

HABITUATION OF TITLE LITERATION IN EMPOWERING READING INTEREST IN STUDENTS OF STATE 01 PANDEAN MADIUN

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Abstract: This study aims to describe the implementation of habituation of fairy tale literacy activities in empowering reading interest in sisawa, the location of this study in SDN 01 Pandean, Taman Kota Madiun District. The method used in this research is a qualitative approach. Data sources used in this study are primary data sources and secondary data sources. Data collection techniques by interview, observation, and documentation / archives. While validation is used to test the truth of data using source triangulation, and technique triangulation. The results showed that the habituation of fairy tale literacy activities called DOPARI (Fairytale Morning) can empower students' interest in reading especially IVC class SDN 01 Pandean. Empowerment of interest in reading is done is giving all students the opportunity to follow the activities of DOPARI in listening to a fairy tale , became a storyteller, giving a fairy tale about the question and answer session which was read and member i chance students to answer questions, summarizing the content of reading as well as giving gifts or *rewards*. There are facilities in the form of reading books in each class and in the library.

Keywords: habituation, literacy, interest in reading

INTRODUCTION

Literacy is needed by students in daily learning . The word literacy ber relation to many things, such as literature, digital, economy, finance, citizenship and others . As the literacy understanding above that literacy is not just reading but also writing, so tips are needed to direct students to be able to write what they hear, see, and do. Literacy can also be a manifestation of caring for the environment and being able to improve students' language abilities. Before directing students to write it is necessary to read skills in improving students' language skills to be developed in written form .

Literacy culture needs to be socialized early start reading stories and fairy tales, listen to stories, to write . So that reading and writing habits are embedded in the family since they were children . Many students still rely on what is seen and heard, so they are not accustomed to understanding

reading. Reading habits need to be instilled since childhood or at least when students enter elementary school. Practicing reading for students requires books that are interesting to them in the form of picture books .

One of the schools that carries out activities in schools that take place outside of school hours and is a school cultural activity (habituation activity) that can foster interest in reading in students at SD Negeri 01 Pandean, Taman Kota Madiun sub-district. The activity habituation form of literacy programming fairy tale or referred to DOPARI (Tale Morning) which is held every morning 15 minutes before learning activities and held on Tuesday, Thursday and Friday, the activities dopari is followed actively by students of SD Negeri 01 Pandean it. Based on the formulation of the problem, the research objective to be achieved by the researcher is to describe the implementation of the habituation of

fairytale literacy activities in SD Negeri 01 Pandean , Madiun City.

LITERATURE REVIEW

Understanding Literacy Habituation

According to the Big Indonesian Dictionary (2008: 471) The meaning of the word habituation is habituation to, with, or for something; adjustments to become accustomed (trained) to habitats. Samani (2012: 239) explains that habituation is the process of creating situations and conditions (*persistence life situation*) that allow students everywhere to get used to behaving according to values and have become their own character, because they have been internalized and personified through the process of intervention.

According to Susanto (2017: 21) habits are formed because of something that is accustomed to, so that habits can be interpreted as actions or skills continuously, consistently for a long time, so that actions and skills can really be known and eventually become a habit that hard to leave. Constellation Lite is not just about reading or reading, but literacy must be understood as part of understanding information needed in everyday life.

The true nature of fairy tales

Fairy tales are oral literature that is usually used to instill character and moral messages . It is hoped that these values and messages can then be applied to children in their daily lives. Children's literature is literature that is emotionally psychological and can be responded to and understood by children, and it generally departs from concrete facts and is easily imagined.

Agus DS (2008: 11) believes that fairy tales are folklore that is imaginary . Nurgiantoro (2010: 198) explains that the term fairy tale can be understood as a story that does not really happen and in many ways often makes

no sense. This is in accordance with the opinion of Fitriyyah (2016: 5) who argues that fairy tales are oral literature. Based on the essence of fairy tales above fairy tales is old literature full of fantasy (fiction) that does not really happen. But having good and bad life values can be a role model for children. According to Al-Qudsy (2010: 113-114), mentions the kinds of fairy tales that can be read to children including tales related to beliefs, the animal world , fairy tales for solace, and tales related to folklore.

