

Strengthening elementary students' reading interest through picture stories in Bobo Magazine



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ABSTRACT

This research aims to understand how illustrated stories in Bobo magazine can strengthen elementary school students' interest in reading. This research utilizes a descriptive qualitative approach using triangulation techniques, method triangulation, and data source triangulation. This research focuses on class III A students. This research will have an impact on MI Muhammadiyah Gonilan, in its efforts to become a better literacy school, especially for the early classes. The implementation goes through 4 stages, namely the reading and understanding stage, the results presentation stage, the discussion and question and answer stage, and the concluding and reflection stage. The results of this research reveal that Bobo magazine can strengthen students' interest in reading. This research shows a form of strengthening students' reading interest through the "Jam Berbicara" program. The conclusion that can be found in this research is that storytime activities through Bobo magazine every morning can attract students to continue reading books so that their interest in reading will increase. In this research, teachers play a role in fostering students' interest in reading through familiarization with reading activities.



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1. Introduction

Education provides a foundation for the development of human potential and knowledge, allowing people to assimilate and flourish in society [1]. Writing and reading are two skills that students in the field of education need to possess [2]. Literacy habits in the world of education are very important things to emphasize [3]. In 2011, the literacy skills, or the ability to read and write, of Indonesian children were still in the low category according to the PIRL (Progress in International Reading Literacy Study). This is reflected in the average score of 405, which is far below the average score threshold set at 500. In fact, the reading ability of elementary school students in Indonesia only ranks 41st out of a total of 45 countries measured. This data highlights that the literacy skills taught in every elementary school in Indonesia still have not reached the desired standard. Therefore, there needs to be greater attention paid to literacy practices at all levels of education to improve the reading and writing skills of Indonesian children. An engaging approach, such as introducing pupils to the literacy movement or having them read in class, is one of the best ways to encourage students' interest in reading [4]. According to Franca, a student's motivation, curiosity, and learning style are internal factors that influence their reading and writing skills [5]. In accordance with the findings of the Principal's observations and interviews, students' reading abilities and interests are diverse. Some show interest in storybooks, textbooks, and magazines, for example Bobo magazine. Nonetheless, due to the lack of variety and interest in the reading material, a large number of kids still dislike reading. In KHTJ's opinion as a class teacher, pupils will read if they receive a reward from the instructor. To overcome this, the concerned school must also provide a variety of reading materials and sources [6].

The presence of teachers and school principals plays an important role in introducing various types of reading to students, especially through pictorial media. Illustrated media introductory books are a very effective tool for helping children understand story narratives. With attractive pictures and structured text, these books not only enrich children's imaginations but also help them understand the story content in more depth. To foster an environment that encourages reading and the development of literacy in schools, teachers and principals can actively participate in the selection and presentation of these books to pupils. When youngsters are properly introduced to this visual medium, they can learn more joyfully and efficiently while improving their reading and comprehension abilities [7]. This book is well-written, easy to read, and visually appealing with appealing imagery that will pique readers' interest in what they are reading [8]. The one pictorial media that is very simple and suitable for children to learn is Bobo magazine which presents coverage, education, fantasy, and fun. This magazine presents a number of articles that inspire and are able to provide interesting education for its audience. The content of Bobo magazine is designed to be easy to understand with interesting stories and varied displays. The 'Bobo' character can be the main figure that stands out and attracts the attention of readers. Bobo magazine is considered to be able to shape the profile of its readers, namely children who love to read, have a great interest in knowledge, and like social interaction [9]. This research aims to investigate the effectiveness of using illustrated stories in Bobo magazine as a means of strengthening elementary school students' interest in reading. By analyzing students' participation in reading activities and their responses to picture stories in Bobo magazine, this research aims to provide deeper insight into how this medium can be an effective tool in increasing children's interest in reading. Through this approach, it is hoped that this research can provide a valuable contribution to the development of educational strategies aimed at increasing elementary school students' interest in reading.

