

The Influence of Illustrated Folklore on Elementary School Students' Reading Interests

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ABSTRACT

This study intends to evaluate the differences in the increase in reading interest of students who receive learning treatment using illustrated folklore books and students who study using books used in traditional learning. This research employed a quasi-experimental strategy using a matched-pairs control group. The 2022–2023 academic year's odd semester Indonesian language class was the setting for this study. Questions like "what," "who," "where," "when," "why," and "how" are used in the information-gathering material. The subjects in this study were 5th-grade students consisting of 5 B and 5 C classes, where 5 C was the experimental class and 5 B was the class control. In this study, data were collected using pre-tests and post-tests given to the experimental class and control class, totaling 25 statement items. As a prerequisite test before testing the hypothesis, normality and homogeneity tests were carried out, which were processed using the SPSS 22 program. Based on the results of the hypothesis testing, a significance value (2-tailed) was obtained of 0.000 < 0.05 with an average experimental group having an average value of 79.74 while the control group obtained an average value of 68.95. So that it can be reduced to 14.19%. Thus it can be concluded that there is an influence of pictorial folklore on reading interest of fifth-grade elementary school students.

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1. INTRODUCTION

Reading encompasses a variety of actions, such as watching, comprehending, and interpreting (Saddhono and Slamet 2012). Ajnani et al. (2019) state that the primary objective of reading is for pupils to effectively comprehend and extract the fundamental meaning from the text. The cultivation of kids' enthusiasm in reading is crucial for fostering a reading habit. According to Triatma (2016), interest is a determinant that motivates individuals to engage in reading. Hence, interest plays a crucial role as it prevents reading from becoming monotonous (Sari, 2020). Individuals with a penchant for reading activities are inclined to have a greater affinity for and devote more focus to such activities, as interest denotes a person's inclination towards engaging in a particular pursuit, such as reading (Azizah &

Hasanah, 2021). By engaging in reading activities, children can acquire fresh knowledge. To acquire new knowledge, it is essential to have a genuine interest in its application as a supporter.

Interest in reading refers to the presence of enjoyment, focus, and eagerness to engage in reading. The willingness of an individual to read, study, and comprehend a text has the potential to impact their knowledge and attitude (Anggidesialamia, 2020). The objective of fostering curiosity in children, particularly in early childhood, is to cultivate a culture of reading by prioritising the establishment of a conducive reading environment that encompasses a wide range of reading materials and resources tailored to individual requirements (Maharani et al., 2022). Engaging in reading activities that align with students' personal interests and provide a sense of enjoyment can increase comprehension of texts, hence enhancing students' knowledge.

In the context of education 4.0, it is imperative to enhance the reading engagement of pupils, particularly those in primary school (Hendrayani, 2018). Ensuring the safeguarding of students from the detrimental effects of technology's pervasive use, particularly in their daily routines, poses a significant challenge for educational institutions (Wulanjani et al., 2019). The Organisation for Economic Cooperation and Development (OECD) conducted an assessment at the end of 2016 on literacy culture in 72 countries through the Programme for International Students Assessment. The results showed that Indonesian students' scientific and mathematical literacy indexes increased significantly. The index for scientific literacy rose by 21 points, from 382 in 2012 to 403 in 2015. Similarly, the index for mathematical literacy increased by 11 points, from 375 in 2012 to 386 in 2015. However, the reading literacy index had a modest gain of one point, reaching 369 in 2012 and 397 in 2015 (Hapsari et al., 2019). According to the 2015 PISA study results, which were revealed on December 6, 2016, Indonesia is placed 64th out of 72 countries (Nurhidayah et al., 2022). Riau Province is one of the provinces with a low reading interest index. The survey conducted in 2019 in Pekanbaru City, the capital of Riau Province, revealed that the reading interest index was 30.176. This index was determined based on three indicators: the availability of reading facilities, the utilisation of reading materials, and people's reading habits. The results indicate that the reading interest in Pekanbaru City is still considered low (Statistics, 2019). These findings indicate that the reading interest of the Indonesian people, particularly in Pekanbaru City, is currently at a relatively low level. Therefore, it is necessary to implement measures to enhance this interest. Assessing reading interest is necessary in order to enhance it.