While reading according to Dalman (2014: 141) is an encouragement to understand word for word and the content contained in the reading text, so that the reader can understand the things set forth in the reading. To foster interest in reading, it is necessary to prepare readings from when a child is young, listen to children's stories when talking, travel to bookstores and give their favorite books. The thing that needs to be avoided in the technological era is to avoid children who are concentrating on reading from gadgets and televisions or mobile phones.

RESEARCH METHODS

This research includes qualitative research. This study examines the application of habituation (habituation) of fable literacy activities in empowering reading interest in students of SD Negeri 01 Pandean Kot a Madiun which is a habituation activity in the form of DOPARI (Fairytale Morning) activities every Tuesday, Thursday, Friday and always actively followed by students in increase and empower students' interest in reading .

Data needed in this study include: 1) Data on the application of habituation (habituation) of literacy stories in schools in empowering reading interest. 2) Data about students' interest in reading related to habituation of fairytale literacy activities. Supporting data for example, documents and library

visitor data, book lending, and other supporting data. According to Sugiyono (2014: 59) states that in qualitative research, the instrument or research tool is the researcher himself. Besides the instrument in the form of observation data, interview guides and documents. Data analysis in qualitative research was carried out since before entering the field, during the field, and after completion in the field. Activities in data analysis are data reduction, data display and conclusion drawing / verification.

RESULTS AND DISCUSSION

In SD Negeri 01 Pandean, Madiun City, there is a habituation activity in the form of fairy-tale literacy called DOPARI, the morning tale. This is supported by data or findings on student interviews, library managers and activity managers who are also Class IV teachers at SDN 01 Pandean in Madiun City, which states that there are dopari activities and there are no rules and coercion during recess to the library. While the participants who tell storytelling are from the homeroom teacher and also from students who have the willingness to read fairy tales and there are students who tell stories based on the choice of homeroom teacher in accordance with the ability of students in storytelling.

Literacy activities begin with all students gathering in the school yard and lining up neatly according to their respective classes, singing national songs, storytellers preparing for storytelling, giving typical yells at SDN 01 Pandean to foster enthusiasm, storytellers convey fairy tales to completion, teachers give questions related to the contents of fairy tales, giving rewards. The activity ends with the teacher delivering things that are appropriate and that are not worth emulating. After the activity is finished all students enter the classroom to carry out learning activities. It can be

concluded that the awarding of gifts to students can foster their enthusiasm in reading books. So that their interest in reading will increase. Besides interviews with teachers implement literacy activities when there is a learning theme, a student at suggest reading one paragraph so with simple habits like that one student one paragraph long so automatically they will get used without prompting. The DOPARI literacy activities at SDN 01 Pandean in Madiun City are held so that reading becomes a habit that is often done by students. Many grade IV students take the time to type a break to read a book.

From the description of the data and findings of the above research, it can be concluded that in storytelling storytellers must be able to become a figure who plays a role in fairy tales. This can use assistance in the form of props such as hand puppets, masks, crowns, sticks, or using intonation, facial expressions by acting according to the characters in the story. So as to attract the attention of students in listening to fairy tales. Kegiatan literacy fairytale DOPARI at SDN 01 Pandean Madiun can make all students become excited in participating in literacy activities due fable fairy tale read DOPARI very interesting. The storyteller's expressions that convey the contents of a fairy tale like a character in a story can attract the attention of students so that students become happy following DOPARI activities.

