

THE PROFILE OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS' READING HABITS

Yoga Adi Pratama¹, M. Solehuddin², Wahyu Sopandi³, Nanda William⁴

¹Universitas Pendidikan Indonesia, Bandung, Indonesia

²Universitas Pendidikan Indonesia, Bandung, Indonesia

³Universitas Pendidikan Indonesia, Bandung, Indonesia

⁴Universitas Pendidikan Indonesia, Bandung, Indonesia

Yoga.a@student.upi.edu

Abstract: The purpose of this study was to find out the profile of reading habits of prospective elementary school teacher. This study uses a descriptive study method, with 120 participants participating in PGSD in Bandung. The instrument used was a reading habit questionnaire which contained various questions regarding reading habits. The results of this study illustrate that as many as 80% of students are not consistent in reading books, 65% of prospective elementary school teachers prefer reading novels and only 10% are happy to read textbooks. Furthermore, 45% of prospective elementary school teachers read only in the range of two to three weeks and 50% of prospective elementary school teachers spend time in one reading ranging from 1-2 hours. As much as 90% of student moods are still not consistent, sometimes bored, sometimes not what makes students who also sometimes understand the contents of textbooks / lectures by 80%. Students also tend to read more books when there are assignments from lecturers, which is 79%, even though the reading source used is 70% of the internet. The results are caused because reading is not used as a basic need in the study process. Mood and pragmatism factors for prospective elementary school teacher candidates make the reading level of prospective elementary school teachers low. There must always be an assignment or demand so that reading awareness will remain low. The conclusion of this study is that prospective elementary school teachers still do not have a high awareness to read books that support studies, whereas to be a teacher requires content and pedagogical knowledge, and both of these are obtained through good reading.

Keywords: Prospective Elementary School Teachers, Reading Habits, Elementary School Teachers

1. Introduction

Education should build an intellectual civilization based on character values. The development of intellectual property is certainly a process of umanizing humans, so that we understand that education is a process of humanizing humans. In the constitution, Indonesia is well aware of the importance of education, it can be seen from the goals of National Education listed in the Law System on National Education No. 20 of 2003 article 3, namely:

Pendidikan nasional berfungsi mengembangkan kemampuan dan bentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada tuhan yang maha Esa, berahlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggungjawab.

The aim of national education seems to be evidence that the task of educating is not easy, but it needs more serious and consistent efforts in improving the quality of education in Indonesia.

In line with the goals of national education, the 21st century which is the century of computation makes education more complex. The 21st century is an information age marked by the rapid development of information. This rapid development is supported by the development of communication technology, especially in the field of computing which makes the routine conditions in the 21st century more automatic and leads to changes in all aspects of the constellation of life. Likewise with education, this complex 21st century condition provides a rapid change in the learning environment (Ivanova, 2016). So, inevitably education must immediately improve to adjust to the times.

According to Abidin, et al. (2015) there are four competencies that must be owned by students or society in the 21st century in order to be able to play an active and competitive role. The four competencies are the ability to read high comprehension, good writing ability to build and express meaning, the ability to speak accountably, and the ability to master various influential digital media. It is seen that high intellectual ability is very much needed by society in the 21st century. In line with Abidin, Binkley, et al. (2012, pp. 18-19) more fully explain what competencies are needed in the 21st century, including creative thinking, critical thinking, metacognition thinking, communication, collaboration, information literacy, ICT (Information Technology Communication) literacy, citizenship, work and career, as well as individual and social responsibility skills. Furthermore Trilling & Fadel (2009, p. 47) are known as the initiators of the rainbow concept of skills and knowledge that must be possessed in the 21st century. These skills include learning and innovation skills in which there are creative thinking skills and problem solving skills, communication and collaboration skills, and the ability to be creative and innovate. These skills are an essential basis for someone to be able to exist in the 21st century.

Instead of preparing to clean up, it is precisely the fact in the field of Indonesian education that it is like sleeping soundly. According to Tilaar (Muhammad, 2008) the condition of education in our country has been chaotic and has lost its educational power. Educational institutions only give birth to dwarf people who put forward individualism in absolute terms regardless of humanity which is basically the purpose of this life substantially. Education, especially in elementary schools, has been developed in pragmatic-materialist concepts that produce mechanical students and are independent of humanist rules. This is a big problem, the character problem leads to the low intellectual ability of Indonesian students. Indonesia ranks 64th out of 65 countries in 2012 (OECD, 2013) and ranks 64th out of 72 countries in 2015 (OECD, 2017), which makes Indonesia still at the level of low ability when viewed from the cognitive aspects (knowing, applying, reasoning) (Kusuma, et al., 2017).

