

THE ROLE OF TEACHERS IN INCREASING THE READING INTEREST OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The teacher's role is important in increasing students' reading interest, this is because students tend to prefer playing with peers rather than reading books, especially in the modern era students use gadgets. When online, students use gadgets more often, so students prefer to play games and tick-tock rather than reading. The purpose of this study was to describe the teacher's role in increasing the reading interest of grade 3 students at SD Negeri 42 Pekanbaru, to describe the teacher's obstacles in increasing the reading interest of grade 3 students at SD Negeri 42 Pekanbaru. The research method uses descriptive qualitative research. Research subjects are teachers and school principals. Data collection uses observation, interviews and documentation techniques. The results of this study indicate that the role of teachers as creators, facilitators, motivators, evaluators and dynamicators is very important to increase the reading interest of elementary school. The obstacle is that the teacher still has not carried out several roles such as the teacher has not carried out his role as creator, evaluator, dynamist completely, this is due to limited face-to-face learning, for the role of the teacher as facilitator and the teacher's role as motivator has been implemented.

Keywords:teacher's role, reading interest, primary school

INTRODUCTION

The term interest in the Big Indonesian Dictionary is defined as a high heart tendency towards something, passion, desire. Interest is one of the psychological aspects that can affect individuals in carrying out activities. Interest is a desire that arises from within a person to try to get it, interest is very closely related to a person's personality, feelings and emotions. With interest, someone will continue to try to achieve it even though it takes a lot of effort (Ajat, r., 2020). Reading is a window to the world to find out various information that we do not reach. Reading has an important role in education and is useful for people's lives, someone who likes to read has broader insight and intelligence and has various thoughts and considerations to carry out daily activities (Darmadi, 2018).

Reading interest is a high desire or willingness to read. Reading interest is the ability of humans to communicate with themselves to take the meaning contained in writing so as to provide emotional experiences as a result of deep attention to the meaning of reading (Elendiana, 2020). Based on this opinion, it can be concluded that interest is not something that someone just has. Interests can grow and be developed. Interest does not just exist in a person but arises because of experience and efforts to develop it. Interest arises because of attraction

from outside and also comes from the heart. Interest is basically the acceptance of a relationship between oneself and something from outside oneself. The stronger the relationship, the stronger the interest.

Interest in reading is the most basic thing that someone needs to have when carrying out education. Education is a conscious effort to humanize humans, or to civilize humans. Education is a process of socialization towards intellectual, social, moral maturity in accordance with the capabilities and dignity as human beings. Through education a person can improve his life for the better in terms of knowledge and attitude. (Ramayulis, 2015).

In terms of education, someone who likes to read will have extensive knowledge of his reading books and he will be smarter in academic terms because he knows many things. Before arriving at the ability to read, a person needs to have an interest in reading. Interest in reading will be the basis for the success of reading activities (Taylor, 2020). If a person does not have a great interest in reading, then whatever reading material he reads will be in vain. This is because he does not read on his own interests or activities that he likes. And vice versa if reading activities are based on his own desires, it is likely that he will experience effective reading activities. It's a shame if someone doesn't like reading or has low reading interest.

Based on the research "Most Littered Nation In the World" by Central Connecticut State University (CCSU) in 2016, Indonesia is ranked 60th in reading out of 61 countries. This situation encourages an emphasis on reading culture in all Indonesian people, especially students, with this the teacher's role is needed in increasing students' reading interest. Interest in reading will grow when someone always reads books to broaden their knowledge or read books for personal enjoyment, there is still low interest reading, reading interest needs to be developed or improved again so that students can understand the meaning of what is read (Rintang et al., 2021).

Students who have low interest in reading are difficult to understand the ongoing learning. Learning is a form of human effort that is important and complex (Zein, 2016). Learning in schools today has changed to distance learning. This learning is completely dependent on digital content. This digital content fully uses electronic devices as a means of access. This is also a problem for elementary school age children. They have not been able to fully use mobile phones wisely for the purposes of reading activities. Therefore, the reading activities of elementary school students are disrupted.

It is undeniable that we are already in the phase of dependence on cellphones and all the ease of information we get. However, for elementary school students, this will adversely

affect their reading interest. Moreover, in the modern era, reading content is not practical for elementary school students to see compared to visual content. This visual content is growing very fast, for example, Tik Tok and YouTube. If an elementary school student is already only able to absorb issues from visual content, then he or she will have difficulty if they have to deal with reading books.

