



AL QODIRI

JURNAL PENDIDIKAN, SOSIAL DAN KEAGAMAAN

Jln. Manggar 139-A Gebang Poreng Po.Box.161-Patrang Jember Jawa Timur
<http://ejournal.kopertais4.or.id/tapalkuda/index.php/qodiri>

Analysis of The Influence of Parents On Reading Interest of Fifth Grade Students In Bonang District Demak Regency

Nur Lailatus Sa'adah¹, Sukirman², Achmad Hilal Madjdi³
Universitas Muria Kudus, Indonesia
201803103@std.umk.ac.id

Volume 20 Nomor 2 Agustus 2022: DOI: <https://doi.org/10.53515/qodiri.2022.20.2.248-260> Article History
Submission: 17-07-2022_Revised: 25-07-2022_Accepted: 08-08-2022 Published: 19-08-2022

Abstract. This study aims to analyze the role of parents in reading interest of students. This research is a type of quantitative research with the number of respondents in the study of 99 fifth grade students at SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency. The method in this study is quasi experimental This study also used a non-experimental or ex post facto design. The data collection techniques used were questionnaires and documentation. Test instrument using validation test and reliability test. The results of the study is parents influenced the reading interest of fifth grade students in SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency by 312 or 31.2% and the correlation value was 0, 559. Parents' suggestions should maximize the role to foster students' interest in reading. Children will learn from their parents, so set a good example, where when children see their parents so enjoy reading and judging books can be a great inspiration, of course their reading interest can increase

Keywords: role of parents, interest in reading

A. Introduction

Reading is very important, especially in the world of education, both students and teachers. The ability to read opens up new worlds and opportunities to gain knowledge and enjoy literacy and do everything that is necessary in modern life. For example, by reading newspapers, a person will get a lot of information, both domestic and foreign situations in various fields of politics, economy, sports, literature, advertisements, job vacancies and so on. It cannot be denied that reading is a necessity in the era of globalization. Without reading, a person will miss many things.

Tarigan (2015: 106) states that "reading interest is a person's ability to communicate with oneself to capture the meaning contained in writing, so as to provide emotional experience as a result of deep attention to the meaning of reading. The family environment, especially parents, has a very important role in fostering reading habits in their children. The planting of this concept can be started with parents by giving examples to their children



Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan is licensed under a Creative Commons Attribution-Share Alike 4.0 International License. Copyright © 2020 IAI Al Qodiri Jember. All Rights Reserved p-ISSN 2252-4371 | e-ISSN 2598-8735

reading books / newspapers at certain times on a regular basis, for example in the afternoon while waiting for the child who is also given a book that is appropriate to the child's age developmental level. By providing regular time and attention to children, children will feel that reading is a routine that must be done in daily activities.

The research entitled "Perceptions of Teachers about the Role of Parents in Developing Reading Habits of Children to Improve their Academic Performance in Schools" conducted by Bano, Jamila et al (2018) stated that the role of parents is very important in developing children's interest in reading because healthy reading activities can help them develop critical thinking and analytic skills as well as to a large extent expand their vocabulary.

The school with low reading interest is SD Negeri Gugus Sultan Fatah Kec. Bonang, Kab. Demak. The location is in the villages of Bonangrejo, Jatirogo, and Serangan. Bonang District, Demak Regency. This elementary school is one of the elementary schools where the average student comes from middle to lower economic families. Usually children in such families tend to be less fond of reading books.

The results of Pahendra's research, Arifin (2018) showed that there was a positive influence on parental motivation on students' reading interest. The variables in the study were: motivation, parents, and students' reading interest. Data collection tools using interviews and questionnaires.

According to Arumdini et al. (2016) parents are part of the family and family is the environment that a child meets. In the family, children learn to behave, grow and develop. The parenting style received by a child is subjective, so learning motivation depends on how the child accepts the parenting style given by his parents. With the parenting style given by parents, it will motivate children to do various things, one of which is reading. When reading activities have been instilled from an early age and then become a habit of a child, it is not only beneficial for the child's condition at that time, but also benefits the child's life in the future. Therefore, children must be taught how to love books from an early age

In a family, the role of parents is very important for children, especially when children enter school age in taking education. Family has a very important role in developing a child's personality. The family is also seen as an institution (institution) that can fulfill children's needs. The pattern and quality of child-rearing and parenting in the home environment is largely determined by the quality and willingness of the family (husband and wife) to fulfill



their own responsibilities, especially through their roles. education (education)(Salafuddin et al., 2020).

