MOLISTAR (Mobile Library and Storytelling Activity on The Road):
IMPLEMENTATION OF FUN READING FOR CHILDREN TO ENCOURAGE
READING INTEREST IN NANGGERANG VILLAGE
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ABSTRACT
Reading interest in Indonesia ranks 60 out of 61 countries in the world based on the study of Central Connecticut State University in 2016. When the researchers conducted observations to one of the schools in Indonesia are located in Nanggerang Village at Sumedang called Neglasari elementary school found that as many as 25% of children never come to the library, 0% of the children often come to the library, about 11.25% of children have books at home, and 100% of children like fairy tales. It is associated with children's interest that must be improved. Molistar (Mobile Library and Storytelling Activity on the Road) is a program that aims to encourage children's interest in reading. There are two forms of execution: 1) Storytelling Class 2) Read with fun that consists of the activities of the fabled 'Magic Book', borrowing books, read together, and sing the song 'Ada buku di rumahku'. The mobile library made from a cart, painted with colorful, can move from one location to another is made in order to attract the attention of children. Data collected through observation, interviews, questionnaires, and then conducted a descriptive analysis documentation. The goal of this research is students aged 9-10 years or are in the concrete operational stage of development as many as 39 students. Molistar apply the principles of operant conditioning is to give positive reinforcement is used to strengthen the reading habit behavior by providing a variety of activities that are preferred or desired by the child. The results showed that operant conditioning with positive reinforcement in children Neglasari elementary school can encourage reading and strengthening reading habits of behavior through various forms of storytelling activities. Molistar able to encourage children's interest in reading that is 41% of children have high interest and another 51% had moderate interest in reading.

Keywords: library, molistar, Nanggerang village, storytelling

1. INTRODUCTION
Reading is one of the activities the absorption of information by interpreting the text, either explicitly or implicitly. Reading is one of the main capital that will always exist in the learning process. The benefits of reading among which give greater insight, developing language
skills, gives confidence, provide a variety of perspectives to the child, helping the child has a sense of love, dreams, and were able to develop patterns of creative thinking (Leonhardt, 2002).

Reading interest in Indonesia is still very low when compared to other neighboring countries in ASEAN. Based on studies from Central Connecticut State University in 2016, interest in reading in Indonesia ranks 60 out of 61 countries in the world. The causes of low interest in reading can be caused by internal and external factors (Darmono, 2007). Internal factors such as a high impulse that reading is an exciting experience. External factors that influence from outside, for example in the library collection of insufficient or do not meet the students' needs for information.

Researchers conducted observations and interviews in SDN Neglasari in Sumedang city, and found that as many as 25% of children never come to the library, but 0% of the children often come to the library, about 11:25% of children have books at home, and 100% of children like fairy tales. At school, there is a library, but the conditions are not convenient for reading, together with the warehouse location of the school, was the collection of old books, and there are no regular visits to the library activities. Whereas schools with programs and activities to support the growth of interest and penchant conditioning read (Darmono, 2007). Lack of students' interest in books revealed by village officials as saying that the village library rarely visits, no guards, and even the books are not organized and dusty.

One way that can be done to improve the students' interest gets closer to students with books, especially books. According to Piaget, a prominent child developmental psychology, at the age of 7-10 years old children are in the developmental stage of concrete operations (Santrock, 2009), in which children will easily learn if learning is done in concrete terms. At this age children prefer books because reading a story can be an effective example for children how reading activities to be carried out. Indirectly students will acquire examples of people who liked and intelligent reading of what he saw. If often obtain samples of students' interest will grow voluntarily.

Due to the children's interest is still low, the need for solutions to this problem. For example, in a creative way in persuading children to be interested in reading. With fairytale media and mobile libraries, children are invited to love reading. It is used to provide an enjoyable experience of children to books. These activities will be implemented initially in the village Nanggerang, Sukasari, Sumedang regency, West Java province. Later this activity can be considered by the government as one of the solutions to increase reading interest in Indonesia.

2. LITERATURE REVIEW
   a. Reading Interest

According to Susanto (2013), interest is the tendency of a person's soul towards an object, usually accompanied by feelings of pleasure because they feel there is an interest in the object. In general, the definition of reading (Abdurrahman, 2003) is complex activity that include physical and mental. Physical activities related to reading are eye movements and visual acuities. Mental
activities related to memory and understanding. So it can be concluded that reading interest is a strong intelligence in someone with feelings of pleasure and satisfaction with reading activity that related to physically and mentally activities.

b. Child Development

According to the Departemen Kesehatan Indonesia/ Depkes RI (2006), child development during school (6-12 years) is that children start going to school and have more friends so that the socialization is wider. They look more independent. Start being interested in a relationship with the opposite sex but not bound. Showing the joy of making friends and groups and playing in groups of the same sex but starting to mix. According to Piaget, a child developmental psychology figure, at the age of 9-10 years, children are at the stage of concrete operational development (Santrock, 2009), where children will learn easily if learning is done concretely.

