population

The population in this study were all students of Elementary School of Inpres PAI 2, there were 378 students for the 2019/2020 academic year. The population of this study was presented based on 12 classes at Elementary School of Inpres PAI 2.

2.2.2. Sample

The sampling technique used was multistage random sampling to determine the number of students who were used as research samples, which meant that students were selected as targets in the study.

The techniques used were: (a) Selection of clusters (clusters) so that homogeneous clusters were obtained from 12 classes (rombel) at Elementary School of Inpres

PAI 2, 6 class samples were selected. (b) Purposively designated class III, IV, and V as the research sample with the consideration that class I and class II had not been able to understand the questionnaire questions while class VI focused on facing the National Examination. (d) After obtaining a homogeneous cluster, then based on the Slovin formula, it was determined that the sample for this study was 186 students.

2.3. Data Collection Technique

Data collection techniques were used in questionnaire research and documentation. Questionnaires were used to collect data from the independent variables and the dependent variable, namely students' perceptions about reading gardens, reading interests and reading habits that were sampled. The questionnaires were filled out by each respondent at the same time and place. The data obtained from filling out this questionnaire are primary in the form of an ordinal scale. According to (Tiro [7]), the ordinal scale showed the order (rank, level, or ranking), in addition to functioning as a grouping (nominal scale). Furthermore, the data was transformed into an interval scale. The Likert scale was used. The results of filling out the enquette/questionnaire were then scored through a scoring procedure to change from a Likert scale to an interval scale. The final scores obtained were what would be the research data for the variables studied. While the documentation technique was recording or collecting various documents or data related to research conducted at Elementary School of Inpres PAI 2.

2.4. Data Analysis Technique

The collected data were analyzed using two kinds of statistical techniques, namely descriptive statistical techniques and inferential statistical techniques. Descriptive statistics were used to describe the characteristics of each variable using the mean, standard deviation, maximum score, minimum score and total frequency. Inferential statistics were used to test the research hypotheses with multiple regression analysis.

The data that had been collected were analyzed using SPSS software with the following types of analysis.

2.4.1 Analysis Prerequisite Test

The analysis prerequisite test included the normality test, linearity test, and multicollinearity test. The normality test for the residuals from the independent variable and the dependent variable was carried out using the Kolmogorof-Smirnov test. Testing the normality of the research data using Kolmogorof-Smirnov. The data in this study were processed using SPSS 22 for windows at a significant level of 95% or alpha (α) 5%, provided that the probability or sig value. (2-tailed) ≥ 0.05 , then the data were normally distributed and if 0.05 then the data was not normally distributed.

To find out whether the relationship between the three variables is linear or not, the data linearity test was conducted. Test the linearity of the data using the F test and scatter diagrams. The test criteria based on significance obtained a significant value of greater than 0.05, which meant that there was a significant linear relationship between students' perceptions about reading gardens (X1) and reading interest (X2) and reading habits (Y). Based on the value of F, the test criteria were stated if the value of Fcount was less than Ftable.

Furthermore, a multicollinearity test was conducted which aimed to test whether there was a correlation between independent variables. If there was no correlation between independent variables, then the regression model was good. The multicollinearity test was carried out by looking at the value of the Variance Inflation Factor (VIF). The criteria used were if the VIF value was around 1 or had a tolerance close to 1, then it was said that there was no multicollinearity problem, and if the coefficient between the independent variables was less than 0.5 then there was a collinearity problem. Multicollinearity test with the help of IBM SPSS software for windows 22.0 was performed by regression test, with the benchmark value of VIF and the coefficients between independent variables.

2.4.2. Hypothesis Testing

After testing the assumptions, the hypothesis was tested, namely through multiple regression analysis and simple regression with the independent variable students' perceptions about reading gardens and reading interest on the dependent variable, namely reading habits. If the independent variables experience multicollinearity, then there was no need to perform an analysis using multiple regression, it was enough to perform a simple regression to determine the effect of the independent variable on the dependent variable.

Through simple linear analysis with SPSS, an output that showed the regression coefficient would be produced, the results of the P-value (significance) were used for testing the good hypothesis to see if there was an effect of the two independent variables together. It was used to see the effect of each independent variable on the dependent variable.

3. RESEARCH RESULTS

3.1. An overview of students' perceptions of reading gardens.

The research was conducted at the Elementary School of Inpres PAI 2 which was located on Jl. Goa Ria No. 16 PAI Village, Biringkanaya District. Data were taken through questionnaires that were directly given to 127 students. Descriptive analysis of students' perception variables about reading gardens at Elementary School of Inpres PAI 2 obtained from research questionnaires is presented in table 3.1. the following.