Based on the results of the author's interviews with informants, namely the homeroom teacher of grade fifth of a school in Pekanbaru, it was found that students are currently more interested in reading books that contain pictures and tend to be more colorful than books that are full of text. While the books that are often given by the teacher are only textbooks that are less varied, so students often feel bored when reading in class during class hours or in the library. This shows that students' reading interest is still low, so efforts are needed to increase students' reading interest, one of which is by providing illustrated folklore books in the learning process. According to Anggidesialamia (2020), this folktale is considered capable of providing encouragement for students to be enthusiastic about reading again. Many meanings or messages for us are contained in folklore. It is hoped that this message will be able to change the attitudes, morals, ethics and grammar of students. Folklore is part of the cultural and historical wealth of the Indonesian nation. In general, folklore talks about an event in a place or the origin of a place. The characters that appear in folklore are generally manifested in the form of animals, humans, or gods. In addition to providing amusement, folklore serves as a source of role models, particularly through folktales that convey lessons of moral instruction (Gusnetti et al., 2015). Folklore refers to an ancient narrative that is ingrained within a community and transmitted orally from one generation to the next. In addition, folklore can be defined as local narratives that evolve and flourish within a certain geographical region (Wahyudin, 2016). Among the various attributes that appeal to pupils, illustrated folklore books has qualities that might serve as an additional advantage when utilised for educational purposes. By offering this illustrated folklore book, it might enhance students' enthusiasm for reading.

In folklore, books are usually equipped with illustrations. In accordance with (Nugroho, 2019) one of the appropriate reading materials for children 8-12 years is a book with few pictures and not too much text to understand what they are reading. A picture storybook is a story in the form of a book, there are pictures as representatives of interrelated stories and there is also writing that can represent the story displayed by the pictures. Through the media of images can strengthen memory and facilitate understanding in understanding the contents of the story (Ratnasari & Zubaidah, 2019). Picture story books are the right choice for children because these books are fun for children. Picture story books have various designs of colorful pictures that are attractive and make children enjoy reading. Language processing and meaningful themes are also among the attractions contained in picture story books (Mantei & Kevin, 2014).

Based on the statement above, the researcher can conclude that it is necessary to conduct trials on students. That is testing the effect of pictorial folklore on students' reading interest. Folklore is used as a medium in the form of illustrated folklore books. The formulation of the problem in this research is whether pictorial folklore can increase the reading interest of grade fifth elementary school students. This study aims to describe the differences in the increase in reading interest of students who receive learning treatment using illustrated folklore books and students who use stories contained in student thematic books. This is based on an explanation on the background that the researcher describes.

Previous research on Fostering Literacy Interests in Elementary School Children through Folklore Books in Tandihat Village which had been conducted by (Maharani et al., 2022) found that the reading interest of elementary school students in Tandihat Village increased with the presence of various types of folklore, book design both in writing colorful words, drawing designs that are interesting to look at are effective media for fostering children's interest in literacy from an early age. This research is different from previous research because it uses a different method and focuses more on the amount of improvement obtained from the use of the illustrated folklore book. This research was conducted as evidence from previous research that folklore can increase students' interest in reading. So that researchers can formulate the problem of this study, namely whether pictorial folklore can increase students' reading interest in class fifth elementary school. The practical benefits of this research are, for students, it can increase students' interest in reading. For other writers, it can be used as a reference and guideline or comparison for other writers for a broader scope of research related to elementary school students' reading interest. As for schools, it can be used as input and suggestions in increasing students' interest in reading.

