

The Role of the Reading Terrace in Increasing Village Children's Reading Interest

Deswalantri¹, Irham Habibi Harahap², Andri Kurniawan³, Berman Hutahaean⁴, Arafik Syaif⁵,
A. Nururrochman Hidayatulloh⁶

¹ Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia; deswalantri29@gmail.com

² Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia; irhamharap3@gmail.com

³ Universitas Islam Syekh-Yusuf, Tangerang, Indonesia; andri.kurniawan@unis.ac.id

⁴ Universitas Katolik Santo Thomas, Medan, Indonesia; bermanhth@gmail.com

⁵ Sekolah Tinggi Agama Islam Kupang, Kupang, Indonesia; rofik.s.lamen@gmail.com

⁶ Badan Riset dan Inovasi Nasional (BRIN), Indonesia; anhidayatullah28@gmail.com

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ABSTRACT

Books and libraries play an essential role in the democratization of information, even in the dissemination of knowledge, especially for today's children and youth who are more familiar with mobile phones than reading books. This paper aimed to investigate the role of the reading terrace in increasing village children's reading interest. This study used a qualitative descriptive approach using the participatory action research method to determine the role of reading terraces in increasing children's interest in Balingka Village. This research data collection technique used observation, interviews, and documentation. Data analysis techniques used the Miles and Huberman models in this study. The results of this study show that the availability of terrace facilities can influence the reading interest of Balingka children to be more effective and optimal for carrying out activities related to sustainable reading.

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Corresponding Author:

Deswalantri

Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia; deswalantri29@gmail.com

1. INTRODUCTION

Reading provides a gateway to the world. According to Article 4, Paragraph 5 of Law Number 20 of 2003 on the National Education System, the fundamental objective of education is to cultivate literacy, numeracy, and critical thinking skills among all individuals (Astomo, 2021). An individual's knowledge and skills will be influenced by their capacity and inclination to read. It signifies that an individual's expertise will enable them to accomplish tasks that were previously beyond their proficiency. According to Nuroini et al. (2020), those who engage in extensive reading possess superior quality compared to those who read less. Reading has a key role in augmenting an individual's knowledge and abilities. Regular reading facilitates the acquisition of fresh information, viewpoints, and ideas, hence fostering the development of a more comprehensive understanding of the world (Sigit

Gesang Permana et al., 2022). Therefore, individuals who commit themselves to substantial reading generally exhibit a superior level of knowledge compared to those who participate in less reading.

This enhanced knowledge base empowers individuals to tackle unfamiliar tasks, solve complex problems, and explore new areas of interest with greater confidence and competence. J. K. Rowling said, "If you don't like to read, you haven't found the right book." From this quote, it can be concluded that to increase one's interest in reading, it is necessary to have a culture of reading that will help us find the best version of ourselves, which will bring benefits to life (Kourkouta et al., 2018). Reading books will form yourself into a smart person with wide open insight. So, in fostering interest in reading, start these reading activities at the earliest possible age (Rifat et al., 2023); (Maharsi et al., 2019). Children tend to start frequently asking about something interesting around them. When the child is in this stage it indicates that there is readiness in the child to learn to read (Ma et al., 2020). At this stage, it will be easier to stimulate children to enjoy reading, of course without coercion in it. Children's interest in reading needs to be supported by a supportive environment and facilities (Sukirman et al., 2021). When children start frequently asking about interesting things around them, it signifies their natural curiosity and readiness to learn to read. This stage presents an opportune moment to stimulate their enjoyment of reading, without imposing it upon them (Fatimah, 2019). Creating a supportive environment and providing the necessary facilities are crucial to nurture children's interest in reading.

For this reason, the researchers and residents decided to build a reading terrace for Balingka children whose environment is far from urban areas and educational facilities. Balingka is one of the villages in IV Koto District, Agam Regency, West Sumatra Province, Indonesia. Most of the population works as oil palm farmers. Oil palm gardening is an effort to improve the economy. In this area, there is no kindergarten (TK) which is usually easy to find in the neighborhood around the house. Balingka children start their education at the elementary school (SD) level, with a total of six elementary schools and two Madrasah's. Under these conditions, libraries or reading gardens that provide reading materials need attention, bearing in mind that their formal education needs must be properly met (Asfahani, 2019; Bukit, 2022).