However, reading skills are core skills in students' literacy skills. Reading can awaken the imagination and train the brain to always think. In contrast to visual content that already presents images/videos. In other words, the portion of students' imagination and thinking has been reduced because of the visual limitations presented. If this continues, it will result in a decrease in the reading interest of elementary school students. Therefore, it is important for the teacher to play a role in increasing students' reading interest

The teacher's role in increasing students' reading interest is the teacher's role as a creator, the teacher's role as a facilitator, the teacher's role as a motivator, the teacher's role as an evaluator and the teacher's role as a dynamicator. (Rintang et al., 2021). The teacher's role in reading is very influential, there needs to be patterned, planned, guided, consistent and evaluation activities. The pattern in question is the need for a design before carrying out reading activities, then planning what is meant is that with a plan from the beginning that has been made, reading activities will be more directed and clear in accordance with the objectives, guided means the teacher always provides guidance to students who are still lacking in interest read it. Consistent is systematic or structured to carry out all activities according to the plans that have been made at the beginning, and evaluation, namely prioritizing the results of the plans that have been determined at the beginning. (Muhsyanur, 2019)

Based on an interview in May 2021 with the deputy principal of SDN 42 Pekanbaru, Mrs. Ria Anggraini, S.Pd, the results of the interview were that students at SDN 42 Pekanbaru still had low interest in reading, this is because students tend to prefer playing with peers rather than reading books, especially in today's modern era students who use mobile phones. When online like this, students use cellphones more often, such as playing games and playing tik tok instead of reading, even though at this elementary school age students are better at reading because early childhood has good memory. Based on the betaking background above, it is necessary for the teacher's role to increase students' reading interest, researchers are interested in taking the title Teacher's Role in Increasing Elementary School Students' Reading Interest.

The purpose of this study was to describe the teacher's role in increasing the reading interest of grade 3 students at SD Negeri 42 Pekanbaru, to describe the teacher's obstacles in increasing the reading interest of grade 3 students at SD Negeri 42 Pekanbaru.

METHOD

This research is a qualitative research with a descriptive approach. This research was carried out at SD Negeri 42 Pekanbaru in 2021. Qualitative data analysis was to find, compile, describe, select, and organize data systematically obtained from interviews, field notes and other materials so as to obtain conclusions which is easy to understand by yourself and others (Sugiyono, 2015). Data collection using observation, interview and documentation techniques(Sukmadinata, NS, 2011). Data analysis used Miles and Huberman analysis technique which includes data reduction, data presentation and conclusion drawing. The research instruments used are interview sheets and obsevation sheets. The indicators of the instrument to be studied are: the role of the teacher as creator, facilitator, motivator, evaluator, and dynamist. The data sources used in this study are divided into two, namely primary data and secondary data. Premier data is data obtained or collected by researchers directly from the data source(Nofrizal, 2019). Sources of data from premier data, namely the principal, grade 3 teacher. Secondary data is data obtained or collected by researchers from various existing sources. Secondary data can be obtained from various sources. Sources of data from secondary data are documents related to increasing students' reading interest. The research was conducted in October 2021.

Table 1. Instrument of obsevation sheet and interview

No.	Indicators and Sub-Indicators	Teacher	Headmaster
1.	Teacher's Role as Creator		
	a. Creative reading activities	1	1
	b. Holding a Competition	2	2
2.	Teacher's Role as Facilitator		
	a. Reading books	3	3
	b. Table	4	4
	c. Chair	4	4
	d. Lighting	4	4
	Teacher's Role as Motivator		

3.	a. Give motivation	5	5
	b. Giving Praise	6	5
	c. Giving gifts	7	6
	Teacher's Role as Evaluator		
4.	a. . Weekly/monthly evaluation	8,13,15,16,17	7, 8, 9, 10, 11
	b. Asking questions related to reading material	9	-
	c. Hold activities to retell books that have been read	10	-
5.	The Teacher's Role as a Dynamizer		
	a. Reading schedule	11	-
	b. Implement a program to increase reading interest	12, 14	-

RESULTS AND DISCUSSION

Results

The research was conducted in the third grade of elementary school, using interview, observation and documentation data collection techniques, getting the results of the research, namely the first role of the teacher's role as a creator, creative activities such as literacy have not been fully implemented, due to limited study time, teachers do not create other reading activities. . The second role is the role of the teacher as a facilitator, the teacher has carried out his role as a facilitator, as evidenced by the presence of chairs, tables, adequate lighting equipment in the classroom, as well as the existence of a reading corner and library. However, there are not many interesting reading books available in the library, so teachers and principals need to add interesting story books. The third role is the role of the teacher as a motivator,

The fourth role is the role of the teacher as an evaluator, the teacher has not carried out this role fully, carried out the evaluator every month before the corona virus, when face-to-face learning was limited, the evaluator was carried out when the language learning process took place, not every month. The fifth role is the role of the teacher as a dynamist, the teacher has not carried out this role fully. At the time before the corona, the school had a special schedule for reading so that students read books on an ongoing basis every day. The literacy program cannot run well because of the corona virus. Students only read during the language learning process.