2. METHODS

In this study, the researchers employ a quantitative research technique known as an experiment. Fifth-grade students' interest in reading was measured using this technique after they were exposed to illustrated folklore books. Understanding the connection between variables is best accomplished through the use of quantitative methods (Nasution, 2017). Quasi-experimental (pseudo-experimental) study with a Nonequivalent Control Group Design was employed. This study compared results from two groups: a "experimental" group and a "control" group. The experimental group, namely class 5 C with a total of 23 people, is a group of students who are given treatment, namely learning using illustrated folklore books. Meanwhile, the control group, namely 5B, which consisted of 22 people, was a group that did not receive any treatment or a group that only used learning that was normally used in that class. In this study, the focus was to find the influence of illustrated folklore books on fifth-grade students at elementary school. The sample in this research design was not chosen randomly, each student was given a pretest to find out the initial state and a posttest after being given treatment. The following is an image of the Nonequivalent Group Design Control (Sugiyono, 2019).

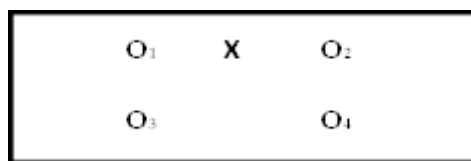


Figure 1. Research Design

Information:

O₁ : Experimental class pretest

O₂ : Posttest experimental class

O₃ : Pretest control class

O₄ : Posttest control class

X : The treatment given, namely using illustrated folklore books

The research method involves selecting a school to serve as the experimental group. Subsequently, a pretest in the form of a questionnaire to both the experimental and the control groups to ascertain the starting level of students' interest in reading. Following the administration of the pretest, the experimental class received the learning treatment through the utilisation of illustrated folklore book media, whereas the control class received the treatment through the use of stories in thematic books. Subsequently, administer a posttest in the form of a questionnaire to both the experimental group and the control group in order to ascertain the extent of students' interest in reading. In order to determine the varying degrees of students' interest in reading, the data was analysed using IBM Statistics 22. Specifically, the findings of the pretest were compared to those of the posttest. Subsequently, the study findings were examined and the concluding step involved assembling the research outcomes.

The population and sample in this study were fifth grade elementary school students at a school in Pekanbaru for the 2022/2023 school year. The sampling technique in this study used a random sampling technique with a lottery. Random Sampling is indiscriminate sampling, meaning that all individuals are given the same opportunity to be selected as members of the research sample.

The instrument used in this study was a reading interest questionnaire which was distributed to students in the control class and the experimental class. The data in this study were then analyzed using descriptive analysis techniques which aimed to describe the results of the questionnaire validation that had been distributed to students. The validation aspect filled out by students is made in the form of a Likert Scale with a score of 1-4. Scale. In analyzing the researchers used three tests, namely the normality test, homogeneity test and hypothesis testing. To strengthen the results of the research.

3. FINDINGS AND DISCUSSION

The data for this research were obtained from fifth-grade elementary school students, totaling 45 students. The group consists of 23 students from the experimental class and 22 students from the control class. The research data is the value of reading interest between the experimental class using illustrated folklore books and the control class using conventional methods. The data used for the hypothesis is the gain score obtained from the difference between the post test scores and the pre test scores. The gain score calculation is presented in Table 2 which is obtained from Table 1, as follow.

Table 1. Descriptive Analysis

	N	Min	Max	Mean	Std. Deviation	Variance
Pre Test eksperimen	23	65	77	69,83	3,312	10,968
Post Test Eksperimen	23	63	95	79,74	6,398	40,929
Pre test Kontrol	22	60	83	67,23	5,459	29,803
Post test Kontrol	22	60	82	68,95	6,447	41,569
Valid N (listwise)	22					

From the table it can be seen that there is an average difference between the two research classes. In the experimental class, the pre-test average was 69.83 and the post-test average was 79.74. There is an average increase of 9.91. Whereas in the control class the average pre test obtained was 67.23 and the average post test obtained was 68.95. The average control class experienced an increase of 1.72.