To improve the condition of education in Indonesia, especially on the cognitive aspect is by looking at the reading habits of prospective elementary school teacher students. Reading activities are one form of building intellectual civilization which will be one of the solutions to improve the low results of studies on student abilities in Indonesia. Reading has its own significance for teachers and prospective teachers. Besides being able to improve and sharpen knowledge, as prospective elementary school teachers must naturally experience and feel the activities that will be applied in later learning. In this study the variable is the habit of reading. Reading activities, especially those carried

out before learning proved to be significant were able to improve student learning achievement (Mujiati, 2010; Sopandi, 2017). Therefore, this study wants to see an overview of reading habits. The picture will be very useful to be followed up in further research. In order to obtain maximum results, this study will use descriptive methods whose participants are lecturers and students majoring in PGSD in Bandung.

2. Literature Review

Reading is a person's activity to obtain information or messages in the form of written language, symbols or symbols. To be able to capture information quickly one must read seriously what it reads. Seriousness will be difficult to create if someone has no interest in reading what he reads. Reading interest is closely related to education or the level of one's intelligence and environment. Reading will be realized through the process of learning, practicing, and experiencing. Reading is a physical and mental activity that can develop into a habit. Establishing reading activities requires a relatively long time.

In reading there are two aspects that need to be considered, namely interest (a combination of desire, willingness and motivation) and reading skills, namely eye skills and mastery of reading techniques with the aim of realizing efficient reading habits. If there is no interest, then reading habits will certainly not develop. Thus interest is the basis for reading habits. It can also happen that reading interest has developed well, but efficient reading skills have not developed. In this case, it means that what is formed is a lack of or inefficient reading habits.

The growth of reading interest will cause reading habits to develop and increase reading skills. By reading, it opens up insight, improves knowledge and skills and enhances creativity so that children are more passionate and motivated to learn so that through reading activities it is hoped that the potential of children will grow to the fullest.

Based on the statement above, reading books is also an effective learning activity to gain knowledge and knowledge. By reading students or lecturers can get knowledge quickly and easily because they just choose the book to read, open it and start reading the words. Therefore reading should be the main activity of the academic community, especially students. Students are one component of the academic community that is demanding knowledge, therefore reading should be the main agenda of students. By reading it will be a source of inspiration, a source of knowledge and hone students' criticality (Hardianto, 2011). This also applies to teacher or prospective teacher students. As a prospective teacher, having a reading interest is a necessity that cannot be delayed.

In the context of the 21st century, reading is increasingly important. The 21st century requires people who are capable of high-level thinking and are also able to do jobs that demand critical and creative thinking. This can be accommodated through reading. So that it becomes important to foster children's reading interest in preparation for the 21st century. Therefore, growing children's interest in reading must first grow interest in reading the teacher. So that both teachers and students must have high reading interest.

3. Methodology

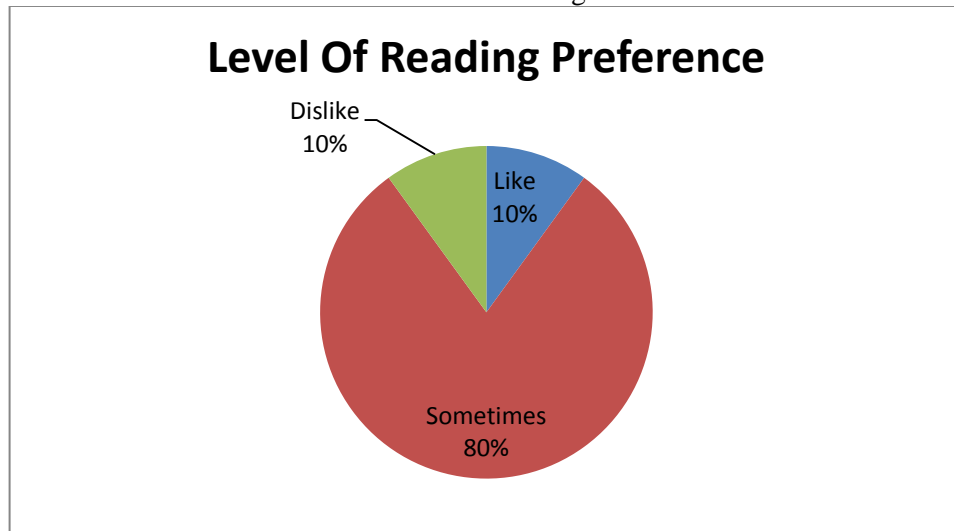
This study uses a descriptive study design. Descriptive study design is a research design that seeks to describe and interpret objects according to what they are (Sukmadinata, 2010, p. 72). So that the reading habits of prospective elementary school teacher students can be described as they are. This research was carried out at one of the universities in Bandung. The participants were 120 students of PGSD in 2018/2019 school year. Data collection techniques in this study use questionnaires. While the student reading habit questionnaire.