The constraints on the teacher's role in increasing student interest in reading at SDN 42 Pekanbaru are the first role of the teacher as a creator, the limited time for teaching and learning, the teacher still has not carried out a reading competition between classes at SDN 42 Pekanbaru, there is no variation in reading methods such as not exchanging finished story books. read, there is no reading report assignment, so the teacher does not know how the reading progress is whether the students actually read the book at home or not, then the second obstacle is the teacher's role as a creator, namely reading books for students are still lacking, then the third obstacle is the teacher's role as a motivator that is, no problems.

Then the fourth obstacle is the teacher's role as an evaluator, namely there are two teachers who do not carry out evaluations to increase students' reading interest this is due to the limited learning time, Furthermore, the fifth obstacle is the teacher's role as a dynamist, namely the teacher only reminds students to always read, but there are still students who are lazy to read at home, do not try to take advantage of their free time to read books due to limited learning time and carry out reading activities as a dynamist only during language learning so that students do not read every day continuously.

Discussion

1. The Role of Teachers in Increasing Students' Reading Interest

a. Teacher's Role as Creator

Based on the results of the study, the role of the teacher as a creator cannot be fully implemented because at this time student learning is limited to only 3 hours, so the role of the teacher as a creator to increase students' reading interest is still lacking. Various ways have been done by teachers to grow and improve students' creativity in reading activities. The first teacher stated that in the limited face-to-face learning process the teacher asked students to always read at home during their free time, whether it be textbooks, novels, short stories, etc. through the whatsapp group. Meanwhile, when the learning process is face-to-face, grade 3 students are only ordered to read textbooks at school because of the limited learning time in this pandemic situation. The lack of the teacher's role as a creator to grow / increase students' reading interest has not been fully implemented. The second teacher stated that during face-to-face learning and online learning at SDN 42 Pekanbaru, he never took part in inter-school reading competitions or inter-class reading competitions such as reading poetry, rhymes, folklore, etc.

The third teacher stated that only one to five people read during language learning so they did not use varied reading techniques such as not swapping story books that had been read

so as not to inspire students' enthusiasm to read. Furthermore, the fourth teacher stated that there was no reading report assignment, such as what books have been read, how the contents of the books are according to students' opinions, how many books have been read, when were the books read etc.

Having a reading competition between classes is a good thing for students to increase their interest in reading, because students can be motivated and take responsibility for winning the competition (Hayani, 2017). The role of the teacher as a creator is that the teacher plays a role in creating reading activities, with the creation of reading activities can make students excited, interested and not bored to read books. The teacher is able to develop an atmosphere so that students are interested in reading (Rintang et al., 2021).

b. Teacher's Role as Facilitator

Based on the results of the study, using interview, observation and documentation data collection techniques, the teacher's role as a facilitator seems to have been implemented. The first teacher stated that he had provided good facilities such as a library and reading corner to increase the reading interest of elementary school students. Then the second teacher stated that complete learning support books were available in the library, but for other books such as novels, folklore, short stories, only a few were available.

The third teacher stated that for table, chair, and lighting facilities, the school has provided the best and adequate facilities, so that with adequate facilities students can read comfortably because this is the main factor, students must be comfortable before being able to read well and correct. Students are comfortable reading with desks, chairs and adequate lighting. The fourth teacher stated that the facilities in the library such as tables, chairs and lighting equipment were adequate for students to read in the library and there was even air conditioning (AC) in the library so that students were comfortable reading in the library.