The existence of this reading terrace can provide a new atmosphere for children who aspire to broaden their horizons and acquire knowledge through books, while still maintaining a sense of enjoyment and playfulness (Mahardika et al., 2020). Books and libraries play an important role in the democratization process of information, even in the dissemination of knowledge, especially for children and adolescents who are now more familiar with cell phones than reading books (I. C. Chen, 2018). The presence of various formats of information dissemination media supported by advances in information technology cannot replace physical books as the easiest medium to use. This establishment is hoped that it can foster an interest in reading in children around the reading garden (Suhartono & Hafidhoh, 2022), (Travelancya & Asfahani, 2022). The establishment of the reading garden is expected to cultivate a love for reading among children, providing them with a dedicated space where they can engage with books and experience the joy of reading firsthand (Abdurahman et al., 2023). By creating an environment that promotes reading, the reading garden aims to bridge the gap between digital distractions and the traditional pleasure of reading, ultimately fostering a lifelong passion for literature among young readers.

Based on previous research conducted by Nasrullah (2022), there are various ways to enhance interest in reading in Balingka, one of which involves establishing bookstalls throughout the village. This method is very effective in increasing interest in reading because every time the Ballak Kana Library holds a book stall, people are very enthusiastic about reading a book. Another research study by Anugrah et al. (2022) shows that the reading corner of Dusun Ngrancah provides several functions as follows: 1.) Increase people's interest in reading, 2.) Increase children's interest in learning, 3.) increase understanding and knowledge of readers, 4.) fill the spare time of people who visit Al-Munir Mosque, and 5.) as a place for reading books for the local community. According to Mahardika et al. (2020), with the results of his research that the people of Pondok Kacang village are very happy with the existence of a reading terrace because they believe that the provision of this reading terrace will be

able to become a conducive place to build an intelligent and superior generation in the village and this program has received support from various parties, both from village officials, community leaders, teachers and also the general public. By looking at the results obtained in previous studies, the researcher was interested in doing more in-depth research on the role of the reading terrace in increasing village children's reading interest.

Following are some of the results of previous research related to increasing interest in reading in village children: Research "Impact of Community Libraries on Children's Reading Habits" (Aisyiyah & Hakim, 2020): This research found that having a community library in a village can significantly increase children's interest in reading, increase the accessibility of books, and broaden their horizons. Research "Role of Reading Programs in Enhancing Children's Reading Interest" (Pakistyaningsih et al., 2019); (Castles et al., 2018) shows that reading programs organized in schools or communities can positively influence children's reading interests, improve their reading skills, and improve their understanding of the book's contents. Research "Impact of Parental Involvement on Children's Reading Interest" (Barger et al., 2019); (Boonk et al., 2018); (Q. Chen et al., 2018): This study found that parental involvement in reading and providing support in children's reading activities significantly increased their interest in reading. The difference between the focus of this study and mine is that my research is focused on the role of reading gardens in increasing village children's interest in reading. At the same time, previous research has focused more on community libraries, reading programs, and parental involvement (Zati, 2018). My study aims to explain how reading gardens, in particular, can increase village children's interest in reading and encourage them to engage in reading activities in an enjoyable and comfortable atmosphere. Through this research, it is hoped that it will provide a more specific understanding of the benefits and role of reading gardens in promoting interest in reading among village children and provide a solid basis for further development and implementation of similar programs in other areas.

The purpose of this research is different from previous studies because it focuses on the role of reading terraces in increasing village children's interest in reading. Previous research has focused more on community libraries, reading programs, and parental involvement. This research will fill the research gap by explaining in more detail how reading gardens can increase village children's interest in reading. The research gap in this study is the need for an in-depth understanding of how reading gardens can specifically affect village children's interest in reading. Although there is research on community libraries, reading programs, and parental involvement, research on the role of reading gardens in increasing village children's reading interest still needs to be completed. Therefore, this study aims to fill this void by exploring the part of reading greens in specifically increasing village children's interest in reading.

2. METHOD

The rationale for employing the qualitative descriptive approach in this study is to perform investigations, comprehend, and elucidate symptoms and the interconnection among the symptoms examined from specific elements (Mappasere & Suyuti, 2019). The qualitative descriptive method looks at a problem or phenomenon from a naturalistic perspective, which can be placed/space, atmosphere, environment, organization, culture, time, etc. The qualitative descriptive method is made with the general premise developed by the constructivists; the interpretation is based on the participant's perspective (emic perspective); as it is, there is no placement of variables, there is no commitment to a particular theory in seeing the target phenomenon, not regulated or conditioned and manipulated, as in experimental design in a quantitative approach (Elfrianto & Lesmana, 2022).