4. Results and Discussion

a. Result

Based on the results of the survey that had been carried out, it was found out that the students who were prospective elementary school teachers answered more sometimes in terms of preferences in reading books. While 10% expressed their preference for reading books, and 10% stated they did not like reading books. More clearly can be seen in the following picture.

Picture 1. Level Of Reading Preference



From the picture above, it can be concluded that prospective elementary school students are still inconsistent in reading books. This can be seen from sometimes as much as 80%. While those who said they liked to read as much as 10%, so those who did not like to read as much as 10%. These results indicate that students who are primary school teachers who have not made reading basic activities in undergoing lectures. Students tend to be pragmatic, whenever there are tasks or demands, it is only then they read books. This is due to a variety of busy and low level of reading interest.

Furthermore, from the survey results, as many as 65% of prospective elementary school teachers prefer to read novels, 10% of comics, and 10% like to read textbooks / lectures, the answers to other books such as inspiration books. From these percentages it is seen that only a few elementary school students who like to read textbooks. That means students who are primary school teachers are not interested in college books. Even though to be a professional teacher, both knowledge of content and pedagogy must be possessed, and all of that can be facilitated through reading lecture books.

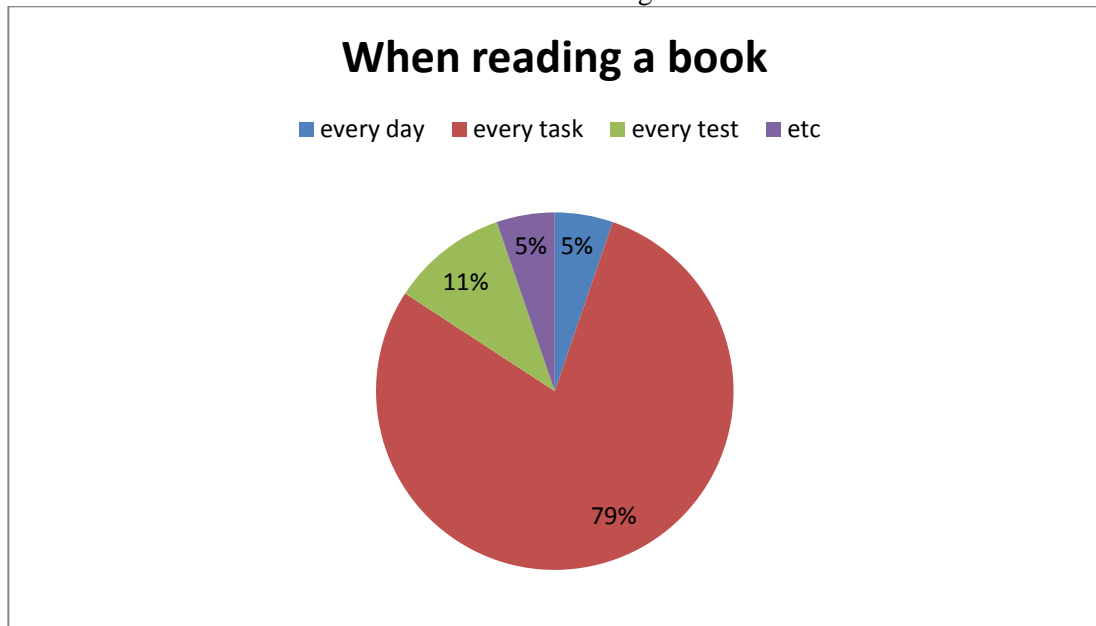
Regarding the reading intensity, prospective elementary school teachers are still relatively low in reading intensity. As many as 45% of prospective elementary school teacher students read only in the range of two to three weeks. This shows that prospective elementary school teacher students rarely read books. Only 5% read books every day and 20% read every once a week. Mostly due to the mood that often changes and the schedule is quite solid. Even if it is explored further, it might be due to the lazy factor that makes the intensity of student reading books low.