Table 3.1. The Score Statistics of Students' Perceptions About Reading Gardens

Description	Statistical Quantity
Total score	11901
Average (Mean)	93,71
Middle Value (Median)	94
Standard Deviation	4,107
Range	15
Minimum score	87
Maximum score	102

The instrument measurement scale in this study was used a Likert scale, with a score ranging from 1 to 5. Based on the processing results of the SPSS 22.0 for Windows program, the mean score (mean) was 93.71 and the standard deviation was 4.107. The descriptive statistical test obtained a positive mean value for the variable students' perceptions about reading gardens. Meanwhile, the standard deviation value also showed a value that was smaller than the mean. This showed that the mean value can be used as a representation of the entire data. An overview of the frequency distribution and percentage of students' perceptions about reading gardens at Elementary School of Inpres PAI 2 is presented in table 3.2 below.

Table 3.2. Distribution of Frequency and Percentage Scores of Students' Perceptions of Taman Baca

Interval	Student's perception about reading gardens	F	%
142 – 170	Very high	0	0
115 – 141,99	High	0	0
88 – 114,99	Medium	125	98,4
61 – 87,99	Low	2	1,6
34 – 60,99	Very low	0	0
	Amount	127	100,00

Based on table 3.2 about students' perceptions about reading gardens at Elementary School of Inpres PAI 2, it could be seen that most of the students' perceptions about reading gardens at Elementary School of Inpres PAI 2 were in the medium category (98.4 per cent), and the low category was 2 respondents (1,6 per cent). According to the average score of the results of the study on students' perceptions about reading gardens at Elementary School of Inpres PAI 2, it was 93.71. Based on the table of students' perceptions about reading gardens above, it could be seen that in general students' perceptions about reading gardens at Elementary School of Inpres PAI 2 were in the medium category with a percentage of 98.4% with a frequency of 125 respondents from 127 respondents.

3.2. Overview of students' reading interest

Data from the descriptive analysis of students' reading interest at Elementary School of Inpres PAI 2 obtained from research questionnaires, in general, based on the results of the questionnaire (table 3.3), it could be explained that the scores were spread out in the range of 97 (lowest score) to 102 (highest score). The summary of the results of the descriptive analysis of students' reading interest variables at Elementary School of Inpres PAI 2 is presented in table 3.3 below:

Table 3.3. Statistics of students' reading interest scores

Description	Statistical Quantity
Total score	12654
Average (Mean)	99,64
Middle Value (Median)	100
Standard Deviation	1,166
Range	5
Minimum score	97
Maximum score	102

Based on the results of the processing of the SPSS 22.0 for Windows program assistance, the average score (mean) of 99.64 and standard deviation of 1.166 was obtained. In the descriptive statistical test, a positive mean value was obtained for the reading interest variable. Meanwhile, the standard deviation value also showed a value that was smaller than the mean. This showed that the mean value could be used as a representation of the entire data. The distribution of the frequency and percentage of student's interest in reading at Elementary School of Inpres PAI 2 is presented in table 3.4 below:

Table 3.4. Distribution of Frequency and Percentage of Students' Reading Interest

Interval	interest to learn	F	%
137 – 165	Very high	0	0
111 – 136,99	High	0	0
85 – 110,99	Medium	127	100
59 – 84,99	Low	0	0
33 – 58,99	Very low	0	0
	Amount	127	100,00

Based on table 3.4, it could be seen that most of the students' interest in reading at Elementary School of Inpres PAI 2 was in the medium category as many as 127 respondents (100 per cent). According to the average score of the results of the study on students' reading interest at Elementary School of Inpres PAI 2, it was 99.64. Based on the interest in the learning table above, it could be seen that in general, the reading interest of students at Elementary School of Inpres PAI 2 was in the medium category with a percentage of

100% with a frequency of 127 respondents from 127 respondents.

3.3. Overview of students' reading habits

The data from the descriptive analysis of the variable reading habits of students at Elementary School of Inpres PAI 2 found that the scores were spread in the range of 80 (lowest score) to 97 (highest score). The summary of the results of the descriptive analysis of students' reading habits at Elementary School of Inpres PAI 2 is presented in table 3.5 below:

Table 3.5. The Score Statistics of Students' Reading Habit

Description	Statistical Quantity
Total score	14071
Average (Mean)	88,50
Middle Value (Median)	88
Standard Deviation	4,081
Range	17
Minimum score	80
Maximum score	97

Based on the results of the processing of the SPSS 22.0 for Windows program assistance, a mean score of 88.50 was obtained and a standard deviation of 4.081. In the descriptive statistical test, a positive mean value was obtained for the reading habit variable. Meanwhile, the standard deviation value also showed a value that is smaller than the mean. This showed that the mean value could be used as a representation of the entire data. An overview of the distribution of the frequency and percentage of students' reading habits at Elementary School Inpres PAI 2 is presented in table 3.6 below:

Table 3.6. Distribution of Frequency and Percentage of Reading Habits

interval	Reading Habits	F	%
137 – 165	Very high	0	0
111 – 136,99	High	0	0
85 – 110,99	Medium	127	100
59 – 84,99	Low	0	0
33 – 58,99	Very low	0	0
	Amount	127	100,00

Based on table 4.6 regarding the reading habits of students at Elementary School of Inpres PAI 2, it could be seen that students' reading habits were in the medium category or the frequency of 127 respondents (100 per cent). According to the average score of the results of the study on the reading habits of students at Elementary School of Inpres PAI 2, it was 88.50. Based on the interest in the learning table above, it could be seen that in general, the reading habits of students at Elementary School of Inpres PAI 2 were in the medium category with a percentage of 100% with a frequency of 127 respondents from 127 respondents.

3.4. The influence of students' perceptions about reading gardens and reading interest on students' reading habits

The results of the analysis with SPSS obtained a significance value = 0.000. It could be seen that > significance, thus H0 was rejected so that H1 which stated that there was a jointly significant influence between students' perceptions about reading gardens and reading interest on reading habits at Elementary School of Inpres PAI 2 could be accepted.

The linear regression equation Y (reading habits) on X1 and X2, (students' perceptions of reading gardens and reading interest) obtained from the calculations that had been carried out was $Y=56,437+0,147 X1+0,205X2$. The Y regression equation for X1 and X2 shows that each increase of one unit of X1 would result in 0.147 units of increase in Y, an increase of one unit of X2 would result in 0.205 units of increase in Y. This shows that there is a relationship between X1 and X2 with Y.

The magnitude of the coefficient of determination (R2) is 0.638, this means that the influence or contribution of X1 and X2 to Y was 63.8%. In other words, the variation in variable Y around 63.8% can be explained by variables X1 and X2 through the regression equation $Y=56,437+0,147 X1+0,205X2$. Therefore, the first hypothesis which stated that there was a jointly significant effect between students' perceptions about reading gardens and reading interest on reading habits at Elementary School of Inpres PAI 2 could be accepted with a large effect of 63.8%.

4. DISCUSSION

The results show that students' perceptions about reading gardens at Elementary School of Inpres PAI 2 are in the medium category. It can be seen from the response indicators for the availability of reading in the reading gardens at Elementary School of Inpres PAI 2, interesting story and fairy tale books to read were available in the reading gardens, the physical condition of the book collection in the reading gardens is always good, the number of textbooks/lesson books owned by the reading gardens is always good. To meet the needs of students, many storybooks could be found in the reading garden. One of the supporting factors for someone's interest in visiting reading gardens to build reading habits was the availability of reading gardens that suited students' needs. Meanwhile, in terms of facilities, it was found that there were trees that made students feel cool when they were in the reading gardens. The arrangement of books in the reading garden is always neat. Meanwhile, in terms of students' opinions about the service, it was found that students felt that the service requirements of the reading garden were easy for them to fulfil when visiting the reading

gardens and the reading gardens staff always gave clear instructions to visitors.

This finding was following what was stated by Yusuf and Suhendar (2010) that the organization of a school reading garden, in general, aimed to meet the information needs of the community in the school environment, especially teachers and students. In particular, the reading garden aims to: (1) encourage and accelerate the process of mastering students' reading techniques, (2) help students write creatively with the guidance of teachers and librarians, (3) develop students' interest and reading habits, (4) provide various sources of information to implement the curriculum, (5) encouraging, stimulating, nurturing, and encouraging reading and learning to students, and (6) expanding, deepening, and enriching the learning experience of students by reading books and other collections which contained science and technology provided by the library. In line with the opinion of Yusuf and Suhendar, Shofaussamawati [8] emphasized that the existence of these community reading gardens can foster interest in reading because one of the factors for the low interest in reading is the high price of books. Meanwhile, according to Karim [9] that having a good reading garden in the community (including schools) can encourage community or student interest in reading. Therefore, the availability of community reading gardens or in schools can encourage the quality of human resources in the future.

The existence of a reading garden at the Elementary School of Inpres PAI 2 provided a place for students to be used as a place for them to get reading materials. Each student had a different view of the existence of a reading garden at Elementary School of Inpres PAI 2, some considered the reading garden was their destination to find the reading that they need to build reading habits but not a few who thought that the presence of a reading garden was a comfortable place for students to make it a place to play during recess. The existence of different perceptions between one student and another, of course, was a normal thing. This was following the opinion expressed by Surtieny [10] which stated that perception is a child's perspective or view of a stimulus or excitement, and a person's view of how individuals interpret and assess something, in this case, a reading garden. Each individual has a different perception of a thing or event. Differences in perception are influenced by several factors including personality, intelligence, social skills and individual relationships with other people.