Table 2. Initial Ability, Final Ability, and Gain Score of Students' Interest in Reading

The Average Values	Control Class	Experimental Class
Initial Ability	67.23	69,83
Final Ability	68.95	79.74
Gain score	1,72	9,91

Table 2 above shows that it can be seen that students in both classes have initial values that are not much different (2.6). However, after research the difference between the experimental class and the control class is (8.19). In other words, the gain score of the experimental class is higher than that of the control class. The gain score for the control class was 1.72 while the control class was 9.91. So that the increase can be a percentage of 14.19%. This means that illustrated folklore books affect students' reading interest.

From the tables above, it can be seen that both classes experienced an average increase, but it can be seen that the average increase in the experimental class was greater than the average increase in the control class. This proves that learning to use illustrated folklore books is better for increasing reading interest students from conventional learning.

After the normality test and homogeneity test were carried out on the pre-test and post-test results of the experimental class and control class, the results showed that the data were normally distributed and homogeneous. Then a hypothesis test was carried out using the t test or independent sample t test on the pre-test and post-test values of the experimental class and the control class using IBM SPSS Statistics 22. This hypothesis test was to see whether there were differences in the reading interest of the experimental class and the control class. In the early stages, testing was carried out using pre-test values from the experimental class and control class to see students' initial abilities before being given treatment. The test results can be seen in table 2.

Table 3. Independent Test Results For Sample t Test on Pre-Test Values

Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result Pretest	Equal variances assumed	2.365	.131	1.941	43	.059	2.599	1.339	-.102	5.300
	Equal variances not assumed.			1.920	34.327	.063	2.599	1.353	-.151	5.348

The analysis of table 3 reveals that the two-tailed significance value is 0.059, which exceeds the threshold of 0.05. Consequently, the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_0) is accepted. The average pre-test scores for both the experimental class and the control class were statistically indistinguishable. Initially, the reading interest of the pupils in both the experimental class and the control class was equal. Subsequently, an assessment of students' ultimate reading engagement was conducted following the implementation of the intervention. The conducted test is a two-sample difference test utilising an independent sample T test on the post-test data displayed in Table 4.

Table 4. Independent Test Results For Sample t Test on Post-Test Values

Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result Pretest	Equal variances assumed	.433	.514	5.631	43	.000	10.785	1.915	6.922	14.647
	Equal variances not assumed			5.630	42.878	.000	10.785	1.915	6.921	16.648

Based on the results of the independent sample t test in table 4, a significance value (2-tailed) of

0.000 < 0.05 was obtained, so it can be concluded that there is an influence of pictorial folklore on reading interest in fifth grade elementary school students. The results of data analysis before being given treatment and after being given treatment, namely the use of illustrated folklore books in the experimental class with a total of 23 students obtained an average (mean) of 79.74 in the very high category and the control class was treated using conventional learning which amounted to 22 people got an average (mean) of 68.95. From the results of these data it can be concluded that the average (mean) value of the experimental class reading interest questionnaire is higher than the average (mean) value of the control class reading interest questionnaire.

Discussion

The data analysis revealed that the experimental class, consisting of 23 students, achieved an average score of 79.74 after being treated with illustrated folklore books. In contrast, the control class, comprising 22 students, received conventional learning treatment. The arithmetic mean of the given set of numbers is 68.95. The data indicates that the average value of the reading interest questionnaire in the experimental class is greater than the average value in the control class. According to the results of the hypothesis precondition testing study, the normality and homogeneity tests indicate an Asymp.Sig value. If the value of Asymp.Sig. is more than 0.05, it can be concluded that the distribution is both normal and homogenous. Following the acquisition of the hypothesis precondition test results, a t-test was conducted to ascertain the impact of utilising illustrated folklore books on students' level of interest in reading. According to the findings of the independent sample t-test conducted using IBM SPSS version 22, the significance level (sig.) was determined. Zero point zero zero zero. If the significance value is less than 0.05. Therefore, it can be inferred that the utilisation of illustrated folklore books has an impact on the level of reading interest among fifth-grade children in elementary school.