2. Method

This study uses a qualitative descriptive research approach that is focused on observable behavior or natural events from humans [10]. A case study is the type of research design used, which is a qualitative technique that thoroughly examines certain programs, events, or activities in order to understand the true nature of the phenomenon being examined [11]. The focus of this research lies on students' reading interest at MI Muhammadiyah Gonilan, especially in third-grades A, by involving several data sources, namely the principal (IT), third-grades A Teacher (Kh), and 26 students of third-grades A which includes 16 students and 10 female students. Data were collected through observation of students' reading activities, questions and answers to obtain information related to reading interest in third-grades A, and documentation which includes facilities and infrastructure that contribute to the development of reading interest. To guarantee the accuracy of the data, this study employed triangulation of sources. Source triangulation necessitates gathering data from several sources using the same approach in order to confirm the accuracy of the data through data verification [12]. Using several methods to confirm data from the same source is known as technical triangulation [13]. By combining these approaches, the research sought to reach reliable and in-depth conclusions regarding students' reading interest at the third-grades A level of MI Muhammadiyah Gonilan.

3. Results and Discussion

Table 1 is the results of MI Muhammadiyah Gonilan class III A students' interest in reading through Bobo Magazine. Most students do this when they have free time. However, in contrast to students who are used to it, they will definitely spend 15 minutes reading magazines or illustrated reading activities when at home. In MI Muhammadiyah class III A, the teacher has integrated the habit of reading for 15 minutes as a first step. This practice intends to assess the extent of students' focus and readiness for learning. To achieve this goal, the teacher uses material from Bobo magazine as a reading source. Based on the opinion of Mudana [14], one of the children's magazines whose growth is very real and interesting for children is Bobo, which is a product of the social construction process for the advancement of social literacy. Play and learning activities build the foundation of social literacy. Because children's main activities include playing and learning, these activities are very strategic and important activities for the development of social literacy in children. In addition to being able to increase literacy interest, Bobo magazine selection is also able to influence children's morals according to Mutia [15], namely there are 21 moral values consisting of courtesy, not disturbing others, helping, making friends, being kind to others, being friendly, negotiating, caring, returning people's property, not stealing, keeping promises, being kind to parents, advising each other, respect, familiarity,

obeying, missing family, orderly, giving, cooperation, and not fighting. During the shared reading activity, the teacher gives directions to students regarding intonation, reading comprehension, pronunciation, and how to deliver the story. In addition to the technical aspects of reading, the teacher also focuses on developing students' emotional aspects.

Table 1. Reading Interest

Research Focus	Indicator	Results
An overview of the interest in reading of students in third-grades A at MI Muhammadiyah Gonilan	a passion for reading; understanding of the benefits of the library; frequent reading; number of library sources	Students are happier and more interested when reading with interesting pictures and colors. Students are willing to involve themselves in reading if there is a reward Students read picture magazines more often when at home and usually spend 15 minutes to read 1 story. Students really like reading picture stories because they always play with their imagination which is very useful for capturing the content of the story.

The third-grade A students showed higher reading interest in picture storybooks. When text and visuals are combined, reading becomes more fun, pupils can develop emotional connections with the story, the content is understood, and youngsters are motivated and encouraged to finish their education—especially when they read with excitement [16]. Students' reading interest in picture storybooks can be understood through the influence of the subconscious, which is connected to the psychological aspects of learning and motivation. The subconscious tends to respond more positively to images and visuals, and picture storybooks provide a strong visual stimulus. Through this influence, picture storybooks create a more vivid reading experience, evoke imagination and stimulate students' curiosity. The visualization of images in picture storybooks also provides additional stimulation to parts of the brain involved in information processing and comprehension. This is what makes picture storybooks not only provide an enjoyable reading experience, but also increase students' capacity to understand stories more deeply. If reading is associated with pleasure, satisfaction and increased comprehension, students are more likely to maintain their interest in reading. Overall, students' interest in reading picture storybooks through the influence of visualization, emotional connection, and subconscious brain stimulation has been formed. In this case, the role of the teacher and principal is very important to support this success. The following Table 2 shows the role of teachers and principals in increasing students' interest in reading.

Table 2. The Role of Teachers & Principals in Cultivating Interest in Reading

Research Focus	Indicator	Results
Teacher's role in fostering students' interest in reading MI Muhammadiyah third-grade A through picture stories in Bobo magazine	Familiarize reading literacy 15 minutes The teacher organizes story time during the lesson Giving reading assignments	Teachers familiarize students with literacy 15 minutes before learning to test students' readiness to learn During class time, the teacher has encouraged storytelling. The class teacher always gives homework with the aim of fostering interest in reading at home.