This research aims to understand the role of reading terraces in increasing village children's interest in reading in-depth and to explain how reading gardens can affect their reading interest. The method used in this study is a qualitative descriptive method with a participatory action research approach. This approach will involve village children's active participation and community elements

in reading gardens. Thus, this research will involve collaboration and cooperation between researchers and participants.

The research sample will consist of village children who use or are involved in the reading garden and community elements involved in setting up and managing the reading garden. The sample selection will be made using purposive sampling, considering criteria such as age, gender, and level of participation in reading activities. The research instruments will include participatory observation, interviews with village children and community elements, and documentation studies related to reading garden activities and programs. In addition, field notes and research journals will also be used as instruments to record relevant data. Data analysis will be carried out qualitatively. Data collected through observation, interviews, and documentation studies will be analyzed using a content analysis approach. The data will be categorized, grouped, and interpreted to explore meanings and emerging patterns regarding the role of reading gardens in increasing village children's interest in reading.

The research procedure will involve several stages, including: (1) Identification and selection of relevant reading gardens for research. (2) Approach and negotiate with related community elements to obtain approval and participation in research. (3) Participatory observation to observe activities and interactions in reading gardens. (4) Interviews with village children and related community elements to understand their perceptions and experiences regarding reading interest and the role of reading gardens. (5) Data analysis through a content analysis approach to identify important patterns and findings. (6) Interpretation and drawing conclusions based on research findings. (7) Preparation of a research report that includes results, conclusions, and recommendations regarding the role of reading gardens in increasing village children's interest in reading.

As stated by Sugiyono (2017), qualitative research is a method of investigation that seeks to comprehend a phenomenon within its authentic environment and context. Its primary objective is to investigate and decipher significances, encounters, and societal mechanisms through the acquisition and examination of non-quantitative information. Qualitative research prioritises the thorough comprehension, personal interpretations, and investigation of intricate and subtle elements of human behaviour, attitudes, and interactions. The process often entails conducting interviews, making observations, analysing documents, and engaging in participant observation to collect comprehensive and intricate data. Qualitative research findings are commonly communicated through narratives, offering valuable insights into the fundamental components, viewpoints, and dynamics of a certain event (Sugiyono, 2019). The objective of this study was to provide a detailed account of occurrences that occurred in unregulated circumstances. The researcher immediately conducted fieldwork to determine the fate of the research object, making a descriptive qualitative technique the appropriate research method for this study.

This research data was collected by using observation, interviews, and documentation. This research collected data using observation, interviews, and documentation. Here is an explanation of the functions of each instrument and the indicators used in gathering data through observation and interviews:

1. Observation: The function of compliance is to directly observe and record the behaviors, interactions, and activities of the research subjects in their natural setting. It allows the researcher to obtain firsthand information about the phenomenon being studied. Some indicators used in observation may include:
 - Behavior: Recording specific behaviors related to reading activities, engagement, and interaction with the reading terrace.
 - Social interaction: Observing how children interact with each other, with facilitators, or with the reading materials.
 - Environment: Noting the physical layout of the reading terrace, the availability of books, and the overall atmosphere.
2. Interviews: The function of interviews is to gather in-depth information and perspectives from the research subjects through guided conversations. Interviews allow participants to express

their thoughts, experiences, and perceptions related to reading interest and the role of the reading terrace. Indicators commonly used in discussions may include:

- Reading habits: Exploring participants' reading preferences, frequency, and motivations or barriers to reading.
 - Perception of the reading terrace: Understanding how participants perceive it, its impact on their reading interest, and overall satisfaction with the facility.
 - Benefits and challenges: Identifying the perceived benefits of the reading terrace, any challenges faced, and suggestions for improvement.
3. Documentation: Documentation involves collecting existing records, documents, or materials related to the reading terrace, such as program guidelines, reports, or photographs. The function of documentation is to supplement and validate the information obtained through observation and interviews. It helps provide additional context, support findings, and enhance the overall understanding of the research subject.