The difference in the average (mean) of the students' reading interest questionnaire in the experimental class and the control class was due to the difference in the treatment of the two samples. This shows that students' interest in reading is higher when using illustrated folklore books compared to textbooks commonly used in class, such as student theme books. Referring to the results of the description of the data previously described, it shows that fifth-grade elementary school students have a high interest in reading after receiving treatment using illustrated folklore books, which increased by 14.19%.

A person's interest can be measured, according to what was conveyed (Hapsari et al., 2019) measuring and mapping interest has been known for a long time as part of a psychodiagnostic procedure in order to reveal one of the elements of potential in humans. The results of the analysis of the reading interest questionnaire distributed before and after the implementation of this experimental research are in accordance with the indicators of reading interest, namely those submitted by Crow and Crow (Sa'diyah, 2015), namely concentration of attention, use of reading time. The aspects that can influence interest in reading are enjoyment of reading activities, frequency of time spent reading, number of books read, and awareness of the benefits of reading (Elendiana, 2020). Motivation to read, motivation has an important role in increasing children's interest in reading (Paul, 2008). Emotion in reading, and effort to read. This is in accordance with the opinion expressed ((Artana), 2016), that interest in reading is a strong and deep interest or tendency followed by continuous efforts in a person towards reading activities so that it can direct a person to read of his own free will without outside coercion.

Illustrated folklore books play a crucial role in promoting pupils' reading engagement during this rise. Non-fiction literature, which draws from real-life events or personal accounts, has the potential to motivate and enlighten children (Latuconsina et al., 2022). In addition, illustrated folklore books have the attributes that appeal to youngsters. Picture storybooks are narratives presented in book form, using pictures that serve as visual representations of interconnected stories, accompanied by written text that conveys the stories depicted in the pictures. According to Maharani et al. (2017), picture tale books are more popular than academic books among children, and there is limited interest

in reading books related to school-related tasks. Pictorial folklore might be proposed as a method to enhance students' engagement in reading, particularly during the learning process. Introducing illustrated folklore books as part of this study is a situational aspect that can enhance children's inclination towards reading.

The increase in reading enthusiasm is closely linked to the teacher's encouragement for pupils to consistently engage in reading, hence fostering a comprehensive understanding (Astuti & Nelisa, 2021). According to Hasibuan (2022), a strong inclination towards reading can enhance pupils' comprehension of instructional content. According to Firdaus (2016), the quality of children's reading has a significant impact on their academic achievement and overall success in life. This study diverges from prior studies by employing illustrated folklore books as a means to gauge the impact of reading interest on these pupils. Using illustrated folklore books as educational tools has been found to foster and enhance students' enthusiasm for reading, as opposed to conventional textbooks often utilised in education, such as student theme books. This folktale is believed to have the potential to inspire students to regain their enthusiasm for reading. Folklore encompasses numerous meanings and messages that resonate with us. It is anticipated that this message will have the capacity to alter pupils' views, morality, ethics, and grammar (Anggidesialamina, 2020).

4. CONCLUSION

Based on the aforementioned descriptions, it can be inferred that illustrated folklore has an impact on the reading interest of fifth-grade elementary school pupils. The implementation of illustrated folklore book media as a learning treatment resulted in a 14.19% increase in students' reading interest. According to the research findings, additional research on the use of illustrated folklore books in specific disciplines to enhance students' reading engagement in different educational institutions is recommended. To enhance students' engagement in reading, educators must offer a wide range of captivating and varied books to prevent student apathy. Teachers might utilise illustrated folklore books as a means to enhance pupils' enthusiasm for reading. Students are required to enhance their enthusiasm for reading in order to gain a deeper understanding and facilitate comprehension of material. This research on the impact of illustrated folklore books on the reading interest of fifth-grade elementary school pupils serves as a reference for future researchers. It can be used as a basis for developing more advanced variables aimed at enhancing reading interest. Furthermore, it is anticipated that future studies will explore alternative forms of media that incorporate folklore.

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