The family environment, especially parents, has a very important role in fostering reading habits in their children. The planting of this concept can be started with parents by giving examples to their children reading books / newspapers at certain times on a regular basis, for example in the afternoon while waiting for the child who is also given a book that is appropriate to the child's age developmental level. By providing regular time and attention to children, children will feel that reading is a routine that must be done in their daily activities. Indicators of the family environment according to Slameto (2010) are: 1) how parents educate, 2) relationships between family members, 3) home atmosphere, 4) family economic conditions

The role of parents is believed to increase children's reading interest. In poor families living in villages, for example, parental involvement is reduced because parents have to work to earn money from dawn to dusk to meet their economic needs, so they pay less attention to their children, especially in terms of learning. For them, the matters of reading, writing and arithmetic are left to the teacher when their children go to school. Even though the success of learning is also influenced by the attention of parents, not just teachers.

The quality of education will increase if there is cooperation between teachers, students, school principals and families. The role of these stakeholders occupies the same position in order to achieve the goals and quality of learning(Purnomo., Utaminingsih, Sri., Su'ad., Pratama, 2022).

The research entitled "Gerakan Orang Tua Membacakan Buku dalam Menumbuhkan Minat Baca sejak Usia Dini di PAUD Al-Jamil" conducted by Arianti (2018) aims to teach parents how to get used to reading story books from an early age, strengthening the social emotional relationship between children and parents, as well as fostering children's interest in reading from an early age. The results of this study indicate that since the implementation of the school literacy movement at PAUD Al-Jamil, students' reading interest has increased followed by an increase in children's drawing and writing skills. Students become fond of reading, especially things that interest them.

The things that parents can do at home to increase students' interest in reading are to give examples to children that reading is important, give special time to read together, and buy books that children like with reading materials that are appropriate for the child's age (Nuragung Prayiti & Danugiri, 2021). The framework developed is that the family



environment (parents) plays an important role in creating children's interest in reading. And the hypothesis put forward is that parents influence the reading interest of fifth gradestudents at SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency.

B. METHOD

The method in this study is quasi experimental This study also used a non-experimental or ex post facto design. Including non-experimental because in this study it does not use treatment of research variables but rather examines the facts that have occurred and have been done by the research subject. This research was conducted in SD as Sultan Fatah Cluster, Bonang District, Demak Regency.

The population in this study were students in fifth grade at SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency, totaling 144 students in the 2019/2020 school year. Knik sampling in this study using probability sampling techniques, and positive random sampling research sample of 99 students. The instrument used in this study was a questionnaire. A questionnaire or questionnaire is used to measure variables, namely the role of parents and students' reading interest. . The data analysis technique was the instrument test, the test prerequisite test (normality and homogeneity test) of the hypothesis, namely the t test.

C. RESULT

1. Data description

The results of the data description of the variables of the role of parents and students' reading interest are:

- a) The students' reading interest instrument obtained an average value of 74.87, a minimum value of 59, a maximum value of 85, a standard deviation of 5.415 and a median value of 75
- b) The parental role instrument obtained an average value of 52.69, a minimum value of 44, a maximum value of 59, a standard deviation of 3,225 and a median value of 53

From the results of the data description, a frequency distribution table is created, namely:

a. The role of parents

The distribution of the frequency of parental instruments is grouped into 5 categories, namely: very low, low, medium, high, and very high.



Table 1. Frequency Distribution of the role of parents

No	Interval (score)	Frekuensi absolut	Frekuensi relatif	categories
1	44 - 46	5	5%	Very low
2	47 - 49	11	11%	low
3	50 - 52	31	32%	medium
4	53 - 55	30	30%	High
5	56 - 59	22	22%	Very high
		99	100%	

Based on the results of the data, it is known that the tendency of answers to parental instruments with 99 research respondents is categorized as very low as many as 5 people (5%), low category as many as 11 people (11%), medium category as many as 31 people (32%), high category as many as 30 people (30%), and in very high category as many as 22 people (22%). While the average score was 52.69. which is located at the interval 53-55 in the high category. Based on the results of data processing with SPSS, the average role of parents is categorized as moderate. The results of the descriptive analysis are depicted in the form of a bar chart which can be seen in Figure 4.1 below.