The library is the main facility to increase students' interest in reading. by visiting the library as a way to cultivate students' reading habits(Mansyur, 2019). There is a reading corner for students to read during breaks, but during the COVID-19 pandemic, the student reading corner is not used like a face-to-face school. The existence of a reading corner (reading corner) is a form of habit so that students are diligent in reading(Saadati & Sadli, 2019). The role of the teacher as a facilitator is the teacher's role in providing physical facilities so that students are enthusiastic about reading books that are already available. The teacher makes it easy for students to read, the teacher provides interesting and varied books to read in the library (Rintang et al., 2021).

c. Teacher's Role as Motivator

Based on research that has been done using interview data collection techniques, observation and documentation of the teacher's role as a motivator, it seems that it has been implemented. Giving motivation and praise is very important for teachers to do to increase students' interest in reading, giving motivation and praise to students will make students more enthusiastic about reading. The teacher gives motivation about the importance of reading to students during the learning process, such as telling a scientist named Thomas Alva Edison, the inventor of the light bulb who likes to read books, so that by telling scientists who like reading can make students interested in reading books. Giving motivation is the main thing that needs to be done. The motivation given as the first teacher gave the motivation "children, if you want to be successful, your children must read a lot of books to gain knowledge". Then for the second teacher to provide motivation such as "reading a lot of books makes you know a lot of information about anything and can make you a smart person", the third teacher provides motivation such as "a person who acts and reads a lot will see and know a lot". The fourth teacher gave motivation such as "reading is the most basic tool to achieve a better life". Then the teacher gave praise to the students. With the provision of praise, students will be enthusiastic to read books, so that students continue to read books every day and students feel that they get attention from the teacher. Furthermore, the teacher does not give gifts to students. It's just that the teacher gives praise to students and provides motivation so that children are enthusiastic about learning. Students get compliments like "wow, you read the book very well".

Motivation is an influential thing for reading interest because students' reading interest is influenced by encouragement from the teacher, if the teacher does not provide motivation it will have an impact on low reading interest (Periyeti, 2017). The teacher provides motivation in the form of words that encourage students to read such as telling stories of inspiration to scientists who like to read. The role of the teacher as motivation is that the teacher gives encouragement to students to read, the teacher encourages so that motivation grows in students to read (Rintang et al., 2021).

d. Teacher's Role as Evaluator

Based on research that has been carried out using interview data collection techniques, observations and documentation of the teacher's role as evaluator has not been fully implemented. Carrying out an evaluator every month before the corona virus, during limited face-to-face learning, the evaluator is carried out during the language learning process. What the teacher does to assess whether students already have a good reading interest or not is that

the first teacher asks questions related to the reading material that students read so that students can be responsible with the books they have read, only a few students can do it not all of them because of limited time. Students who like to read or have a good interest in reading will be able to answer questions about the lesson or about the fiction book they read.

The second teacher asks students to retell the books they have read according to their own understanding, only some students can do it, not all of them because of limited time, retelling the books they read can train students' memory and absorption. Students who have an interest in reading can tell the books that have been read from beginning to end, there are also students who tell the main part and students who do not have an interest in reading only tell the books that they remember. There are some students who like to read the books they like and only read the textbooks that will be studied tomorrow. Some students prefer to play games on their cellphones or play with other friends rather than reading books at home,

The teacher's role is to make an evaluation of the students' reading results. The teacher is able to evaluate if there are still students whose reading interest is still low (Rintang et al., 2021). The existence of an evaluation can find out how to correct students' mistakes in reading, make it easier to understand reading and can increase reading interest (Sananta, 2019).

e. The Teacher's Role as a Dynamist

Based on the research that has been carried out the role of the teacher as a dynamist has not been fully implemented. At the time before the corona, the school had a special schedule for reading so that students read books on an ongoing basis every day. Reading schedule for grade 3 students (students who come in the morning), in the morning read a book 15 minutes before learning, then at break time when there is free time, as well as grade 3 students who come in in the afternoon continue to read. When face-to-face learning is limited, it has not been fully implemented, because it only focuses on pursuing learning material. There was a literacy program before the corona to increase students' reading interest, the literacy program could not run well because of the corona. Students only read during the learning process but have not fully implemented literacy. The first teacher only reminded students to always read books at home, but students were still lazy to read at home due to the lack of awareness of students to always read at home.

The second teacher only told students to always read together with their mothers at home so that students were more enthusiastic about reading when accompanied by their parents, but parents were busy working so they could not accompany their children to read even though they only read fairy tales. Meanwhile, the third teacher did not take the time to

read such as not reading at the beginning of the lesson, did not take the time to read during breaks, then the fourth teacher carried out reading activities as a dynamist only during language learning, and only a few students read books. all in limited study time.

