



Analysis of the Causes of the Increase in Reading Interest of Students at SD Negeri 2 Lamangga

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ABSTRACT

This study aims to identify factors that influence the reading interest of fourth-grade students at SD Negeri 2 Lamangga in the digital era and to formulate relevant and applicable solutions to improve literacy culture among students. A qualitative approach was used with a case study design, where data were collected through observation, in-depth interviews with teachers and parents. The results of the study indicate that students' reading interest is still relatively low, which is caused by several main factors, including the limited collection of books in the school library that are less interesting and less suited to children's interests, the dominance of the use of digital technology for entertainment such as games and videos, minimal parental involvement in accompanying children to read at home, and literacy learning strategies in the classroom that are still monotonous and have not utilized digital media optimally. To overcome these problems, this study recommends four main solutions: (1) developing a more diverse book collection that suits students' interests, (2) integrating digital technology such as e-book and audiobook applications into literacy activities, (3) involving parents through family literacy programs, and (4) implementing innovative and interactive learning strategies in the classroom. It is hoped that by implementing this approach, students' interest in reading can be increased sustainably and literacy activities can become a fun and meaningful part of students' learning lives in the digital era.

Keywords: Analysis of the Causes, The Increase, Students

1. Introduction

It should be easier to increase students' enthusiasm for reading in this rapidly changing digital age, when information and enjoyment are more accessible than ever. However, in reality, student enthusiasm for reading has declined. This incident raises important considerations regarding the reasons for the slow increase in reading interest despite the rapid growth of technology. To create effective tactics to increase students' interest in reading, it is crucial to understand the underlying causes. The prevalence of digital media among students is one of the main causes of their lack of interest in reading in the digital age. This distracts them from reading books. Compared to traditional literature, social media platforms, video games, and entertainment apps often provide more engaging and interactive content. Reading requires less time and attention when devices are readily available for quick gratification. This incident highlights the need to incorporate technology into reading activities to maintain relevance and student engagement (Amir, A. 2023).

Low reading interest is also strongly influenced by family contextual factors. Students who do not view reading as a significant activity are often influenced by their families, who do not offer encouragement or set good examples for reading habits. Students' reading habits may be influenced by parents who are less supportive of their children's reading habits and who don't spend enough time reading or discussing books at home. This suggests that, even in the digital age, families continue to play a crucial role in fostering reading habits (Umar, U., &

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Widodo, A. 2022). The decline in reading interest is partly due to less creative teaching strategies. Many teaching strategies still employ outdated techniques that may not effectively utilize technology to engage students. Students who become bored and lose interest in reading may be caused by an overly repetitive curriculum or a lack of technology integration into the teaching and learning process. Student interest in reading can be increased by developing innovative teaching strategies and utilizing technology effectively. Furthermore, children's interest in reading is influenced by the caliber of available digital content. While there are many digital reading resources available, not all of them are of a sufficiently high caliber or suited to children's comprehension levels. Student interest in reading can be diminished by poorly selected or irrelevant digital content. Consequently, it is crucial to ensure that the digital content offered is of the highest caliber and meets students' educational needs. Students' lack of enthusiasm for reading is a major problem at Lamangga 2 Public Elementary School, especially in this advanced digital era. The prevalence of digital media, including social media and video games, often distracts children from reading. Reading takes time, and students prefer instant entertainment from their devices. This problem is further exacerbated by the inadequate library resources provided to the school. A small and boring selection of books discourages students from picking up books.

The existing library resources do not align with students' interests or comprehension levels, and are poorly managed. The lack of support from home and instructional strategies that underutilize technology present another problem. Many parents at Lamangga 2 Public Elementary School do not encourage their children to read because they are too busy or do not set a good example for their children's reading habits. However, teaching strategies used in the classroom are typically more conventional and less creative, and they do not utilize technology to spark children's enthusiasm for reading. Students become disinterested in reading due to the monotonous curriculum and the lack of technology integration in the classroom. The first step in addressing the low reading interest at Lamangga 2 Public Elementary School is to increase the caliber and number of books available in the school library. Schools should regularly update their book collections by introducing new titles that are engaging and relevant to their students. Furthermore, it's crucial to enhance library spaces to make them welcoming and enjoyable for students. The use of technology, such as e-books and apps for digital learning, can help enhance the library's appeal and make reading materials more accessible.

Family involvement and creative teaching techniques are also crucial. To help parents understand the value of encouraging their children's reading habits at home, schools may hold training sessions. Students' reading habits can be improved by organizing group reading sessions or holding book discussions at home. Furthermore, students' reading assignments can be made more engaging and relevant by using technology, including multimedia and learning tools, as well as more interactive teaching strategies. Students' reading interest at SD Negeri 2 Lamangga is expected to increase significantly with more innovative teaching methods and the support of involved families.

