



## SOCIAL INEQUALITIES IN READING CRITERIA IN INDONESIA

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### Abstract

This research discusses the load reading method in increasing students' interest in reading which has an impact on the practice of Pancasila values in daily life in class III of SD Negeri 101780 Percut. Because reading is one of the language skills that is very necessary in everyday life, especially for elementary school students who are still in the learning stage of speaking and reading skills from an early age. This research aims to describe what factors influence the reading interest of class III students at SD Negeri 101780 Percut so that they have an impact on the implementation of Pancasila values in daily life, as well as explaining the implementation of the reading load strategy carried out by teachers to increase students' interest in reading in class. The method used in this research is qualitative. The results of this research were obtained from observations that the results of these observations showed that there were several factors that influenced students' interest in reading. Example factors: 1). External and internal. 2). External factors that influence parents, teachers and the environment, internal factors from the student and the student's will. Practicing 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 getting along well with peers and respecting people who are more mature than him. The practice of Pancasila values is provided by student teachers who are in elementary school. Because in elementary school (SD) all students' behavior and character will be shaped, molded and trained as well as possible. Therefore, it is very important to implement it.

**Keywords :** Reading load method, interest in reading, practice of Pancasila values

### Introduction

In this modern era, reading is very necessary 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 within a person that has an impact on everyday life, especially for students to practice the Pancasila principles in everyday life. Especially in the world of education. Reading in the world of education is a very important area, by reading students can obtain all information related to learning, especially for other elementary school students, students who like to read will have a broader understanding than students who are lazy about reading. (Decreased interest in reading). Reading is a very complex process and involves many factors. For example, it involves internal factors and external factors of the reader himself. Factors that have internal factors consist of interest, intelligence, talent, reading goals and motivation (Fitriani, 2022). Good knowledge cannot be separated from reading skills, therefore to foster good knowledge it is necessary to increase students' interest in reading by using various existing methods. It is very important to develop an interest in reading in students' minds, because by reading students will gain extensive knowledge from various existing sources. (Kusminar and Muftianti 2020) Interpreting interest in reading as a strong and deep concern accompanied by a feeling of enjoyment towards the activity of reading so that it can direct someone to read according to their own wishes. However, we often encounter and know that students in elementary

school are interested in reading schooling is still very low so that students do not understand how to pay attention to learning, not only practicing Pancasila values, this also has an impact on other subjects. As I discovered through observations in elementary schools, specifically at SD 101780 Percut, especially for class III students, interest in reading in this class is still very low. There is still a lack of implementation of Pancasila values in this class, where there is still a lack of a sense of sharing, mutual respect, and motivation to read books, etc. are still very lacking.

### Research Methodology

This research method uses descriptive methods. This descriptive method tells the phenomena and facts that occur in the research area. What is told is in accordance with what happened in the field. Data is collected from phenomena that occur in the field, then the data is presented in writing in the form of words or descriptively based on facts in the field. Therefore, (Mustori 2012) the descriptive method is a type of method to provide a comprehensive picture of certain individuals and groups regarding the circumstances and symptoms that occur. This data collection technique is observation where in this observation, the researcher observes the students, to see how much interest the students have in reading at SD Negeri 101780 Percut. So researchers can provide a solution in the form of the Reading Aloud method to increase third grade students' interest in reading.

### Result & Discussion

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

#### *The role of parents*

Based on the observations found, there were several parents of these students who did not get their children used to reading, so it was discovered that third grade elementary school children still lacked the ability to read, this was because these students lacked interest themselves to love reading more, this makes it difficult for students to understand the lesson. And these students also do not understand what it means to practice Pancasila values in everyday life, so teachers and parents must work together to increase students' interest in reading. So that students actively look for information or reading sources related to the implementation of Pancasila values. Parents guide their children while they are at home, and when they are not at school teachers facilitate and provide media and methods that make students increase their interest in reading.

#### *Self*

From the results of observations, oneself is an internal factor behind students' low reading ability, especially in reading Class III, here students prefer to play, and are more often bored if they are not asked to read. Even by reading just 1 paragraph, students feel less challenged to read it. So that a feeling of laziness arises in students. So teachers must pay more attention to their students, providing what the students need. (Heroes, 2022) interest is a person's effective tendency (feelings, emotions) to form activities. Someone who likes an activity will usually be motivated and willing to do that activity. This means that there must be a person's willingness to do something they like. Students' interest in reading is influenced by themselves, including their nature, gender, level of education, health condition, state of mind, habits, and a person's intelligence and abilities. (Ajnani 2019) Interest in reading is influenced by factors within the student and external factors of students. Factors within students include feelings, motivation, and attention. Application of the reading load method to increase students' interest in reading which has an impact on the implementation of Pancasila values in daily life in class III of SD Negeri 101780 Percut. The application of this method is carried out in 2 stages. First stage: teacher preparation regarding learning plans, learning media that can attract students' interest in reading. Second Stage: Implementation, at this stage third grade students carry out reading activities using the reading load method, in the implementation of which there are several steps as follows: (1) The teacher distributes reading material that the students will read. At this stage, the distribution of each student's reading results is displayed by the teacher via power point, so that students can see it more easily. And at this stage the teacher divides each student's reading into different reading titles. (In the different reading titles there are 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 gives the students a pause and then asks the students what the content of the question is the reading read by their friends is (3) The last activity, the teacher asks each student about the meaning of the reading the students read, remembering that each student gets different reading and stories, here students can exchange stories with each other. This will attract the student's attention so that the student's interest in reading grows and develops

well. At the same time, students will increase their knowledge about implementing Pancasila values in everyday life.

## Conclusion

In accordance with the observation results found, it can be concluded that there are several factors inhibiting students' low 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. Meanwhile, internal factors come from within the students. In accordance with what I observed at SDN 101780 Percut, especially class III. The use of the reading load method has been proven to be able to increase students' interest in reading, the results of which have a great influence on the practice of Pancasila values in everyday life. existing sources through the reading process.

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