Based on the results of the analysis, it was also found in this study that in general students' reading interest was in the medium category. In general, the results of the student reading interest questionnaire showed: students stated that they felt happy if they had read the book they wanted, students liked to borrow books from reading gardens, students always read newspapers, articles or writings on the wall magazine because they contained important information, and

students always used their spare time at school to read books, newspapers or magazines. In addition, students always wanted to read books in the reading garden. Students read books because they wanted to be smart, students were always excited to read books, students were touched when they read sad storybooks, students wanted to get the latest books, and students felt they have to read books because it made them smart.

In connection with these findings, Dalman [11] suggested that reading interest is a strong desire accompanied by one's efforts to read. A strong interest in reading is manifested in his willingness to get reading material and then read it on his consciousness. Two factors influence reading interest. The first factor is the family environment, the second factor is the curriculum and school education factors that are less conducive, the third factor is the community infrastructure factor that does not support the increase in people's reading interest, the fourth factor is the availability and affordability of reading materials.

There are two ways to check someone's interest in reading. First, someone who is interested in reading activities, when faced with books, the individual has a greater desire and a strong willingness to read, so they will be directed to reading activities. Second, another approach is based on the content or object of interest, that is, the interest of the material stimulus to influence the individual's ability. In this approach, the focus was more on situational factors that influence reading interest. For example, the type of reading, the process and individual memory in reading expository nature, visual stimuli such as objects or images seen, auditory stimuli such as having heard a conversation talking about reading or a combination of visual and auditory such as TV [12].

In this study, it was also found that there was an influence of students' perceptions of reading gardens and reading interest either individually or simultaneously on students' reading habits. Students' perceptions of reading gardens and high reading interest affected the improvement of students' reading habits. Where the perception of a reading garden was a person's view of a reading garden as a source of information that provided various kinds of reading books. Perception is a student's perspective or view of a stimulus or excitement, and a person's view of how individuals interpret and assess something, in this case, a reading garden. Each individual has a different perception of a thing or event. This difference influences students in using reading facilities in the reading garden at Elementary School of Inpres PAI 2.

Interest in reading is one of the psychological factors that cause students to read. Interest can be in the form of individual encouragement in providing a stimulus for an activity carried out to achieve a goal to be achieved. Interest arises when individuals are attracted to something they consider something that is for themselves and can meet the needs they want.

Thus, the higher the quality and perception of students about reading gardens, the higher the students' reading interest. These two things (positive perception of reading gardens and reading interest) will influence reading habits. According to Hidayanto [13], a reading garden is like a growing library (in statu nascendi), which contains or provides various kinds of books that are very likely to attract anyone's interest to read.

To form reading habits, two aspects need to be considered, namely interest (a combination of desire/willingness, and motivation) and reading skills. The formation of a habit generally takes a relatively long time and in the formation. Desire/will has an important role. If the desire/will is not there, in general, the habit does not grow and does not develop. According to Tampubolon [3], reading is a physical and mental activity that can develop into a habit. As with other habits, forming the habit of reading also takes a relatively long time.

The findings in the study as described are in line with the results of research conducted by Widiyanto [14] with the title *The Influence of Children's Perceptions About Reading Gardens and Interests in Reading Habits in the Reading Gardens of the Manca Pekayon Community, South Bekasi*. The results showed that there was a significant influence on the perception of reading gardens and interest together on reading habits.

Therefore, based on the findings in this study, developing students' reading habits need serious attention. The development of students' reading habits is not only the responsibility of the teacher, but also the role of the family, print and electronic media, bookstores and libraries, the government, and private companies. It should be well remembered that students who have the habit of reading are believed to lead our nation to the gate of progress, because it indicates the high interest of students in science, technology, innovation, and has critical reasoning.

5. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the test results of data analysis and discussion that has been described previously, it could be concluded that students' perceptions of reading gardens, reading habits, and reading habits of Elementary School students of Inpres PAI 2 are in the medium category. In addition, it is proven that students' perceptions of reading gardens and interest in reading had a significant effect on the reading habits of Elementary School students of Inpres PAI 2.

5.2. Suggestion

Based on the conclusions of the study, it is suggested to (1) the school principals and teachers) should always strive to develop students' reading habits through the provision and use of reading gardens and always increase students' reading interest; (2) parents of students should support or participate in efforts to increase

children's interest and reading habits; and (3) further researchers are advised to study further about students' reading habits by paying attention to other factors that affect students' reading habits.

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