Furthermore, most students, namely 50% of prospective elementary school teachers spend time in one reading ranging from 1-2 hours, while 30% are able to read more than 2 hours, and 15% are only able to read less than 1 hour. This indicates that the resilience of prospective elementary school teachers when reading books is still relatively normal or standard. In fact, teachers in the 21st century are lifelong learners. Learners must be able to read books in a relatively long time. This is still not seen and reflected by prospective elementary school teacher students.

Contrary to the statement above, that affects the intensity and endurance of reading is certainly the mood. This can be seen from the mood percentage of prospective primary school students when reading textbooks, ie 90% of students' moods are still inconsistent, sometimes bored, sometimes not. While the other 10% answered bored when reading books. The data is reinforced by as many as 80%

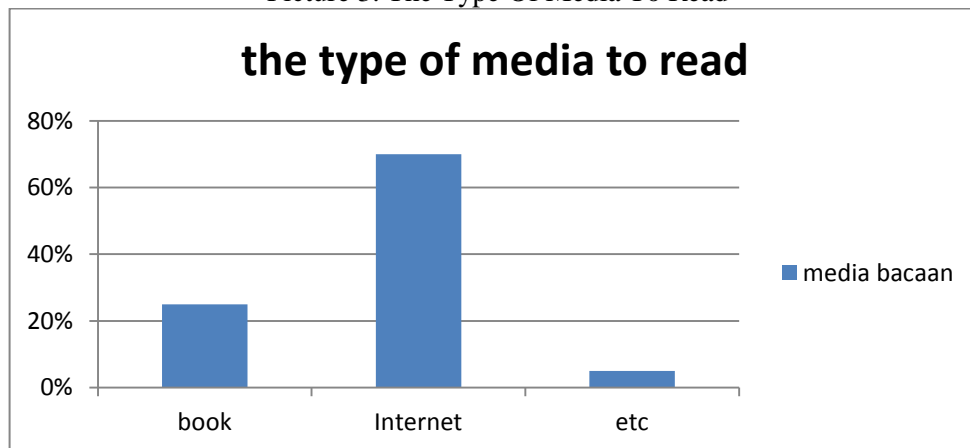
of students who also sometimes understand the contents of textbooks / lectures, the rest there are those who understand and some do not understand the contents of textbooks / lectures. This clearly gives a picture that elementary school teacher candidates when reading interest is low, both mood and understanding of reading will be low. This is dangerous, because then the results of a four-year study prepared to become a professional teacher will yield zero fruit. The quality of reading will greatly affect the quality of a teacher later. The next question, then when is a student who is a prospective elementary school teacher reading a textbook or lecture? The following data is presented in the image below.

Picture 2. When Reading A Book



From the picture above it can be seen that students tend to read more books when there are assignments from lecturers, which is 79%. This indicates a lack of awareness of the importance of reading books. Students need to be assigned first to read. Of the 79%, not all of them read lectures from books, even lecture books tend to be abandoned and replaced by the internet. More clearly can be seen in the following diagram.