The teacher's role in fostering students' interest in reading is by getting used to 15 minutes of literacy to test students' focus and readiness when learning. Teachers also provide opportunities for students to tell stories during story time as conveyed by the homeroom teacher third-grade A:

“Conducting activities such as organizing story time with students aims to invite students to tell stories. The results I get from story time activities are being able to find out students' interest in reading and their ability to understand the content of the story” (Kh/13.10.23).

The purpose of this activity is to enhance students' ability to communicate. The teacher highlights that reading requires more than just word comprehension; it also calls for the capacity to interpret, assess, and arrive at a thorough understanding. This approach is in line with the views of Smith *et al*, [17]. Thus, engaging students in storytelling sessions is considered an effective measure to achieve this goal. Then at the end of the lesson, the teacher always gives homework to students with the aim of increasing their interest in reading at home, as stated in the statement below:

“Apart from class, I always give homework so that students continue to learn and increase their interest in reading when doing homework” (Kh/13.10.23).

In this context, home assignments that focus on reading activities can help students to develop their interest in reading, so that it has a good impact on their ability and desire to do literacy movement. As stated in Troseth *et al.*, [18], being the primary role models for their children, parents are crucial in encouraging their children to read. Children who grow up in families that respect literacy will carry on and retain this habit throughout their lives. On the other hand, the role of the principal is also very necessary. Where has been revealed by the Principal of MI Muhammadiyah Gonilan:

“The program that I have realized is that each sixth-grade student who has graduated is required to donate at least one reading book and this has been running for one year” (IT/12.9.23).

The implementing an annual program in the form of book donations can support the growth of students' interest in reading while making up for the absence of facilities and infrastructure like libraries, which are a source area for enhancing literacy and insight and serving as a reference for information sources [19]. With this program that has been realized, the class teacher will find it easier to activate students' interest in reading in the future, especially third-grade A and generally at MI Muhammadiyah Gonilan. In implementing the program that has been realized above, of course, it has gone through several stages. Fig. 1 is the four stages of story time activities in fostering interest in reading.

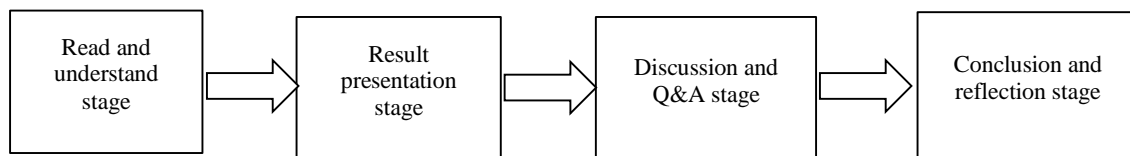


Fig. 1. Stages of story time activities in fostering interest in reading.

These stages are in accordance with Hasanah *et al.*, where the stages above are the same as those of the school literacy movement [20]. The four stages include the read and understand stage, the results presentation stage, the discussion and question and answer stage, and the conclusion and reflection stage.

- The read and understand stage. This stage has two ways of implementation, namely reading aloud and silent reading activities. In this study, the reading activity in third-grade A used was reading aloud. The activity of reading aloud is reading directly with a low voice but does not disturb other readers. The goal is to hone oral communication skills, improve fluency in reading, and gain a better understanding of the essence of the literature.
- The results presentation stage. At this stage, students who have read present the results of their reading. The results conveyed can be in the form of advantages and disadvantages of the story, the mandate of the story brought, book data (title, author, year of publication) and others. At this stage, students are trained to appear confident and trained to convey information. The technique of implementation is that students convey information related to the message obtained from the story "Uncle Kikuk Helping Babies" in Bobo magazine. The purpose of this stage is to train students to be confident.
- The discussion and question and answer stage. It is expected that there will be interaction between the students who present the results and the students as the audience. On this occasion, students are taught to be critical of the questions and input submitted. The implementation is that the teacher motivates about the importance of asking questions in the discussion forum. Previously, the teacher also gave directions on how to have a good and correct discussion according to the rules. The purpose of this stage is to generalize and seek agreement.
- The concluding and reflecting stage is where the teacher gives the students the opportunity to conclude according to their version. After that, the teacher appreciates, identifies strengths and weaknesses, determines the results of the goals achieved, and evaluates and reflects on the activity. This stage aims to see what has happened and reflect on what has been done.