Based on the background of the problem outlined previously, the author considers it important to uncover issues related to increasing reading interest among fourth-grade students at SD Negeri 2 Lamangga in the digital era. The main issue raised is identifying various factors contributing to students' low reading interest, including limited access to interesting and age-appropriate reading materials, the predominance of gadget use for passive entertainment, and the lack of active parental involvement in supporting children's reading at home.

Furthermore, this research also seeks to formulate concrete and applicable solutions to increase students' interest in reading, including through the development of digital libraries, the implementation of routine literacy programs in the classroom, and collaboration between teachers and parents in fostering a culture of literacy from an early age. Therefore, it is hoped that this research can contribute to creating a learning environment that optimally supports students' literacy development amidst the current technological advancements.

The purpose of this research is to identify the causes of low reading interest among fourth-grade students at SD Negeri 2 Lamangga in the digital era and to formulate effective and relevant solutions to improve literacy among students. This research also aims to provide a comprehensive overview of the role of technology, the school environment, and parental involvement in shaping children's reading habits. The benefits of this research include providing practical input for teachers in designing learning strategies that support increased reading interest, serving as a reference for schools in developing digital-based literacy programs, and encouraging parental involvement in fostering a reading culture at home. Furthermore, the results of this study are expected to serve as a reference for other researchers developing similar studies in the context of elementary education in the digital era.

2. Methods

This research used a qualitative approach with a case study design, focusing on fourth-grade students at SD Negeri 2 Lamangga. The aim of this method was to gain a deep understanding of the causes of low student reading interest and to find effective solutions in the digital era. The primary data sources were obtained through in-depth interviews and direct observations involving teachers and parents. The results of interviews with class teachers indicated that low reading interest was caused by the library's lack of variety in book collections and the dominant use of gadgets for entertainment. Teachers also assessed that the library had not been able to attract students' attention because the collection did not match their interests. From the parents' perspective, it was found that children were more interested in gadgets than reading, and parental involvement in guiding children in reading was still very minimal. To support data validity, observations were conducted on classroom learning activities, particularly activities related to literacy. Data collection techniques were carried out triangulation to ensure the accuracy of the information. With this method, the research is expected to produce contextual and applicable solutions to increase student reading interest amidst the challenges of digitalization..

3. Findings and Discussions

3.1 Causes of Low Student Reading Interest

The results of this study found that the low reading interest of students at SD Negeri 2 Lamangga is caused by several main interrelated factors. First, the book collection in the school library is not diverse enough and does not match the students' interests and level of understanding, so they feel bored and uninterested in reading. Second, the influence of digital technology such as gadgets, games, and videos is very strong, distracting students from reading activities. Third, there is minimal parental involvement in accompanying children's reading at home. Fourth, literacy learning strategies in the classroom are still conventional and lack innovation.

3.1.1 Lack of availability of interesting books

Information obtained from observations and interviews indicates that children's interests do not align with the book selection in the school library. A large number of the books offered are textbooks, which students find uninteresting. Research results obtained through direct observation and interviews with teachers and parents indicate that the low reading interest of fourth-grade students at SD Negeri 2 Lamangga is partly due to a mismatch between children's interests and the book collection available in the school library. The books available are mostly rigid and formal textbooks.

Children feel that the content of these books does not arouse their curiosity, thus discouraging them from voluntarily reading outside of class hours. This suggests that the availability of reading materials relevant to children's worlds is a crucial factor in developing literacy habits from an early age. Furthermore, interviews with teachers revealed that students are more interested in picture books, adventure stories, fables, and educational comics, which are not widely available in school libraries. Teachers recognize that digital media is now a particular attraction for students, but literacy teaching methods have not yet fully transformed to reflect this development.

Teachers acknowledged that the use of technology such as e-books, digital reading apps, and interactive video stories in learning activities remains minimal. The lack of innovation in library management and literacy learning methods contributes to students' low interest in reading. Furthermore, interviews with parents revealed that children's reading interest is also significantly influenced by the atmosphere and support at home. Many parents acknowledged limited time and a lack of knowledge on how to support their children in reading. They also mentioned that the home book collection is very limited, and children often spend time playing games or watching videos on their devices. Therefore, family involvement in literacy activities is crucial to supporting the reading habits fostered at school. In conclusion, increasing students' reading interest in the digital age requires not only the availability of engaging books, but also a collaborative approach between schools and families, as well as the use of technology relevant to children's lives.

3.1.2 The influence of digital technology

Discussions with students indicate that interest in traditional literature is declining amidst the development of digital technology. Most students consider traditional literary works such as pantun (pantun), syair (syair), hikayat (hikayat), or folktales less relevant to their current lives. They feel the language is difficult to understand, the storylines less engaging, and the presentation less interactive than the digital media they typically consume daily. This phenomenon presents a challenge for lecturers and educators in integrating cultural literacy heritage into learning that aligns with the characteristics of the digital generation. Students' tendency to spend their free time playing online games, watching movies, or accessing social media indirectly distracts them from reading, especially literary texts that require intense concentration and imagination.