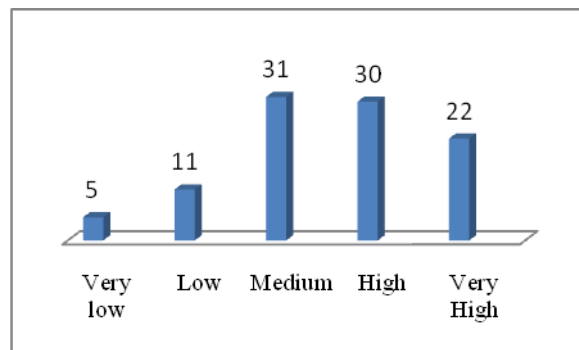


Figure 1 Frequency Distribution of Parents' Role

b. Student Reading Interest

The results of data processing respondents 'perceptions of students' reading interest instruments are:

Table 2. Distribution of Students' Reading Interest Frequency

No	Interval	Frekuensi absolut	Frekuensi relatif	Categories
1	59 - 63	3	3%	Very low
2	64 - 68	13	13%	Low
3	69 - 73	25	25%	Medium
4	74 -	37	38%	High



	79			
5	80 - 85	21	21%	Very high
		99	100%	

Based on the results of data 4.2 it is known that the tendency of answers to parental instruments with 99 research respondents is categorized as very low as many as 3 people (3%), low category as many as 13 people (13%), medium category as many as 25 people (25%), high category as many as 37 people (38%), and very high category as many as 21 people (21%). While the average score is 74.87, which is located at the interval 74 - 79 in the high category. Based on the results of data processing with SPSS frequency distribution on the reading interest instrument of students in the high category. The results of the descriptive analysis are depicted in the form of a bar chart

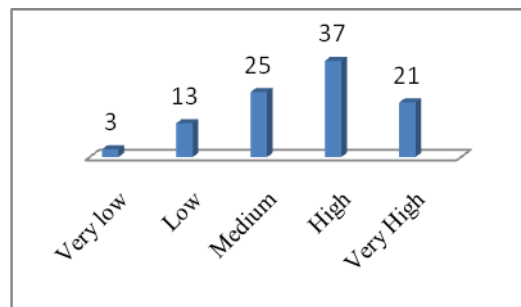


Figure 2 Distribution of Students' Reading Interest Frequency

The results of the above analysis show that the number of observations (N) is 99 respondents. These results made the frequency distribution with the variable of the role of parents having an average of 52.69 which was in the 53 -55 interval in the high category. While the reading interest variable with an average score of 74.87 is in the 74-79 interval in the very high category.

All data collected will then be tested for analysis prerequisites in the form of tests of normality, linearity, multicollinearity and heteroscedasticity. The results of the prerequisite analysis showed that all data were normally distributed, had a linear relationship, did not occur multicollinearity and did not occur heteroscedasticity.

2. Hypothesis Testing

The hypothesis proposed is

"Parents influence the reading interest of fifth grade students at SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency"



a. Correlation Test

The Product Moment correlation technique was developed by Karl Pearson so that the correlation obtained is called the Pearson correlation coefficient. The results of the correlation test can be seen in the following table. The results of the correlation test between the role of parents and students' reading interest can be seen in table 3 below.

Table 3 Correlation Test Results

Correlations			
		Reading Interest	Parent
Reading interest	Pearson Correlation	1	.559**
	Sig. (2-tailed)		.000
	N	99	99
Parents	Pearson Correlation	.559**	1
	Sig. (2-tailed)	.000	
	N	99	99

Based on table 3, it shows the value of parents on students' reading interest in the amount of 0.559. The correlation value of 0.559 shows that the influence of parents on students' reading interest is strong.

b. F test

In this study, simultaneous testing (F) was used to determine whether parents have an effect on students' reading interest. The results of the F test are as in table 4, below

Table 4 F Test Results

Model		df	Mean Square	F	Sig.
1	Regression	1	896.505	43.991	.000 ^a
	Residual	97	20.379		
	Total	98			

Based on table 4 the results of the anova test on the role of parents on students' reading interest above can be explained that

- 1) the significance value of 0.000 is smaller than the significance level of 0.05 or $0.000 \leq 0.05$.