After knowing students' interest in reading, how their role in fostering students' interest in reading, and knowing the stages, teachers and principals certainly experience obstacles and must find solutions to overcome these problems. Table 3 is the obstacles and solutions.

Table 3. Obstacles and Solutions in Cultivating Interest in Reading

Obstacles	Realm	Solution
Lack of motivation to encourage students to read	Principal Class Teacher	Every Monday after the ceremony, the Principal and Teachers conduct an evaluation.
Inadequate facilities and infrastructure to support interest in reading		Storybook donation activities need to be intensified every year.
Teachers' lack of attention to students with reading problems		Teachers hold special hours to deal with students who are constrained in reading

From the data obtained, it shows that teachers and principals experience obstacles in the form of teachers' lack of motivation towards students. Teachers also have no goals and only race to existing regulations. Teachers should have teaching activities because this is an important competency for teachers to improve the quality of education [21]. In addition, there are obstacles to adequate facilities and infrastructure, for example, LCDs that do not work because they die, lack of proper use of the library and lack of stock and renewal of reading materials to meet student needs, and finally the lack of special attention from teachers to students who have reading problems. In this obstacle, the teacher should be able to provide extra hours for students who have problems. This is the same as the explanation from the Principal:

“So far, the obstacles faced in general at Mi Muhammadiyah Gonilan and are still in the improvement stage are the lack of facilities and infrastructure to support the success of students' interest in reading, lack of motivation from teachers, and broad knowledge from class teachers” (IT.1/8-9-2023).

The solution to overcome this obstacle is a holistic approach. Teachers have the right to obtain appropriate training and professional development programs in managing diverse reading interests. Article 14 paragraph (1) letter J of Law No. 14/2005 on Teachers and Lecturers guarantees: "In carrying out their professional duties, teachers are entitled to opportunities to develop and improve their academic qualifications and competencies or to obtain training and professional development in their fields" [22]. Training that provides effective strategies in motivating students to read actively can help teachers in overcoming the obstacle of lack of motivation towards students in terms of reading. This training will certainly make teachers better understand effective strategies in motivating students to read so that the learning process can also run effectively and efficiently [23]. Thus, training and professional development for teachers is a way out that is certainly very appropriate to overcome obstacles in fostering interest in reading. In addition, barriers originating from facilities and infrastructure, such as non-functioning LCDs, lack of library use, and lack of stock and renewal of reading materials are forms of external barriers that cause low student interest in reading in Shofiyah [24]. This can affect the availability of resources and students' access to interesting and relevant reading materials. One effort to overcome this problem is to strengthen school involvement in providing adequate facilities. As revealed by Septiary *et al*, that the supporting factor for the school literacy movement is the availability of good facilities and infrastructure such as reading corners, libraries, LCDs in each class, and others [25]. The teachers also need training and support in identifying & providing special attention. Providing additional hours or learning approaches tailored to the needs of students with reading problems can also be an effective solution. Furthermore, no less important is the role of parents who must be firm with their children. In order for interest in reading to be created, parents must be firm, for example, prohibiting the use of smartphones, because it can be a contributing factor to low interest in reading among elementary school students [26].

4. Conclusion

This study indicates that the interest in reading among primary grade students at MI Muhammadiyah Gonilan, which was previously low, is now getting better. The results of this study reveal that Bobo magazine can strengthen students' interest in reading. This research shows the form of strengthening students' interest in reading through the story time program. The implementation of the reinforcement goes through 4 stages, namely the reading and understanding stage, the presentation of the results stage, the discussion and question and answer stage, and the conclusion and reflection

stage. This activity is carried out in the lower grades which focuses on strengthening interest in reading. Story time activities, through Bobo magazine every morning, can attract students to continue reading books so that students' reading interest will increase. In its implementation, there are obstacles and obstacles faced both from the school principal, class teacher and students. In order to support these activities, there must be facilities and infrastructure as well as motivation or encouragement from the class teacher in particular. By organizing morning literacy in Bobo magazine on students' reading interest, it can help schools to improve GLS which was previously still in a vacuum to become alive again with the strategies that have been applied by the researchers above. If this implementation can run well and sustainably, then reading interest will increase.

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