Digital media provides instant visual stimulation, which is far more engaging for students than reading long texts without audiovisual elements. Furthermore, the lack of exposure to traditional literature in contextual and creative forms in academic settings further reinforces their disinterest in the field. In this context, innovative efforts are needed to revive students' interest in traditional literature, one of which is utilizing digital media as a more engaging delivery tool. For example, presenting folktales through podcasts, animated videos, digital comics, or adaptations into educational games can be alternative learning experiences that

better suit the learning styles of today's students. Furthermore, integrating technology into the literature curriculum also needs to be accompanied by a collaborative and participatory pedagogical approach, so that students are not merely passive spectators but also actively participate in the process of appreciating and preserving traditional literature as an important part of the nation's cultural identity.

3.1.3 Lack of support from parents

Findings from interviews with parents revealed that one factor contributing to children's low interest in reading stems from a lack of parental support and involvement at home. Many admitted to not having enough time to read to their children or accompany them in reading activities. Busy work schedules, household activities, and limited knowledge about the importance of literacy prevent parents from prioritizing reading as part of their daily routine with their children. As a result, children do not receive sufficient encouragement or role models to develop reading habits from an early age. Furthermore, interviews revealed that some parents do not view reading as an important or beneficial activity for their children's development. They tend to view reading as less important than other hobbies such as sports, playing educational games, or even watching television.

This perception reflects a lack of understanding of the role of literacy in developing critical thinking skills, broadening horizons, and improving children's academic achievement. As a result, children grow up in an environment that discourages exploration of the world of reading, whether in print or digital. This situation emphasizes the importance of schools in building synergy with parents through family literacy education. Schools need to initiate programs that encourage parents to actively participate in their children's reading activities, such as parenting literacy training, shared story reading, or family reading challenges. Furthermore, campaigns should be launched that emphasize the value of reading as an activity that is not only educational but also enjoyable and can strengthen the emotional bond between parents and children. With the support of a literacy-conscious family environment, efforts to increase students' interest in reading can be more effective and sustainable.

3.1.4 Less interesting teaching methods

Based on classroom observations, it appears that the instructional strategies teachers use in literacy learning are still conventional and fail to optimally engage students. The dominant methods are lectures and written assignments, which often do not involve active student interaction in the learning process. As a result, students become passive and unenthusiastic when faced with reading activities in class. This monotonous literacy learning is at odds with the characteristics of 21st-century students, who tend to prefer visual, interactive, and collaborative activities. Furthermore, the minimal use of digital technology in the learning process is one of the causes of low student engagement in literacy activities. Amidst rapid technological advancements, most students are accustomed to using digital devices in their daily lives. Unfortunately, teachers have not yet optimally utilized the potential of this technology to increase student interest in reading.

Digital learning media such as interactive e-books, video stories, literacy apps, and reading-based educational games are still rarely used. This indicates a gap between the learning styles of digital-native students and traditional learning approaches. To address this, innovation in literacy teaching strategies is needed that combine elements of technology, creativity, and active student participation. Teachers can use digital tools to present reading materials in more engaging and

enjoyable formats, for example through video-based story readings, digital literacy quizzes, or multimedia-based reading projects. Furthermore, teachers need training in the use of educational technology and ICT-based learning design to create meaningful and relevant learning experiences for students. With a more adaptive and contextual approach, students' interest in reading can be fostered more effectively in this digital age.

3.2 Solutions to Increase Reading Interest

Based on findings from observations and interviews, it is recommended that school libraries develop a more varied book collection oriented to the interests and needs of students, especially for elementary school students. Current collections tend to be limited to academic textbooks, making them less appealing to children. Therefore, it is necessary to add fiction books containing imaginative and adventurous elements, non-fiction books that present knowledge in simple language, and picture books that can stimulate children's imagination and visual skills. This collection diversification is expected to create a more enjoyable reading experience and build positive literacy habits. Furthermore, library management also needs to consider student involvement in book selection, so that the collection provided truly matches their preferences and level of understanding, so that the library becomes not only a place to store books, but also a lively and enjoyable space for literacy exploration.

Student engagement in literacy activities can be significantly enhanced through the use of digital technologies tailored to their learning characteristics, such as audiobooks, interactive e-book applications, and technology-based instructional activities integrated with the reading curriculum. These technologies enable the delivery of reading materials in a more engaging and accessible format, especially for students with visual and auditory learning styles. For example, audiobooks allow students to listen to stories with intonation and expression that stimulate the imagination, while e-book applications can present illustrated reading with interactive features such as animation, sound, and quiz games that strengthen comprehension of the reading content. Students generally show greater interest in activities involving technology because they provide a dynamic, enjoyable, and participatory learning experience. Therefore, the integration of digital technology into literacy learning is not merely an aid, but a key strategy in creating a contextual and relevant reading ecosystem in the digital era.

