

Reading Interests of High School Students during the Pandemic Covid-19

Aveny Septi Astriani¹, Agi Ahmad Ginanjar², Muhsiyana Nurul Aisyiah³

¹⁻² Universitas Siliwangi, Indonesia

³ IAIN Syekh Nurjati Cirebon, Indonesia

¹aveny.septi@unsil.ac.id; ²agiahmad@unsil.ac.id; ³muhsiyana.na@syekhnurjati.ac.id

Abstract

Reading interest is different from reading habits and reading culture. Reading interest will turn into a reading habit if appropriate reading materials and sufficient time to read are available. This study aims to describe the reading interest of senior high school students during the pandemic Covid-19 based on emotional factor, self-motivation factor, and social factor using qualitative descriptive research. The technique used was a survey technique by distributing questionnaires. The sample consisted of 700 high school students selected randomly. The sample was distributed into several areas representing all districts, cities, and high school type such as senior high school, vocational high school, and *Madrasah Aliyah* (Islamic-based senior high school) by using the area cluster sampling technique. The data were presented using tables and sentence descriptions. The results of this study show that the reading interest of senior high school students during the pandemic was considered good from motivational factor, emotional factor, social factor, and the three factors simultaneously with the average score respectively being 3.47; 3.70; 3.40 and 3.53. The students' reading interest is influenced trainings aimed at increasing students' reading interest during the pandemic, technology, pandemic situation, and cognitive development for high school students which were classified as better than that of middle and elementary school students.

Keywords: *Reading interest; middle student; Tasikmalaya; Pandemic*

Introduction

Interest is a high-minded tendency towards something; excitement; or desire. Interest is also one of the reasons someone wants to do something. Hurlock (2007) defines that interest is a source of motivation that encourages people to do what they want to do when they are free to choose. In addition, Hidi (2001) states that interest is a psychological state that occurs during the interaction between people and the object they are interested in, and it is characterized by increased attention, concentration, and influence. This statement is supported by (Slameto, 2010) which states that interest is a sense of preference in an object or activity without anyone telling. Therefore, someone who has an interest in something will earnestly do that interest to achieve certain goals.

There are three important elements in "interest": cognitive element, emotional element, and conative element (Nasier, 2020; Sirait, 2016; Tammu, 2018). The cognitive element is in the form of knowledge and information about certain objects; the emotional element is in the form of feelings of pleasure in certain objects; and the conative element is in the form of a

desire to do something. Someone who is interested in reading must have passion and immerse oneself in the book because of the good cover, the unique shape of the book, the content, and various other reasons someone wants to read a book. After reading the book the effect of interest will also lead to the results of participation, experience, or practice. For example, someone reads a Korean language book because there is an interest in applying for a scholarship in South Korea. After reading, he/she became interested in learning South Korean culture. This interest is the result of his experience in reading Korean language books.

Reading is an activity that can sharpen the brain, imagination, and creativity (Aeni & Lestari, 2018; Mirna & Rambe, 2021). Children who are accustomed to reading will have active imagination unlike children who only watch videos. The US Department of Education in (Khairuddin, 2013) states that reading is one of the means to gain access to all knowledge in this world. Through reading, people can find out all the information that is presented in any part of the world. Suharso and Ana (2005) also stated that reading is seeing and understanding the contents of what is written, spelling or memorizing, saying, knowing, predicting, guessing, and calculating what is written. Reading is an effective way to understand a writing. Reading is beneficial for students' achievements based on internal interests so that everything they do works well and smoothly (Nursalina & Budiningsih, 2014). Reading is identical to a person's ability to understand what is written and implied. Understanding explicit meaning is being able to read something that is clearly written, while understanding implicit meaning is being able to read events that are not written. Those reading skills are needed in a person, not only to improve knowledge, but also increase wisdom, social skills, self-control skills, creativity, and to be able to take opportunities. In addition, Crawley and Mountain (Rahim F, 2009) define that reading activities do not only involve reciting written text, but also involve visual, thinking, psycholinguistic, and metacognitive activities. Therefore, reading activity is considered an important activity not only for high school students and the equivalent, but also for all people; be it housewives, children, laborers, farmers, and academia.