- 2) F_{count} value of 43,991 and F_{table} value at the level of confidence 0.05, namely a value of 3.938, then $F_{count} > F_{table}$ or $43.991 \geq 3.938$ This means that X1 to Y with the regression model used for this study is significant
- 3) This means that the parent variable has a significant effect on the reading interest of students in SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency

c. R Test (Determination Test)

The determination test is used to determine the role of parents in reading interest of students. It can be seen from the summary table, namely the coefficient of determination (R^2) by looking at the R Square value in the Output Model Summary table below.

Table 5 Summary Table
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.559 _a	.312	.305	4.514

From table 5, the influence role of parents. Based on table 4:13, the role of parents on students' reading interest with the R-square is 0, 312 or 31.2%. This value shows that 31.2% of students' reading interest is influenced by parents and the remaining 68.8% is influenced by other variables outside the study

d. T test (partial test)

In this study, the partial test (t test) was used to determine whether parents partially affected students' reading interest, with a significance level of $\alpha = 5\%$ and $df; n-k$. The results of the regression test to find the regression coefficient are as follows

Table 6 Coefficients Regression X against Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.457	7.464		3.411	.001
	Parents	.938	.141	.559	6.633	.000



Based on table 6 it can be seen:

- 1) The resulting regression equation is $Y = 25,457 + 0,938X_1$
- 2) The value of the dependent variable of parents can be seen from the constant value of 25,457 with a note that the independent variable is fixed.
- 3) The influence of the independent variables of parents on students' reading interest when seen from the regression coefficient of 0.938 shows a positive regression coefficient, meaning that if parents increase, students' reading interest also increases, this means that every change in parents, then the reading interest of the participants students will increase by 0,938 provided that other independent variables remain.
- 4) Parent variable with t test value of 6,633 and t table value = 1.9847 (significance 0.05) then $6,633 \geq 1.9847$ (t count > t table). This means that there is a role of parents in reading interest of grade 5 students at SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency.

D. DISCUSSION

Based on the results of primary data processing from 99 respondents (fifth grade of students at SD Negeri Gugus Sultan Fatah, Bonang District, Demakregency), data on students' perceptions of the role of parents showed that the most answers were in the moderate category as many as 31 people (32%), the mean value amounting to 52.69. which is located at the interval 53-55 in the high category. This means that the role of parents is perceived as high. This condition illustrates that the parents of grade 5 students in SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency have an effect on the students' reading interest. well.

Results The correlation of the role of parents to students' reading interest was 0,559 which was in the strong category. The correlation is strong, so the implementation of parents must be able to play the role well to increase and foster students' interest in reading. The parenting style received by a child is subjective, so learning motivation depends on how the child accepts the parenting style given by his parents. With the parenting style given by parents, it will motivate children to do various things, one of which is reading. When reading activities have been instilled from an early age and then become a habit of a child, it is not only beneficial for the child's condition at that time, but also benefits the child's life in the future. Parents have a very important role in fostering reading habits in their children. This means that if there is a change in parents, it will show a change in students' reading interest in the same direction.



The regression equation is $Y = 25,457 + 0,938X_1$ shows the influence of the independent variables of parents on students' reading interest with a regression coefficient of 0.938 which means that the regression coefficient is positive, meaning that if the role of parents increases, students' reading interest also increases.

The influence of the role of parents on students' reading interest is 312 or 31.2%. This value shows that 31.2% of students' reading interest is influenced by parents and the remaining 68.8% is influenced by other variables outside the study. Based on the results of the regression test, it can be explained that the role of parents has a strong influence on students' reading interest. The dynamics of the ups and downs of students' reading interest are wrong depending on the role of parents even though they are quite strong. The better the role of parents, the better and the students' interest in reading will also increase. Likewise, on the contrary, if the role of parents shows a decrease, the students' reading interest will also decrease.