Involving parents in literacy initiatives through seminars, training, and educational sessions on the importance of reading for children's development can be a strategic step to increase their support for literacy activities at home. This education aims to raise parents' awareness of their crucial role in fostering their children's interest in reading and provide practical knowledge on how to support their children in reading in a fun and effective way. With a better understanding, parents are not only encouraged to provide time and appropriate reading materials but also actively participate in building reading habits as a family routine. Activities such as reading together, discussing book content, or visiting the library can provide moments of togetherness that strengthen a culture of literacy at home. In the long term, consistent parental participation will positively influence children's literacy skills and create a more supportive learning environment outside of school.

Students' reading assignments can be designed to be more engaging and meaningful through the implementation of innovative and dynamic teaching strategies that emphasize not only text comprehension but also encourage active participation, creativity, and collaboration. Approaches such as project-based learning allow students to explore reading content in depth and relate it to real-life situations, such as creating story posters, group presentations, or other creative

projects. Furthermore, interactive literacy games, both manual and digital, can increase student enthusiasm and engagement in understanding vocabulary, story structure, and the values contained in the reading material. The use of digital technologies, such as e-books, online quizzes, narrative videos, and literacy-based learning applications, also enrich students' reading experiences by providing a variety of media and presentation styles that better suit the characteristics of the digital generation. With these strategies, reading is no longer seen as a boring task but as a fun and meaningful learning process, which ultimately can foster students' interest in reading sustainably.

There are several main reasons why fourth-grade students at SD Negeri 2 Lamangga lack interest in reading. The scarcity of books and the homogeneity of the school library's collection are important factors influencing students' motivation to read. Because they are less likely to find books that interest them, students are less inclined to read. Digital technology also has a significant impact on students' distraction from physical literature. Students now prefer instant and engaging digital activities to reading books due to shifts in their habits brought about by the digital era. Low reading interest is also influenced by parents who do not actively encourage reading activities at home. Opportunities for children to consistently participate in reading activities can be reduced by parents' busy schedules or a lack of understanding of the value of reading. Students' enthusiasm for reading is also affected by less creative teaching strategies used in the classroom. Students' interest in reading tends to decline when instructional strategies are repetitive and unengaging.

Several suggested improvements can increase students' enthusiasm for reading. School libraries can be made more than just attractive locations by developing a more engaging and varied book collection based on children's interests and age ranges. Furthermore, by combining their favorite technology features with literacy exercises, students' attention can be captured by innovative uses of digital technology in reading activities, such as audiobooks and e-book apps. Involving parents in literacy programs on a larger scale can also be beneficial. It is hoped that parents who participate in reading activities and receive education will be better able to encourage and support their children's reading at home. Finally, student reading assignments can be made more engaging and relevant by implementing more creative and interactive teaching strategies. In this digital age, incorporating technology into the classroom and using teaching strategies that involve creative activities can increase students' interest in reading (Hasibuan, S. 2021).

4. Conclusion

Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa minat baca siswa kelas empat SD Negeri 2 Lamangga dipengaruhi oleh sejumlah faktor penting, yaitu terbatasnya ketersediaan dan keragaman buku di perpustakaan sekolah, minimnya ketertarikan siswa terhadap koleksi yang ada, dominasi penggunaan teknologi digital untuk hiburan, kurangnya keterlibatan orang tua dalam aktivitas membaca di rumah, serta penerapan metode pembelajaran yang masih konvensional dan kurang menarik. Untuk mengatasi permasalahan tersebut, beberapa pendekatan strategis dapat diterapkan, di antaranya adalah memperkaya koleksi buku perpustakaan dengan jenis bacaan yang sesuai minat dan usia anak, memanfaatkan teknologi digital seperti aplikasi e-book dan audiobook untuk mengintegrasikan kebiasaan membaca dengan kecenderungan siswa terhadap gawai, serta melibatkan orang tua melalui program literasi keluarga guna membangun dukungan di lingkungan rumah. Selain itu, guru juga perlu mengadopsi strategi pengajaran yang lebih inovatif dan interaktif untuk

menjadikan kegiatan membaca sebagai aktivitas yang menyenangkan dan relevan bagi siswa. Dengan mengimplementasikan solusi-solusi tersebut secara terpadu, diharapkan minat baca siswa akan meningkat secara signifikan dan berkelanjutan, sehingga mereka lebih aktif dalam mengikuti kegiatan literasi, baik dalam bentuk konvensional maupun digital.

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