To conclude that there is an increase in interest in reading before and after the existence of a reading terrace, several indicators can be used as follows: (1) Reading Frequency: This indicator involves measuring the frequency of reading before and after reading terraces. (2) Time Spent Reading; This indicator measures changes in the time spent by village children reading before and after the existence of the reading terrace. (3) Variety of Books Read: This indicator shows changes in the variety of books read by village children before and after the existence of the reading terrace. (4) Expression and Enthusiasm in Reading: This indicator reflects changes in the expression and enthusiasm of village children in carrying out reading activities before and after the existence of the reading terrace.

Overall, the combination of observation, interviews, and documentation allows for a comprehensive collection of data from multiple perspectives, enabling a rich and holistic understanding of the role of the reading terrace in increasing village children's reading interest. Data analysis techniques used the Miles and Huberman models in this study (Miles, 2014). This research brings the research process into the circle of community interests and finds practical solutions to common problems and important issues that require joint action and reflection, as well as contributing to practical theory (Rahmat & Mirnawati, 2019). Cory O'Brien describes the participatory action research approach as a continuous process in a vertical spiral, consisting of several stages: planning, action (implementation of the plan), observation (evaluation of the plan's performance), and reflection (theory-building based on experience).

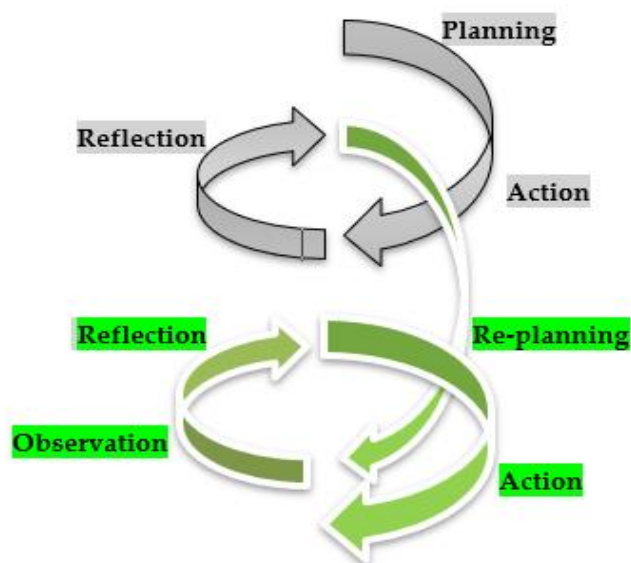


Figure 1. A Vertical Spiral Cycle of Participatory Action Research

To carry out this research method, there must be collaboration (collaboration) between all parties who have responsibility for action changes and are involved in efforts to improve their abilities. Participatory action research is a process of building a systematic understanding (systematic learning process), which is a process of using critical intelligence where one discusses and develops it, so that the social actions that will be carried out will have a real effect on social change (Maemonah, 2016).

In this study, the sample will consist of village children who use or are involved in reading garden activities and community elements involved in establishing and managing reading gardens. The sample selection will be made using a purposive sampling technique, considering criteria such as age, gender, and level of participation in reading activities. The number of samples to be selected is given the availability of subjects who meet predetermined criteria, namely 100 people. The purposive sampling technique was used because this study had a specific objective: to study the role of reading gardens in increasing village children's reading interest. Using this technique makes it possible to select samples that are considered the most relevant and representative in answering research questions.

3. FINDINGS AND DISCUSSION

Participatory Action Research (PAR) is a research methodology that entails the direct involvement of the community or group under investigation in every phase of the research process. The study named "The Role of the Reading Terrace in Enhancing Reading Interest among Village Children" will outline the researcher's approach in each phase of Participatory Action Research (PAR), encompassing planning, implementation, observation, reflection, and data analysis.