The reading activity does not come immediately, but requires a series of processes, one of which is reading interest. A person must have reading interest first before becoming a reader. The factors that influence reading interest according to Crow and Crow (Shaleh & Wahab, 2004) are 1) internal factors, namely factors related to physical encouragement (self-motivation), 2) emotional or feeling factors, namely factors that can cause feelings of pleasure, and 3) social motive factors, namely factors that can generate interest in carrying out activities to meet the need to be recognized or accepted by the social environment

Reading interest is different from reading habits and reading culture. Interest in reading will turn into a reading habit if appropriate reading materials and sufficient time for reading are available ("Memaknai Hakikat Minat Baca Untuk Tujuan Praktis," 2011). A person's intensity in reading can be an indicator of reading interest, but the thing to know is that people who are high in reading interest do not necessarily read often. Vice versa, people who are low in reading interest do not necessarily rarely read. Interest in reading varies from one person to another, depending on the underlying factors, the internal or the external ones. The pandemic Covid-19 is one of the factors that can affect the reading interest of high school students. It may affect positively or negatively. The pandemic will positively affect students' reading interests if teachers and parents can take advantage of the pandemic by motivating, inviting students to read books, and doing fun things with books. On the other hand, the pandemic will bring negative effects on students' reading interests if parents and teachers do not

motivate students to read. As a result, many students are engrossed in their gadgets, indifferent to books or assignments, and don't even touch books at all.

The fact is that the reading interest of the Indonesian people is considered low. This statement is supported by the results of the World's Most Literate Nations Ranked research conducted by Central Connecticut State University in March 2016. Based on the research results, Indonesia was ranked 60th out of 61 countries studied. Based on the results of this study, it can be said that the reading interest of the Indonesian people is still relatively low (Nugroho, 2017)). Other studies related to reading interest were also conducted by several researchers, including (Ati, Aster Pujaning, 2020; Fahmy et al., 2021; Fajri et al., 2015; Hartinah & Abdullah, 2019; Maharani, 2017; Sumira et al., 2018; Wahyuni, 2015; Widodo et al., 2018). Based on this research, reading interest in Indonesia is still relatively low and is still a complicated problem that requires real collective action towards a golden Indonesia 2045. There are several ways that can be used to increase students' reading interest; Clary in (Al-Nafisah & Al-Shorman, 2011) suggested six strategies that teachers should use to motivate students to want to read, namely taking advantage of reading interest by knowing what students like, making reading materials easily accessible, building a conducive environment, providing time for reading at school, providing examples of reading and using motivational techniques.

This study aims to describe the reading interest of high school students in Tasikmalaya based on emotional factors and self-motivation factors. Emotional factors and self-motivation factors were chosen because these two factors are internal factors that come from a person, so that there are no external factors that affect the respondents' considerations. High school students was selected as the respondents because adolescence is a period of individual integration with adult society according to Piaget in (Hurlock, 2007). Brain growth that occurs at the age of high school (12-20 years) also reaches functional and cognitive perfection. Intellectually, adolescents begin to think logically about abstract ideas. This makes adolescents to be considered capable of making plans, strategies, decisions, and solving problems. In addition, the cognitive development of adolescents has also been able to bring up the ability to reason scientifically. Therefore, high school students must be well literate and wise. This is to avoid unwanted things such as misinformation or misperception of information.