The order of implementation of DOPARI activities is

1. At 06.50 all students and teachers gathered and lined up in the school yard.
2. All students line up neatly and orderly according to their respective classes.
3. The teacher as a guide calls the student who gets a turn to become the conductor general to guide his friends to sing the Indonesia Raya

- national song followed by a regional song
4. After all students sit quietly, the teacher guides the presenters to tell the fairy tales.
 5. Before the storytellers introduce themselves, storytellers sound greetings and chants typical of SDN 01 Pandean , to foster student enthusiasm in listening to fairy tales.
 6. When fairy tales are delivered by storytellers, all students and teachers listen and pay attention to the tales conveyed.
 7. Finished storytelling , there are questions about the character, the mandate, the attitude that is appropriate in imitation and that is not worth emulating , the moral message that students must answer .
 8. Students who have enthusiasm to answer will be appointed and asked to come forward to give their answers.
 9. There are several prizes given to students in answering correctly . However, this is rarely done by teachers or storytellers.
 10. When all questions have been answered, the teacher will inform a conclusion and strengthening of fairy tales that have been submitted.
 11. After a series of DOPARI activities are carried out to completion the teacher invites all students to enter the classroom in an orderly manner to attend teaching and learning activities.

Based on the results of interviews with several informants, there are several objectives to carry out habituation activities or habituation of DOPARI fairy tale literacy at SDN 01 Pandean Madiun City as follows:

1. Increase reading interest. With the DOPARI activities students will be curious and interested in the fairy tales told. So that it can improve children's habits in loving and reading books.

2. Improve child discipline. With the habit of storytelling in the morning, children who are often too late before they will get used to dating earlier.
3. Through fairy tales, children can imitate good deeds . The contents of the fairy tales conveyed contain several messages or mandates about the behavior of good and bad life, so the contents of a good fairy tale will be an example of behavior.

Fairy tales have various benefits. The benefit of storytelling is that it can develop children's imagination. Children have imagination development needs. Without imagination the mind will not be active, even dead. With imagination, children are trained to solve various problems. Children's creativity also comes from a strong imagination, which is built among them through stories or tales he had heard. Another benefit of fairy tales is to be an effective means of conveying moral messages and instilling the value of goodness, and can foster children's interest in finding books and reading fairy tales he has heard so as to foster children's interest in reading.

From habituation activities or habituation of DOPARI fairy tale literacy activities at SDN 01 Pandean Kot a Madiun, many benefits were felt including their reading interest. Before the holding of DOPARI library visitors were very few. Many students who are not interested in visiting the library to borrow books or just read books. After holding DOPARI library visitors increased. Many students often visit the library to borrow books and read books in the library. Books that are often borrowed are comic books, fairy tales and also novels. It is felt by homeroom IV in which many students when recess visit the library to borrow books and read in the classroom. So there are some children who fill their rest time by reading books.

Overall habituation or habituation of DOPARI fairy-tale literacy activities at SDN 01 Pandean in Madiun City has had a major influence on school kamajuan, increasing student reading interest. All parties want the DOPARI fairy tale literacy habituation activities at SDN 01 Pandean to be carried out routinely and continue in the future. Another expectation from the school as the executor of DOPARI activities is that DOPARI must be able to be an example and be replicated and implemented by other schools, and then be able to compete at the national level. Habituation or habituation activities of this fairytale literacy activity will make students of SDN 01 Pandean accustomed to listening to fairy tales, because these tales can increase students' knowledge of various stories, fairy tales are also a means of communication between storytellers and participants who listen to tales.

The results of the habituation of fairytale literacy activities in SD Negeri 01 Pandean in Madiun City are in line with Samani's opinion on the meaning of habituation, (2012: 239) which explains that habituation is the process of creating situations and conditions (*persistence life situation*) that allow students everywhere to get used the self to behave according to values and has become its character, because it has been internalized and personified through a process of intervention. Through the activity of habituating fairytale literacy activities can familiarize students in listening to fairy tales, and get used to behaving according to the values contained in the contents of fairy tales. This is in accordance with the opinion of Al-Qudsy and Nurhidayat (2010: 88), that storytelling or storytelling is a powerful communication medium in transferring ideas and ideas to children in an attractive package. With a fairy tale that is packaged in an interesting way, it can make students interested in reading books. By reading notes, texts and books

can improve students' reading skills and interest in reading. This is consistent with the opinion of Bunanta (2004: 22) that, storytelling or storytelling can be done with text, that is, reading a book or it can also be without text.

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