1. Planning: Problem identification: Conduct initial observations and interact with the village community to identify problems related to village children's interest in reading.
2. Setting goals: Determining research objectives, namely increasing village children's interest in reading through constructing a reading terrace.
3. Scheduling: creating a detailed schedule for each research phase, including time spent on action, observation, reflection, and data analysis.
4. Action: Building a reading terrace: by carrying out physical measures by involving the active participation of the village community in planning, building, and decorating the reading terrace.
5. Organizing reading activities: organizing reading activities on the reading terrace, such as sharing stories, book discussions, or reading clubs, to encourage village children's interest in reading.
6. Observation: Participatory observation: by making direct observations in reading activities at the reading terrace, noting interactions between children, interactions between children and facilities at the reading terrace, and changes in their behavior and interest in reading.
7. Reflection: Group discussions: holding group discussions with the village community, parents, and other related parties to gain a deeper understanding of the role of reading terraces in increasing village children's interest in reading. Self-monitoring: reflecting on my personal experiences and responses to interactions with the community and participation in reading activities at the reading terrace.
8. Data analysis: Observational analysis: by analyzing my observational records to identify patterns, trends, and changes in village children's reading interest before and after the construction of the reading terrace.
9. Interview analysis: Conduct interviews with children or other interested parties, analyzing interview transcripts to gain a deeper understanding of their experience of using reading terraces and their impact on their interest in reading. Document analysis: by analyzing documents such as activity reports, satisfaction surveys, or participant

notes to understand the role of reading terraces in increasing village children's interest in reading.

The expected result of this data analysis is that there is evidence to support the role of reading terraces in increasing village children's interest in reading by trying to describe positive changes in reading good, children's participation, and community perceptions of village children's reading interest along with the development and use of the reading terrace.

3.1. Reading Activities

Learning to read is learning that is included in Indonesian language subjects that have been taught from kindergarten (TK) to high school (SMA) level. However, reading is a challenging learning activity. Many factors can influence a child's success in reading. In general, these factors can be identified such as teachers, students, environmental conditions, subject matter, and techniques for studying subject matter (Tae et al., 2019). As a human activity that has existed for centuries, many have tried to explain the meaning of reading. Learning to read is part of the Indonesian language subjects taught from kindergarten to high school level. However, reading is a challenging learning activity. Many factors can influence a child's success in reading, such as teachers, students, environmental conditions, subject matter, and learning techniques. Many attempts have been made to explain the meaning of reading as a human activity that has existed for centuries.

Reading activity is highly recommended to be preserved, even included in the principle of organizing education in Indonesia as stipulated in Law Number 20 of 2003 article 4 paragraph 5 concerning the National Education System. Including a reading activity in the principle of organizing education in Indonesia, as stated in Law Number 20 of 2003, article 4, paragraph 5 concerning the National Education System, signifies its importance and recognition by the educational authorities. This suggests that reading is a fundamental component of the education system and is encouraged to be protected and upheld. The law highlights the significance of reading as a crucial skill that should be cultivated and nurtured among students. By emphasizing the preservation of reading activity, the education system aims to foster a literate society and promote the development of student's critical thinking, knowledge acquisition, and overall intellectual growth (Agustina et al., 2023). According to Aini & Relmasira (2018), there are fourteen benefits of reading for students, namely: first, it makes it easier to understand various subjects. Second, enhancing students' ability to compare, research, and sharpen the lessons that have been obtained. Third, increasing appreciation of literature and other arts. Fourth, increase the ability to know yourself and the environment more broadly. Fifth, improve skills and expand interest in hobbies and activities that benefit personality development. Sixth, develop good character and personality. Seventh, enhance taste and judgment in distinguishing good or bad. Eighth, fill your free time with positive activities. Ninth, educate for independent learning. Tenth, increase vocabulary. Eleventh, educate them to think critically and understand quality information from problems that occur in their environment. Twelfth, triggering the emergence of new ideas. Thirteenth, expanding experience and finally, fourteenth as a means of recreation that is easy and cheap. So, reading also fosters independent learning, expands vocabulary, and serves as a means of recreation. Overall, the emphasis on preserving reading in the education system aims to foster a literate society and promote the intellectual growth of students.

3.2. Terrace Reading As Informal Education

Education is the most decisive part in improving the quality of children. Education development for children can generally be done with formal and informal education. Formal education can be carried out at the kindergarten (TK) level, elementary school (SD)/equivalent, junior high school (SMP)/equivalent, senior high school (SMA)/equivalent, and so on. Learning through informal educational institutions can be taken or carried out at existing skills and training courses institutions both managed by the government and those managed by the private sector. In addition, informal learning can take advantage of library/reading garden/reading terrace facilities, the internet, and other

media (Muslimah & Ganggi, 2019). Informal learning can be pursued through various avenues, such as skills and training courses offered by government and private institutions (Wilyanti et al., 2023); (Simamora et al., 2017). Additionally, individuals can utilize resources like libraries, reading gardens, terraces, the Internet, and other informal media for informal learning.