Method

This research is a qualitative descriptive study using survey technique in distributing questionnaires (Sarah E. Kemp, Joanne Hort & Sons, 2018). Based on reference data from the Ministry of Education and Culture, the number of students in the City and District of Tasikmalaya for high school level (*SMA/MA/SMK level*) is 98,669. Following Sugiyono's (2008) sample selection, as many as 700 students were selected to represent the population. The sample was distributed into several areas representing district and city as well as every high school type such as senior high school, vocational high school, and *Madrasa Aliya* (Islamic based senior high school) by using the area cluster sampling technique. The use of questionnaires refers to two indicators of reading interest, namely emotional factors and self-motivation factors. The two indicators were described in several positive and negative statements regarding reading interest following the 1-5 Likert scale, namely SS (strongly agree), S (agree), R (undecided), TS (disagree), and STS (strongly disagree). The data that had

been analyzed is presented in a tabular form and described in the form of sentence descriptions.

Results

The results in this study are described in three indicators, namely based on motivational factors, based on emotional factors, and based on social factors. The total number of statements of the two factors is sixteen statements divided into positive statements and negative statements. Positive statements are statements that support reading interest, while negative statements are statements that do not support reading interest.

Reading Interest of High Students during the Pandemic Based Motivational Factors

The reading interest of senior high school students during pandemic based on motivational factors is presented in the following table.

Table 1. The reading interest of senior high school students in Tasikmalaya based on motivational factor

Statement	Average	Category
Positif		
I concentrate when reading	4.00	Good
I always finish what I read	4.08	Good
I read everyday	3.19	Poor
I borrow reading materials if I don't have any	3.43	Good
I can make inferences of what I read	3.62	Good
I read while doing other activities	3.57	Good
Negatif		
I don't want to read the whole text after reading the summary	2.98	Poor
I rarely do reading activities	3.01	Poor
I never look for reading material to read	3.32	Poor
I cannot make inferences of what I read	3.50	Good
	3.47	Good

Based on table 1, the highest average value is found in the statement "I always finish the reading material I read" with a value of 4 (good). The lowest average value is found in the statement "I don't want to read the entire contents of the reading after reading the summary" with a value of 2.98 (not good), while the average value of all statements is 3.47 (good). Looking at the average values contained in the table, it means that the reading interest of Tasikmalaya senior high school students based on motivational factors is quite good.

Finishing the book that was picked up is one indicator of students' interest in reading. This is because the process of completing reading requires high motivation. Often people started reading a book and did not finish it. In addition, completing reading can also familiarize the brain to practice concentration. Holistic and comprehensive information is also obtained when someone completes the reading. Especially in the era where information flows rapidly, people are required to be good at sorting and choosing the information they read and getting used to reading the information first before sharing it.

Reading Interest of High Students during the Pandemic Based on Emotional Factors

The reading interest of senior high school students during pandemic based on emotional factors is presented in the following table.

Table 2. High School Students' Reading Interest based on Emotional Factors

Statement	Average	Category
I feel happy while reading	3.58	Good
I am easily interested in reading when I see reading materials	3.40	Poor
I get new knowledge from reading	4.41	Very Good
I am bored while reading	3.15	Poor
I am not interested in reading when I see reading materials	3.42	Good
I get nothing from reading	4.23	Very Good
	3.70	Good

Based on table 2, the highest average value is in the statement "I get new knowledge when I read" with a value of 4.41 (very good). The lowest average value is found in the statement "I feel bored while reading" with a value of 3.15 (not good), while the average value of all statements is 3.70 (good). Looking at the average values contained in the table, it means that the motivation of high school students during pandemic based on emotional factors is quite good.

Reading Interest of High Students during the Pandemic Based on Social Factors

The reading interest of senior high school students during pandemic based on social factors is presented in the following table.

Table 3. The reading interest of senior high school students in Tasikmalaya based on emotional factors

Statement	Average	Category
I will read if the teacher/others tell me to.	3.56	Good
I diligently read when I will take the exam.	3.50	Good
I like it when my friends/teachers see me reading.	3.51	Good
I'm lazy to read if I don't have assignment.	3.42	Good
I'm not interested in reading when no one is looking.	3.26	Poor
I get nothing from reading activities.	3.10	Poor
	3.40	Good

Based on the data in table 3, the average of reading interest of high school students on social factors is 3.40. This means that students' reading interest in social factors is quite good. Of the six statements provided, four statements are classified as good and two statements are classified as poor. Social motives are motives that encourage students to read to get recognition from other parties such as teachers or friends.

