



THE USE OF THE READING ALOUD METHOD IN INCREASING STUDENTS' INTEREST IN READING WHICH HAS AN IMPACT ON THE PRACTICE OF PANCASILA VALUES IN THE DAILY LIFE OF CLASS III AT SD 101780 PERCUT

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Abstract

This study discusses the method of reading a load in increasing students' interest in reading which has an impact on the practice of Pancasila values in everyday life in class III at SD Negeri 101780 Percut. Because reading is one of the language skills that is needed in everyday life, especially for students in elementary schools who are still learning the ability to speak and read early. This study aims to describe what factors influence students' reading interest in class III at SD Negeri 101780 Percut so that it has an impact on the practice of Pancasila values in everyday life, as well as to explain the application of the reading load strategy carried out by the teacher to increase students' interest in reading in the class. . The method used in this research is qualitative. The results of this study were obtained from observations that the results of these observations indicated that there were several factors that influenced students' interest in reading. Examples of factors: 1). External and internal . 2). External factors affect parents, teachers, and the environment, internal factors from the students themselves and the will of the students. The practice of Pancasila values in everyday life is very beneficial for students, where students will behave better after practicing Pancasila values in everyday life. As well as get along well with peers and respect people who are more mature than them. The practice of Pancasila values is given by student teachers who are in elementary school. Because it is in elementary school (SD) that all the behavior and character of students will be formed, shaped and trained as best they can. So with that, it is very important to apply.

Keywords : Reading load method, Interest in reading, The practice of Pancasila values

Introduction

In the current modern era, reading is needed and strengthened, because in this modern era, Indonesian people are required to have a very broad reading comprehension, as well as be active and critical in receiving information through reading sources. The ability to read is an ability that exists in a person that has an impact on daily life, especially for students to practice the precepts of Pancasila in everyday life. Especially in the world of education. Reading in the world of education is a very important area, by reading students are able to retrieve all information related to learning, especially for the rest of elementary school, students who like to read will have a broader understanding compared to students who are lazy to read. (Less reading interest). Reading is The process is very complex and involves many factors. For example, involving internal factors and external factors of the reader himself. Factors that have internal factors consist of interest, intelligence, talent, purpose of reading and motivation (Fitriani, 2022). Good knowledge is inseparable from reading skills, therefore to cultivate good knowledge it is necessary to increase students' interest in reading using various existing methods. Interest in reading is very important to grow in the souls of students, because by reading, students will gain extensive knowledge from various existing sources. (Kusminar and Muftianti 2020) Interpreting interest in reading is a strong and deep concern accompanied by a feeling of pleasure towards the activity of reading so that it can lead someone to read at their own will. However, we often find and we know that students' interest in reading in elementary

schools is still very low, so that these students do not get an understanding of how to pay attention to learning, not only practicing Pancasila values, this also has an impact on other subjects. As I found through observations in elementary schools, to be precise at SD 101780 Percut especially for grade III students, interest in reading in this class is still very low. The lack of practice of Pancasila values in this class is still very poorly implemented, where there is still a lack of their sense of sharing, mutual respect, as well as their motivation to read books, and others are still very lacking.

Research Methodology

This research method uses a descriptive method in this method. This descriptive tells the phenomena and facts that occurred in the research area. What is told corresponds to what happened in the field. The data will be collected from phenomena that occur in the field, then the data will be presented through writing in the form of words or descriptively based on facts in the field. Therefore, (Mustori 2012) Descriptive method is a type of method to provide a thorough description of certain individuals and groups regarding the circumstances and symptoms that occur. This data collection technique is observation where in the observation, the researcher observed the students, to see how much the students' interest in reading at SD Negeri 101780 Percut. So that researchers can provide solutions in the form of the Reading Aloud method to increase students' interest in reading in grade III.

Result & Discussion

Factors influencing students' interest in reading in class III at SD Negeri 101780 Percut.

Based on the results of observations, there are several factors that influence the lack of students' interest in reading which has an impact on the lack of practice of Pancasila values in the daily lives of students in class III at SD Negeri 101780 Percut.

The role of parents

Based on the observations that were encountered, there were some parents of these students who did not accustom their children to reading, so that it was found that children of class III SD still lacked the ability to read, this was because these students had no interest at all in themselves to further like reading, this makes it difficult for students to understand learning. As well as these students also lack an understanding of what is the meaning of practicing Pancasila values in everyday life. With this, teachers and parents must work together to increase students' interest in reading. So that students actively seek information or reading sources related to the practice of Pancasila values. Parents guide their children while at home, and when not at school the teacher facilitates and provides media and methods that make these students increase their interest in reading.

Self

From the results of observations, self is the internal factor behind students' lack of ability to read, especially in class III, here students prefer to play, and are more often bored when they are not instructed to read. Even reading just 1 paragraph students feel less challenged to read it. So that there is a feeling of laziness that exists in students. So that the teacher must pay more attention to students, provide what is needed by these students. (Heroes, 2022) interest is a person's effective tendencies (feelings, emotions) to shape activity. Someone who likes an activity will usually be motivated and willing to do that activity. That is, there must be a willingness from someone to do something they like. Students' interest in reading is influenced by themselves, which include nature, gender, level of education, state of health, state of mind, habits, to one's intelligence and abilities. (Ajnani 2019) Interest in reading is influenced by factors within the student and external factors of the student. Factors from within students include feelings, motivation, and attention.

The application of the reading load method to increase students' interest in reading which has an impact on the practice of Pancasila values in the daily life of class III at SD Negeri 101780 Percut.

The application of this method is carried out in 2 stages, The first stage: teacher preparation regarding lesson plans, learning media that can attract students' interest in reading. The second stage: implementation, at this stage third grade students carry out reading activities using the reading load method, which in its implementation there are several steps below: (1) The teacher distributes reading material that students will read. At this stage the distribution of readings for each student is displayed by the teacher through power point, so that students can see it more easily. And it is at this stage that the teacher divides each student's reading into different reading titles. (In the different reading titles, there are already readings and pictures about Pancasila values) (2) Next, the teacher asks students to take turns reading paragraph by paragraph until they are finished and students pay attention to the pictures. The teacher occasionally pauses for the students and then asks the students what the contents of the

reading read by their friends are (3) The last activity, the teacher asks each student about the meaning of the reading the student reads, considering that each student gets different readings and stories, here students can exchange stories with one another. This will attract the attention of these students so that the student's interest in reading grows and develops properly. At the same time students will increase their knowledge about the practice of Pancasila values in everyday life

Conclusion

In accordance with the observations found, it can be concluded that there are several factors that inhibit students' lack of interest in reading which greatly impacts the lack of practice of Pancasila values in everyday life. Namely external and internal factors. External factors themselves come from parents, teachers, and the environment. While internal factors come from within the learner. In accordance with what I observed at the 101780 Percut public elementary school, especially in class III. The use of the reading load method is proven to be able to increase students' interest in reading, the results of which are very influential on the practice of Pancasila values in everyday life. existing sources with the process of reading.

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