Lack of self-awareness of students to read at home or at school (Rachman et al., 2018). Interest in reading is determined by the family factor of parents who set aside their spare time to read with their children, giving priority to buying books rather than buying toys.(Amelia & Kurniaman, 2020). The teacher's role as a dynamist is the teacher's role so that reading becomes dynamic, meaning dynamic, namely activities that are carried out continuously, and remind students to read every day.(Rintang et al., 2021).

2. Teacher Obstacles in Increasing Elementary School Students' Reading Interest

a. The teacher's role as creator

Based on the results of the research that has been done, the researchers found obstacles in increasing the reading interest of elementary school students. The first obstacle for teachers is the limited time for teaching and learning, so teachers still have not carried out their role as creators during literacy activities in the classroom. The second teacher's obstacle is that the teacher still has not carried out a reading competition between classes at SDN 42 Pekanbaru, so that students are not motivated to read books. The third teacher's obstacle is that there are no variations in reading methods such as not swapping story books that have been read. The obstacle experienced by the fourth teacher is that there is no reading report assignment, so the teacher does not know how the reading progress is whether students actually read books at home or not.

b. The teacher's role as creator

Based on the results of the study, researchers found obstacles such as reading books for students were still lacking so that principals and teachers needed to add some interesting reading books so that students often read in class or in the library, students who often read any books in class or in the library could increase / grow students' reading interest.

c. The teacher's role as a motivator

Based on the results of the study, there were no obstacles encountered by the first teacher, second teacher, third teacher and fourth teacher. The teacher is always a motivator for students because the teacher always motivates students every time they are going to do learning, because with motivation in the form of words they can foster enthusiasm from within students to read.

d. The teacher's role as an evaluator

Based on the research, the researchers found obstacles, namely the third teacher and fourth teacher did not conduct evaluators to increase students' reading interest because the teacher was more focused on pursuing learning material that was left behind and limited learning time during face-to-face learning is limited at this time, while the first teacher evaluates by how to ask questions about reading materials that are read by students, but only for a few students due to limited learning time, while the second teacher conducts evaluators such as retelling books that have been read by students but only for a few students due to limited learning time. The evaluator/evaluator really has an impact on students' reading interest, the teacher should evaluate the reading material that students read.

e. The teacher's role as a dynamist

Based on the research, the researcher found that there were teacher obstacles when increasing students' interest in reading, as the first teacher only reminded students to always read, but there were still students who were lazy to read at home. The second teacher also only asked students to read together with their parents at home so that some students did not read at home because their parents were busy working. Furthermore, the third teacher did not try to take advantage of the free time to read books due to the limited learning time and the fourth carried out reading activities as a dynamator only during language learning so that students did not read every day continuously.

CONCLUSION

Based on the results of the research above, it can be concluded that the teacher's role in increasing the reading interest of elementary school students at SD 42 Pekanbaru. The role of the teacher as a creator is that the creation of reading activities has not been fully implemented due to the corona virus and the teacher has never conducted an inter-class reading competition at all, there are no varied reading methods and do not make reports on student reading books. The teacher's role as a teacher facilitator has provided facilities such as a reading corner and a library, but regarding fiction reading books, it is still inadequate, for facilities such as tables, chairs and lighting devices are adequate so that students are comfortable when reading.

The teacher's role as a motivator, is carried out by the teacher by giving words of motivation or praise to students but not giving gifts to students for fear that later students will read books, they just want to get prizes and tell inspiring stories of famous figures who read books, so that students can make students feel good. interested in reading books. The teacher's

role as an evaluator, during face-to-face learning evaluates students once a month but during face-to-face learning is limited to evaluation only during language learning. The teacher's role as a dynamistDuring face-to-face learning, there is a special schedule for reading so that students read books on an ongoing basis every day. The reading schedule is in accordance with literacy activities such as always reading books in class at the beginning of learning, during breaks there is reading in the reading corner. At the time of limited face-to-face learning, it had not been fully implemented because it only focused on pursuing learning material. Obstacles to increasing student interest in reading at SDN 42 Pekanbaru are mostly due to limited face-to-face learning, teachers do not have much time to carry out daily literacy in class, teachers carry out literacy only during language learning, this is because teachers only focus on pursuing learning materials.

Based on the conclusions above, to increase students' reading interest, the advice that the researcher gives to school principals is to increase the number of fiction and non-fiction books in the library and in the reading corner. My advice to teachers is to make reading competitions in the classroom interesting for So that students are enthusiastic about reading, teachers should make creative ways to try to re-run literacy in the classroom.

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