Reading Interest of High Students during the Pandemic Based on Motivational, Emotional, and Social Factors

The reading interest of senior high school students during pandemic based on motivational, emotional, and social factors is presented in the following table.

Table 4. The Reading Interest of Senior High School Students during Pandemic Based on Motivational, Emotional, and Social Factors

Statement	Average	Category
I concentrate when reading.	4.00	Good
I always finish what I read.	4.08	Good
I do reading activities every day.	3.19	Poor
I borrow reading material to read if I don't have it.	3.43	Good
I can conclude the contents of what I read.	3.62	Good
I feel happy when I'm reading.	3.58	Good
I am easily attracted to reading when I see reading material.	3.40	Poor
I get new knowledge when I read.	4.41	Poor
I read while doing other work.	3.57	Good
I don't want to read the whole text after reading the summary.	2.98	Poor
I will read if the teacher/others tell me to.	3.56	Good
I diligently read when I will take the exam.	3.50	Good
I like it when my friends/teachers see me reading.	3.51	Good
I rarely do reading activities.	3.01	Poor
I never look for reading material to read.	3.32	Poor
I can't conclude what I read.	3.50	Good
I feel bored when I'm reading.	3.15	Poor
I'm not interested in reading when I see reading material.	3.42	Good
I get nothing from reading activities.	4.23	Very Good
I'm lazy to read if I don't have work.	3.42	Good
I'm not interested in reading when no one is looking at me.	3.26	Poor

Based on the data in table 3, the highest average value is found in the negative statement "I don't get anything from reading activities" with a value of 4.23 which means very good. The lowest average value is also found in negative statements, namely the statement "I don't want to read the entire contents of the reading after reading the summary" with a value of 2.98. The average of the overall statements of self-motivation and emotional factors is 3.55 which means good. Therefore, reading interest based on the self-motivation and emotional factors of senior high school students during pandemic is included in the good category.

Discussion

The results of this study revealed that the reading interest of senior high school students in Tasikmalaya was classified as good. These results are good news for the world of education. However, this achievement must be improved again so that reading interest becomes very good. There are many factors that cause good reading interest in high school / MA / vocational students in Tasikmalaya, including.

The number of studies aimed at increasing the reading interest of high school students in Tasikmalaya, namely research from (Muslih et al., 2017) regarding Behavioral Counseling using Behavioral Contracting Techniques with Students' Logbooks to Increase Students' Reading Interest. (Nisya, 2019) regarding the Utilization of Literacy Activities as a Way to Grow Students' Reading Interest in Class XI Mipa 5 SMA Negeri 2 Tasikmalaya, (Hermawan et al., 2020) also researched Library Management in Increasing Students' Reading Interest and (Hidayat, 2021) regarding the Integration of Islamic Values in Education: Integrative Learning at Al-Muttaqin Islamic High School Tasikmalaya City in order to attract reading interest in high school students in Tasikmalaya. The efforts made by previous researchers in increasing the reading interest of high school students in Tasikmalaya had a positive impact on the reading interest of Tasikmalaya high school students. This is evident from the results of the reading interest of senior high school students in Tasikmalaya which shows a good category, namely 3.53. The data is contained in table 3 which has been done by the author. Therefore, previous research on efforts to increase the reading interest of high school students in Tasikmalaya became one of the factors that caused the reading interest of high school students in Tasikmalaya to be classified as good. Although classified as good, it would be nice for all elements of society to participate to continue to increase students' reading interest. This is because reading is the first step to find out all the information in the world. Reading is proven to increase students' creativity. According to (Pitoyo, 2020) based on his meta-analysis, reading interest is influenced by three main things, namely literacy, technology, and libraries. Increasing interest in reading can be done in various ways, namely a) establishing a literacy corner by providing various reading materials, b) getting used to reading 15 minutes before learning begins, c) giving continuous reading assignments by the teacher, d) implementing literacy activities through interesting methods. , namely a method that contains challenges and appreciation for readers, e) conducting various programs of school literacy movement on a regular and continuous basis, and f) managing libraries to attract students' attention by completing a collection of readings, facilities, and infrastructure in schools.