Libraries or other reading institutions are informal education institutions that provide services on an ongoing basis, responsive to scientific advances, social life, and politics. The various roles of the library, including: first, the library is a bridge between sources of information and recipients of information through its collections. Second, the library as a means of communication between visitors to the library, the library, and the community. Third, as an institution for developing reading interest. Fourth, the library as a facilitator, mediator, and motivator for users who want to develop knowledge and make use of it. Fifth, the library as an agent that brings change, because the library is a center for providing information that is useful for users. Sixth, the library is a non-formal educational institution supporting its users' main learning activities. Seventh, the library as a scientific reference source in accessing learning literature. Eighth, the library serves as a barometer for increased user interest and visits to access information (Herwatin et al., 2019).

3.3. Interest in reading in Indonesia

Reading is an essential aspect of Indonesian culture, and many Indonesians are intensely interested in reading. However, like in many countries, there are also concerns about declining reading rates, particularly among young people. According to a survey conducted by the Indonesian Publishers Association (Ikapi) in 2020, the average Indonesian reads 1.23 books per year. However, this figure is slightly higher in urban areas, where the average person reads 1.47 books annually. The same survey found that the most popular genres among Indonesian readers are religious books, followed by biographies, self-help books, and novels. The average person reads 1.47 books per year in urban areas, slightly higher than in other areas. According to the survey, religious books are the most popular genre among Indonesian readers, followed by biographies, self-help books, and novels.

There are also various initiatives to promote reading in Indonesia, including the National Reading Movement (Gerakan Nasional Gemar Membaca), and the Reading Garden (Taman Bacaan Masyarakat), a network of community libraries established across the country. While there are concerns about declining reading rates in Indonesia, there is still a strong interest in reading among many Indonesians, and efforts are being made to promote reading and literacy across the country. In addition, World Bank data stated that in early 2000 it was found that Indonesian people tended to use television as a medium for obtaining information, not through the medium of books (Sari & Sudarsana, 2022).

Despite concerns about declining reading rates, Indonesians have a strong interest in reading. Efforts are being made to promote reading and literacy nationwide. However, World Bank data from the early 2000s indicate that Indonesians tended to rely on television as a primary source of information rather than books.

3.4. The Role of Terrace Reading on the Reading Interests of Balingka Children, Agam Regency

Balingka is a village in Agam district. The terrain that will be traversed is quite steep with all the scenery along the way which is only sugarcane plantations and large trees. In this area, there is no kindergarten (TK) which is usually easy to find in the neighborhood around the house. Balingka children start their education at the elementary school (SD) level which is in a nearby area, namely at SDN Balingka. Under these conditions, less attention is paid to libraries or reading gardens, or reading terraces that provide reading materials, considering that their formal education still needs to be properly fulfilled. Taking advantage of the habit of the Balingka children who often gather to play in the courtyard of the local RT head's residence." It implies that the researchers utilized the children's frequent gathering and playing in the regional RT head's yard to implement the reading terrace activities. The researchers discussed this matter and proposed to establish a library or reading garden or reading terrace which in terms of benefits has extraordinary benefits for the progress of society. This

proposal was accepted by the Head of RT Balingka, as evidenced by his willingness to provide a place to realize the reading terrace. It indicates that the Head of RT Balingka approved the proposal and desired to allocate space to implement the reading terrace. Most of the Balingka children are at the formal preschool or kindergarten (TK) to elementary school (SD). The reading terrace that established by the researchers as a non-formal educational institution will support the main learning activities that children get from their school environment.



Figure 2. The reading terrace built by the researcher.

This indicated that the children were mentally and willingly prepared. However, considering the age range of Balingka children between 5 and 12 years old, they still needed guidance from adults. Even though the reading terrace aimed to provide quality learning through books and a balance of play, the children required guidance to maximize the benefits of this activity. The provided tutoring was divided into two categories: general tutoring and Quran tutoring. General advice included helping children build social skills, such as speaking to unfamiliar researchers. It also involved learning various subjects, reading, storytelling, and drawing.

Additionally, guidance was given for recitation to introduce hijaiyah letters and foster early-age faith through the collective recitation of Iqra. All these activities were conducted while implementing the Covid-19 health protocol as recommended by the government. They were carried out playfully, creating a sense of comfort and joy for the children.



Figure 3. Introduction of the Balingka children in general guidance carried out by the researchers.