Picture 3. The Type Of Media To Read



From the bar chart above, it can be seen that as many as 70% of prospective elementary school teacher students tend to use internet media as lecture reading material. The reason is that the internet is easier, faster and to the point meaning that it is directly to the content that is sought, while the book is more difficult and requires a long time. Even so, not all students leave the printed book, there are still 25% who still use the book as reading material and references to support the study. The reason is that

students continue to use printed books as reading material is because the books are more accurate and clear reference. Furthermore, the use of books has been tested for truth.

b. Discussion

Based on the data obtained, it was found that prospective elementary school teachers did not have high consistency in reading interest. This can be seen from the answers of students of elementary school teacher candidates who are dominated "sometimes" by 80% rather than "like" reading. This indicates that the reading habits among students of elementary school teachers are not growing because if they are traced, the answers sometimes lead to a lack of interest in reading. Of course this data is not surprising, because in accordance with the results of research entitled "Most Littered Nation In the World" conducted by Central Connecticut State University in March 2016, Indonesia was declared ranked 60th out of 61 countries about reading interest (Kompas, 2016) While the results of a study conducted by UNESCO stated that Indonesian people's reading interest was only 0.001 percent. That is, in one thousand communities there is only one community that has a reading interest. Of course, this reading interest will be directly proportional to the quality of Indonesian education.

The results of this study are also in line with Hardianto's (2011) opinion which states that the reality of the current problem arises where student interest in reading is very low. In an internet site, it is stated that the reading level of students in Indonesia is very low, this is indicated by the high number of undergraduate (S1) unemployment. Higher education graduates (S1) in 2005 totaling 385,418 were open unemployment. According to Benny Setiawan (2008) the possibility of unemployment was due to the fact that when students were reluctant to read, write and if there were college assignments, it was done by someone else. This will be more dangerous if experienced by prospective elementary school teachers who in fact will be dealing directly with the nation's children.

The low interest in reading prospective elementary school teachers that we have seen in the previous point shows that there is an intellectual crisis in the realm of education. Though the demands of the 21st century are quite complex and good literacy skills are needed. According to Abidin (2015) education in the 21st century has the aim of creating people who are critical in intellectual, creative in thought, ethical in formulation, and character in life. These four goals must be owned by 21st century generations so that they are able to speak much in the global sphere. All of this can be accommodated one of them by reading.

In addition, students who are primary school teachers also do not like scientific books, they tend to like novels and other literary works. This is in line with the research of Hardianto (2011) which states that FIP students prefer types of popular books (political books, training books, popular education books, motivational books) while for scientific texts are less desirable because of several things including writing too rigid , the language is difficult to understand, the layout is not interesting and others.

The most dominant factor in the low reading interest is internal factors or from within the students themselves. They tend not to like reading and reading not to be a lifestyle for students, even though students, especially students who are prospective elementary school teachers, are selected people who are seen as highly intellectual academics among the community. Reading is still not a basic need for students. This can be seen from the relatively low reading time, only around 1 hour and that is even within two to three weeks. This is also in line with Hardianto (2011) who stated that FIP students only read less than 1 hour.

This very narrow reading time happens not for self-awareness. Students who are primary school teachers tend to read when there are tasks or want to face an exam. From these data it is clear that internal factors predominantly influence student reading interest. Students of primary school teachers need to be forced or faced with situations that require them to read. Internet media is also a *prima donna* for elementary school teacher candidates as reading media, which is as much as 70%. This is in line with the opinion of Anugra, et al. (2018) which states that the development of information technology makes students more often seek information from the internet than books. So the existence of the book is reduced. The use of the internet is tantamount to fostering a spirit of pragmatism in students who are prospective elementary school teachers.

So it is clear that the reading interest of prospective elementary school teacher students is relatively low. So that innovation is needed to overcome these problems. Because the factors within students that are still dominant affect student interest in reading, the innovation must be initiated from an outside approach of students, using either learning models or strategies that can build students' interest in reading.

5. Conclusion

The conclusion of this study is that there is no consistency in reading interest of prospective elementary school teacher students and the lack of awareness of the importance of reading. This can be seen from the results of a survey stating that students who are primary school teachers "sometimes" like reading, the selection of "sometimes" after being traced refers to a lack of interest in reading. In addition, the reading intensity of elementary school teacher candidates is still relatively low and it is compounded by the fact that lecture books are not much liked. Students of primary school teachers must be given assignments first, then they will read. This clearly shows that there is no awareness from within to actively read. Students also tend to use the Internet as a medium for reading which indirectly fosters the spirit of pragmatism in students, so that the impact of printed books begins to be abandoned.

Seeing these data and facts requires an innovation in education, both through learning models and learning media that can help prospective elementary school teachers to grow their reading interest. These innovations must be in accordance with the Indonesian context considering the characteristics of Indonesian people are different from other nations.

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