Technological development. The development of technology also has an impact on reading interest. Technologies that have an impact include the internet and cell phones. Through the use of cell phones and the internet, high school students can easily access the pages they want to read. All information about lessons, entertainment, sports, and so on is also contained in it, so it is not impossible that the reading interest of high school students is quite good. One way that can be done to increase students' reading interest through technology is to utilize smartphones and the internet to find information from various sources. In this case, digital literacy is needed to support students' reading interest

Pandemic. Based on The Digital Reader page (Indriani, 2020) reading interest in several countries such as India, Thailand, and China is increasing. On the website, it is stated that 35 percent of reading interest has increased due to Covid. In addition, the National Library of Indonesia also noted that there was a significant increase in Indonesian people's reading interest when compared to 2017. The increase was 53.84 percent in 2019.

The cognitive development of high school students is different from the students below. High school students can learn independently during the pandemic because the cognitive level is adequate, namely brain growth that occurs at the age of high school (12-20 years) has reached functional and cognitive perfection. Intellectually, adolescents begin to think logically about abstract ideas. This makes adolescents considered capable of making plans, strategies,

decisions, and solving problems. In addition, the cognitive development of adolescents has also been able to bring up the ability to reason scientifically.

Contribution of local government to students' reading interest. The contribution of the local government is important in improving student's reading interest. The government through local libraries should manage libraries well to attract students to visit. The library management consists of the activity of organizing, directing, guiding, controlling staff in order to achieve library goals (Hermawan et al., 2020). For example, managing staff so that the library has adequate facilities, complete books, a comfortable place, and programs that attract the attention of teenagers. The program has been implemented by the City and District Governments of Tasikmalaya. Based on the Tasikmalaya local government's website (Encourage Reading Interest: Tasik City Government Provides Four Smart Literacy Boxes (*Kolecer*) in City Parks, There are 65,000 Books, 2021), the Tasikmalaya City Government through the Regional Library and Archives Service has placed Smart Literacy Boxes (*Kolecer*) stored in a number of corners of the city park. The box placed in the center of the city park is decorated as attractively as possible so that students or the younger generation are interested in reading books. Research conducted by Kurniawan et al. (2020) proves that reading corners are very helpful for students in increasing students' reading interest.

Conclusion

Based on the previous discussion, the reading interest of high school students during the pandemic was quite good from motivational factor, emotional factor, social factor, and the three factors simultaneously. On the motivational factor, the average score of students' reading interest is 3.47, on the emotional factor, the average score of students' reading interest is 3.70, on the social factor, the average score is 3.40 and the average score of the three factors simultaneously is 3.53. The good reading interest of high school students in Tasikmalaya is influenced by research at increasing student interest in reading in Tasikmalaya, technology, pandemic situation, cognitive development of senior high school students which is classified as better than that of middle and elementary students, and local government contribution to support literacy programs or reading interests. The results of this research are expected to be used as a basis for determining policies for Tasikmalaya City Government, Tasikmalaya Regency Government, teachers, students, parents, further researchers, and all elements of society.