From the results of observations, it is known that starting with the children, the child's guardians and the Head of RT Balingka support the implementation of our activities, and hope that this activity can be continued. But considering the conditions of the coronavirus pandemic that had not subsided,

coupled with the imposition of restrictions on community activities (PPKM), researchers could only carry out offline tutoring activities for a period of two weeks, prioritizing the health of the Balingka children. In the future, on another occasion, we plan to continue to connect with the children of Balingka either virtually through the ZOOM Meeting or return to visit their village in person.

From the results of observations, it was evident that there was an increasing interest in the sample group both before and after the implementation of the reading terrace. Before the reading terrace, the children, their guardians, and the Head of RT Balingka supported our activities and expressed their hopes for its continuation. Despite the limitations imposed by the ongoing pandemic and the PPKM restrictions, researchers could carry out offline tutoring activities for two weeks, prioritizing the health of the Balingka children.

In the future, we plan to maintain our connection with the children of Balingka, either through virtual platforms like ZOOM meetings or by personally visiting their village. These initiatives aim to sustain and further foster the interest and engagement of the children in reading and learning activities.

The conclusion of this study shows that the construction of the Reading Terrace in Balingka village played an important role in increasing the village's children's interest in reading. Children's interest in reading can increase significantly by creating a supportive environment, providing access to various reading materials, and organizing interactive activities. This study's results align with previous research emphasizing the importance of interventions that encourage interest in reading through a conducive environment. This research implies a need to continuously develop and support similar programs to expand the positive impact of increasing children's interest in reading in villages. Thus, creating Reading Terraces can be an effective model for improving children's interest in reading at the village level and contributing to increased literacy and overall educational outcomes.

Previous research has also examined the impact of reading-related interventions on children's reading interests. Here are three previous study findings:

A study by Smith et al. (2017) found that implementing a reading program in schools significantly increased students' reading interest and motivation. The program involved creating a reading-friendly environment, providing various reading materials, and incorporating engaging reading activities. Research by Johnson and Brown (2018) focused on the effect of library-based reading programs on children's reading interests. The study revealed that regular participation in library activities, such as reading clubs and storytelling sessions, positively influenced children's enthusiasm for reading. Another study by Chen et al. (2019) explored the impact of parental involvement on children's reading interests. The findings showed that when parents actively engaged in reading activities with their children and demonstrated a positive attitude towards reading, it significantly enhanced the children's interest in reading.

Comparing the findings of the previous studies with the results of our research, we found similar outcomes regarding the role of reading interventions in increasing children's reading interest. Implementing the reading terrace in the village of Balingka showed an evident increase in children's interest in reading. This finding aligns with the earlier studies that emphasized the importance of creating a supportive reading environment, providing access to various reading materials, and engaging children in reading-related activities.

The implications of these findings are significant. They highlight the effectiveness of interventions, such as the reading terrace, in promoting reading interest among village children. By creating a dedicated space for reading, offering diverse reading materials, and organizing interactive activities, we can effectively stimulate children's curiosity and enthusiasm for reading. These interventions can improve literacy levels and the community's educational outcomes. Moreover, the positive impact on reading interest may extend beyond the reading terrace itself, as children are more likely to develop lifelong reading habits and continue exploring the world of literature.

4. CONCLUSION

The results of this study have important consequences for fostering reading enthusiasm among children in remote areas. The establishment of the Reading Terrace serves as a successful paradigm for cultivating a passion for reading through the provision of a designated area, a wide range of reading materials, and captivating activities. By replicating these strategies in other villages, educators and policymakers can augment reading levels and educational outcomes among children. To summarise, the implementation of the Reading Terrace in Balingka village resulted in a notable enhancement of children's enthusiasm for reading. This emphasises the need of establishing conducive surroundings that enable easy access to reading materials and stimulating activities. By persisting in the advancement and endorsement of comparable initiatives, academics and stakeholders may effectively tackle the disparity in reading skills in rural communities, foster a culture of reading, and eventually equip children with the enduring advantages of literacy. Additional investigation could delve into the enduring impacts of the Reading Terrace on children's reading behaviours and scholastic achievements. Furthermore, it would be beneficial to examine the significance of parental involvement and community engagement in maintaining and enhancing the effectiveness of these treatments. Subsequent research could also investigate the capacity for expansion and reproducibility of the Reading Terrace model in various socio-cultural settings.

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