The family environment, especially parents, has a very important role in fostering reading habits in their children. The planting of this concept can be started with parents by giving examples to their children reading books / newspapers at certain times on a regular basis, for example in the afternoon while waiting for the child who is also given a book that is appropriate to the child's age developmental level. By providing regular time and attention to children, children will feel that reading is a routine that must be done in daily activities. Appropriate parenting has proven to have great potential to improve children's life journey outcomes and be beneficial for their lives (Sanders & Turner, 2018).

Parental involvement is a good thing for children's growth and development, based on research results there is a big difference between involving parents in schools and involving parents in learning and those not involving in education and learning. parental involvement has a positive effect on learning outcomes (Jdaitawi, 2019), (Kong, C., & Yasmin, 2022). The results of this study are relevant to the research by (Arianti, 2018) which aims to teach parents how to get used to reading story books from an early age. Strengthen social emotional relationships between children and parents, and foster children's interest in reading from an early age. The results of this study indicate that since the implementation of the school literacy movement at PAUD Al-Jamil, students' reading interest has increased followed by an increase in children's drawing and writing skills. Students become fond of reading, especially things that interest them. This research is also supported by literacy habits at home which greatly affect children's reading interest (Joseph Price, 2018).



This opinion is also reinforced by (Dewi & Prawita, 2019) parents to be a big key to develop their children's reading interest. This is because if children do it but don't see other family members reading at home, then their reading interest is low. The role of parents is believed to increase children's reading interest. In poor families living in villages, for example, parental involvement is reduced because parents have to work to earn money from dawn to dusk to meet their economic needs, so they pay less attention to their children, especially in terms of learning. For them, the matters of reading, writing and arithmetic are left to the teacher when their children go to school. Even though the success of learning is also influenced by the attention of parents, not just teachers

According to Maharani, et al. (2017) in their research entitled "Minat Baca Anak-anak di Kampoeng Baca Kabupaten Jember" concluded that the basic factors that shape reading habits are situational factors and parenting styles of parents. This is in accordance with Putra, I. P. P. B. D., Suniasih, N. W., & Manuaba, I. B. S. (2020). In his research entitled "Determinasi Motivasi Belajar dan Dukungan Orang Tua Terhadap Minat Baca". In his research, it was stated that the results of the analysis showed a significant effect of parental support on students' reading interest.

The tendency to lower children's interest in reading is also caused by a lack of parental support. Parental support is an awareness of the responsibility of educating and fostering children continuously by providing assistance by parents to children to meet children's basic needs in the form of giving attention, feeling safe and comfortable, and in financial form. Lack of parental support which affects children's reading interest. Parents have an important role in educating and fostering their children, one of which is fostering interest in reading. Therefore, it needs attention, assistance, and guidance from the people closest to the child, especially in this case parents who provide social support.

Parental support that can be done, namely by inviting children to read together, so as to foster students' interest in reading. The provision of suitable reading sources for children can also be used as a way to attract children's interest in reading. "Good parental support is in the form of autonomous support, that is, parents act as facilitators for children, not directive support, namely parents give lots of instructions, control and tend to take over" (Lestari, 2016: 60). The indicators of parental support used in this study are (a) emotional support, (b) reward support, (c) instrumental support, and (d) informative support. Providing appropriate reading material for children, giving praise and gifts to children are also things that can foster children's interest in reading. In this case, learning motivation and parental support are closely



related to children's reading interest. Based on the description above, the first hypothesis which states "Parents influence the reading interest of grade 5 students in SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency" is proven.

E. CONCLUSION

Based on the results of research and discussion, it can be concluded that parents have an effect on reading interest of grade 5 students at SD Negeri Gugus Sultan Fatah, Bonang District, Demak Regency with a magnitude of influence of 312 or 31.2%. The correlation value is 0,559 which means that the higher the role of parents, the higher the students' interest in reading. The suggestion given is that parents should maximize their role to foster students' interest in reading. Children will learn from their parents, so set a good example, where when children see their parents enjoying reading and judging books can be a great inspiration, of course their reading interest can increase.