References

- Aeni, E. S., & Lestari, R. D. (2018). Penerapan Metode Mengikat Makna dalam Pembelajaran Menulis Cerpen pada Mahasiswa IKIP Siliwangi Bandung. *Sematik*, 7(1), 1–13.
- Al-Nafisah, K., & Al-Shorman, R. A. (2011). Saudi EFL students' reading interests. *Journal of King Saud University - Languages and Translation*, 23(1), 1–9. <https://doi.org/10.1016/j.jksult.2009.07.001>
- Ati, Aster Pujaning, S. W. (2020). Peran Literasi Bahasa Dalam Meningkatkan Minat Baca Dan Menulis. *Peran Literasi Bahasa Dalam Meningkatkan Minat Baca Dan Menulis*, 105–113.
- Dorong Minat Baca: Pemkot Tasik Sediakan Empat Kolecer di Taman Kota, Ada 65.000 Eksemplar Buku.* (2021). <https://zonaliterasi.id/dorong-minat-baca-pemkot-tasik-sediakan-empat-kolecer-di-taman-kota-ada-65-000-eksemplar-buku/>
- Fahmy, Z., Utomo, A. P. Y., Nugroho, Y. E., Maharani, A. T., Alfatimi, N. A., Liyana, N. I., Kesuma,

- R. G., & Wuryani, T. (2021). Dampak Pandemi Covid-19 terhadap Minat Baca Siswa Sekolah Dasar. *Jurnal Sastra Indonesia*, 10(2), 121–126. <https://doi.org/10.15294/jsi.v10i2.48469>
- Fajri, M., Dewi, R. S., & Yuliani, A. (2015). *The Correlation Between Students' Reading Interest and Their Speed Reading*. 1–78. <https://ptki.onesearch.id/Record/IOS3659.94973/TOC>
- Hartinah, H., & Abdullah, S. I. (2019). Pengaruh Minat Baca dan Persepsi Atas Perpustakaan Sekolah terhadap Keterampilan Menulis Narasi. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 1(02), 127. <https://doi.org/10.30998/diskursus.v1i02.5289>
- Hermawan, A. H., Hidayat, W., & Fajari, I. (2020). Manajemen Perpustakaan Dalam Meningkatkan Minat Baca Peserta Didik. *Jurnal Isema : Islamic Educational Management*, 5(1), 113–126. <https://doi.org/10.15575/isema.v5i1.6151>
- Hidayat, S. (2021). Integrasi Nilai Islam Dalam Pembelajaran Pendidikan. *Tadris: Jurnal Pendidikan Islam*, 16(1), 141–156. <https://doi.org/10.19105/tjpi.v16i1.4665>
- Hidi, S. (2001). Interest, Reading, and Learning: Theoretical and Practical Considerations. *Educational Psychology Review*, 13(3), 191–209. <https://doi.org/10.1023/A:1016667621114>
- Hurlock, E. B. (2007). *Perkembangan anak* (6th ed.). Erlangga.
- Indriani. (2020, November). Pandemi COVID-19 tingkatan minat baca di sejumlah negara. *Antaraneews*. <https://www.antaraneews.com/berita/1855676/pandemi-covid-19-tingkatkan-minat-baca-di-sejumlah-negara>
- Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies*, 6(11), 160–170. <https://doi.org/10.5539/ies.v6n11p160>
- Kurniawan, A. R., Destrinelli, D., Hayati, S., Rahmad, R., Riskayanti, J., Wasena, I. S., & Triyadi, Y. (2020). Peranan Pojok Baca dalam Menumbuhkan Minat Baca Siswa Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 3(2), 48. <https://doi.org/10.24036/jippsd.v3i2.107562>
- Maharani, O. D. (2017). Minat Baca Anak-Anak Di Kampoeng Baca Kabupaten Jember. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 3(1), 320. <https://doi.org/10.26740/jrpd.v3n1.p320-328>
- Memaknai Hakikat Minat Baca untuk Tujuan Praktis. (2011). *Visi Pustaka*. <https://www.perpusnas.go.id/magazine-detail.php?lang=en&id=8168,,>
- Mirna, W., & Rambe, N. R. (2021). Pentingnya Skemata Dalam Pembelajaran Terhadap Proses Perkembangan Imajinasi Anak Melalui Kegiatan Membaca. *Jurnal Maqasiduna*, 1(1). <https://journal.mukhlisina.id/index.php/maqasiduna/article/view/7/2>
- Muslih, Y. N., Wibowo, M. E., & Purwanto, E. (2017). Konseling Behavioral menggunakan Teknik Kontrak Perilaku dengan Students' Logbook untuk Meningkatkan Minat Membaca Siswa. *Jurnal Bimbingan Konseling*, 6(1), 34–43.
- Nasier, G. A. (2020). *Urgensi Minat Menghafal Al-Quran dan Kemampuan Berbahasa Arab Bagi Peningkatan Prestasi Tahfizh Al-Quran*. 10(1), 79–106. <https://jurnal.pmpp.or.id/index.php/statement/article/view/20/20>
- Nisya, F. (2019). *PEMANFAATAN KEGIATAN LITERASI SEBAGAI SALAH SATU CARA MENUMBUHKAN MINAT BACA SISWA KELAS XI MIPA 5 SMA NEGERI 2 TASIKMALAYA PADA MATA PELAJARAN SEJARAH INDONESIA MATERI POKOK PROKLAMASI KEMERDEKAAN INDONESIA PADA TAHUN 1945 SEMESTER GENAP TAHUN AJARAN 201*. Universitas Siliwangi.
- Nugroho. (2017, September). Orang Indonesia : Sudah Malas Baca, Cerewet Pula di Medsos. *Linkedin*. <https://id.linkedin.com/pulse/sudah-malas-baca-cerewet-pula-di-medsos->

suharjo-jojo-nugroho

- Nursalina, A. I., & Budiningsih, T. E. (2014). Hubungan Motivasi Berprestasi Dengan Minat Membaca Pada Anak. *Educational Psychology Journal*, 3(1), 1–7.
- Pitoyo, A. (2020). A Meta-Analysis: Factors Affecting Students' Reading Interest in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, 7(7), 83. <https://doi.org/10.18415/ijmmu.v7i7.1727>
- Rahim F. (2009). *Pengajaran Membaca Di Sekolah Dasar*. Bumi Aksara.
- Sarah E. Kemp, Joanne Hort, T. H., & Sons, J. W. &. (2018). *Descriptive Analysis in Sensory Evaluation*. John Wiley & Sons.
- Shaleh, A. R., & Wahab, M. A. (2004). *Psikologi suatu pengantar : dalam perspekif Islam*. Kencana.
- Sirait, E. D. (2016). Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1), 35–43. <https://doi.org/10.30998/formatif.v6i1.750>
- Slameto. (2010). *Belajar dan Faktor yang mempengaruhinya*. Rineka Cipta.
- Sugiyono. (2018). *Metode penelitian kuantitatif dan R&D*. Alfabeta.
- Suharso dan Ana. (2005). *Kamus Besar Bahasa Indonesia (Lux)*. CV. Widya Karya.
- Sumira, D. Z., Deasyanti, D., & Herawati, T. (2018). Pengaruh Metode Scramble dan Minat Baca terhadap Kemampuan Membaca Pemahaman Siswa Sekolah Dasar. *Indonesian Journal of Primary Education*, 2(1), 62. <https://doi.org/10.17509/ijpe.v2i1.11673>
- Tammu, R. M. (2018). Keterkaitan Metode dan Media Bervariasi dengan Minat Siswa dalam Pembelajaran Biologi Tingkat SMP. *Jurnal Pendidikan (Teori Dan Praktik)*, 2(2), 134. <https://doi.org/10.26740/jp.v2n2.p134-142>
- Wahyuni, S. (2015). Menumbuhkembangkan Minat Baca Menuju Masyarakat Literat. *Diksi*, 16(2), 179–189. <https://doi.org/10.21831/diksi.v16i2.6617>
- Widodo, A., Husniati, Indraswati, D., Rahmatih, A. N., Setiani, & Novitasari. (2018). *Jurnal Bidang Pendidikan Dasar (JBPD)* <http://ejournal.unikama.ac.id/index.php/JBPD> Vol. 4 No. 1. 4(1), 38–46.