REFERENCES

- Dewi, A. A. I. B. F., & Prawita, N. K. R. D. (2019). Improving Young Learners' Interest in Reading. *Yavana Bhasha: Journal of English Language Education*, 2(2), 46. <https://doi.org/10.25078/yb.v2i2.1025>
- Jdaitawi, M. (2019). The effect of flipped classroom strategy on students learning outcomes. *International Journal of Instruction*, 12(3), 665–680. <https://doi.org/10.29333/iji.2019.12340a>
- Joseph Price, A. K. (2018). The Effect of Mother–Child Reading Time on Children's Reading Skills: Evidence From Natural Within-Family Variation. *Child Development*. <https://doi.org/10.1111/cdev.13137>
- Kong, C., & Yasmin, F. (2022). Impact of Parenting Style on Early Childhood Learning: Mediating Role of Parental Self-Efficacy. *Frontiers in Psychology*, 13, 928629. <https://doi.org/10.3389/fpsyg.2022.928629>
- Nuragung Prayiti, S. S., & Danugiri, D. (2021). Parents Role in Growing an Interest in Reading. *KOLOKIUM Jurnal Pendidikan Luar Sekolah*, 9(1), 30–36. <https://doi.org/10.24036/kolokium-pls.v9i1.456>
- Purnomo., Utaminingsih, Sri., Su'ad., Pratama, H. (2022). Implementation of School Principal Academic Supervision During the COVID-19 Pandemic in Learning. *ICCCM Journal of Social Sciences and Humanities*, 1(1), 29–36. <https://doi.org/10.53797/icccmjssh.v1i1.5.2022>
- Salafuddin, S., Santosa, S., Utomo, S., & Utaminingsih, S. (2020). Pola Asuh Orang Tua dalam Penguatan Pendidikan Karakter Anak (Studi Kasus pada Anak TKW di SDN Pidodo Kecamatan Karangtengah). *JPAI: Jurnal Perempuan Dan Anak Indonesia*, 2(1), 18. <https://doi.org/10.35801/jpai.2.1.2020.28276>
- Sanders, M. R., & Turner, K. M. T. (2018). *The Importance of Parenting in Influencing the Lives of Children BT - Handbook of Parenting and Child Development Across the Lifespan* (M. R. Sanders & A. Morawska (eds.); pp. 3–26). Springer International Publishing. https://doi.org/10.1007/978-3-319-94598-9_1
- Arianti, Fiska. 2018. Gerakan Orang Tua Membacakan Buku dalam Menumbuhkan Minat Baca sejak Usia Dini di PAUD Al-Jamil. *Prosiding Seminar Nasional 21*. Universitas PGRI Palembang. 05 Mei 2018. Pp. 610-615.



- Arumdini, Savira, Yunus Winoto, RullyKhairul Anwar. 2016. HubunganantaraPolaAsuh Orang TuadenganMinatBaca Anak. *JurnalKajianInformasi&Perpustakaan*.Vol.4, Nomor 2.Pp. 171-177.
- Lestari, Sri. 2012. *PsikologiKeluarga*. Jakarta: KencanaPreanada Media Group.
- Maharani, Ony Dina, dkk. 2017.Minat Baca Anak-anak di Kampoeng BacaKabupatenJember.*Jurnal Review PendidikanDasar*.Vol 3, No 1. Pp. 320-328.
- Pahenra, Arfin. 2018. Motivasi Orang TuadalamMeningkatkanMinat Baca padaPesertadidikSekolahDasar di Kota Kendari. *Seminar NasionalPendidikanDasar*.Pp. 343-354
- Purnomo., Utaminingsih, Sri., Su'ad., Pratama, H. (2022). Implementation of School Principal Academic Supervision During the COVID-19 Pandemic in Learning. *ICCCM Journal of Social Sciences and Humanities*, 1(1), 29–36. <https://doi.org/10.53797/icccmjssh.v1i1.5.2022>
- Putra, I Pasek Putu Bagus Daytona, Ni Wayan Suniasih, dkk. 2020. Determinasi Motivasi Belajar dan Dukungan Orang Tua Terhadap Minat Baca. *International Journal of Elementary Education*. Vol. 4, No. 1. pp. 26-34.
- Salafuddin, S., Santosa, S., Utomo, S., & Utaminingsih, S. (2020). Pola Asuh Orang Tua dalam Penguatan Pendidikan Karakter Anak (Studi Kasus pada Anak TKW di SDN Pidodo Kecamatan Karangtengah). *JPAI: Jurnal Perempuan Dan Anak Indonesia*, 2(1), 18. <https://doi.org/10.35801/jpai.2.1.2020.28276>