c. Reinforcement

According to The Cambridge Dictionary, Reinforcement is the act of making something stronger. Reinforcement is also a way of influencing behavior through rewards and punishments. According to J.P. Chalpin (2009), reinforcement comes from the words reinforce (strengthen) and ment, which means strengthening a reaction, by adding an enhancement inhabit strength. Positive reinforcement is used to strengthen the habit of reading by giving what the child wants (Myers, 2010).

d. Nanggerang Village

Nanggerang Village is in Sukasari District, Sumedang Regency, West Java Province. Located 20 km from the location of the author. The access is rather difficult to get the location due to winding, holey and uphill terrain which also causes the presence of technology and information that reaches the village of Nanggerang experiencing lags. Their effectiveness in reviewing and absorbing information is also constrained because some public service facilities are not adequate.

On June 2015, the library was established named “Tambah Cerdas” is a Daily Reading Park Story and Inspiration, which collaborated with the team of Etos Scholarship Awardee. The villager said that the library was rarely visited even though it had been relocated from a health clinic to a more strategic place, village office. The presence of the library turned out to be unable to optimize the reading interest of the society for several reasons. So there came "Molistar" who give a new appearance and atmosphere to the library. The around library is made of carts with attractive designs and there are traveling storytelling activities that are the methods to make society, especially children interested in watching and finally interested in reading books

3. METHOD

To answer the problem and research objectives, the method is descriptive and qualitative. Descriptive and qualitative methods are carried out by means of secondary data which is a data of
interest in reading in Indonesia, then the data are analyzed which gives rise to an idea that can be used as an alternative in making high interest to reading book in Indonesia.

The data collection methods in this paper are complemented by the first method of literature study, which is a literature study and internet network for reading interest data in Indonesia. In order to make the data more relevant, the available data will be compared with what programs have been carried out to increase reading interest in Indonesia. Second, is a questionnaire that is by integrating information that allows analysis in the attitudes, beliefs, behaviors, and potential interests of reading and 9-10-year-old children in Nanggerang Village.

While the data analysis method used is descriptive analysis. The method of analysis is carried out by describing the facts which are then followed by analysis, not merely describing, and also providing sufficient understanding and explanation for information of the objectives of this study. For the greater results of the analysis, it will be analyzed using analysis, the meaning is to compare between several programs and compare each program. Finally, innovations will be produced in creating a program to increase the potential for reading interest in the village of Nanggerang called Molistar.

4. RESULT AND DISCUSSION

4.1 Molistar Program

Molistar program is a program that aims to foster children's interest in the village of Nanggerang through roving libraries and storytelling activities. This program targets elementary school students aged 6-12 years Neglasari or are in a formative stage of concrete operations (Santrock, 2009). Molistar apply the principles of operant conditioning is to give Positive reinforcement is used to strengthen the reading habit behavior by providing a variety of activities preferred/desired by the child.

![Figure 2. The Principle of Operant Conditioning in Molistar](image)

4.2 Implementation of Molistar

There is a three-step mechanism Molistar program, among others, as follows:

1. Preparation Program
   a. Site surveys and assessments
b. Design, preparation and team discussions

c. Construction of the mobile library

2. Core activities to be undertaken include:

The mobile library has been created to be brought to the school environment to socialize in children. While storytelling activities scheduled for implementation is 5 times for 3 months, then the child is given the games that act as a stimulus to positive reinforcement. Positive reinforcement is used to strengthen the reading habit behavior by giving them what they want by children (Myers, 2010). Games are played in the form of imitating the animal sounds, visual classroom, puppet theater, magic books, class confidence.

3. Program evaluation

Achievement of this program seen from the increasing children's interest and the intensity of the child to visit the library increases. How to measure the success of the program using questionnaires and observation and interviews.

a. Questionnaires interest in reading given will be tailored to the child's cognitive abilities so that they can fill up easily. The questionnaire contained items:
   - The desire of a child reading a book in one week
   - Ownership of books at home
   - The desire to visit the library in a week
   - Length of time to read the book in one day
   - The desire of children to buy a book if it has more money

b. Observations carried out to observe the activities of the child when the program Molistar. For example, knowing whether or not the child is actively involved when the program takes place.

c. Interviews with a number of children involved regularly or who have never involved in storytelling activities.

4.3 Interest Read

Interest data is read before being implemented program Molistar Village Nanggerang Jatinangor based on observations and interviews in SDN Neglasari in Sumedang city, it was found that as many as 25% of children never come to the library, but 0% of the children often come to the library, about 11:25% of children have books in their house, and 100% of children like fairy tales.

Once the program is completed, do the data retrieval to 39 children. Then the reliability test performed with SPSS version 22. Obtained test results of Cronbach's Alpha of 0512 means that this questionnaire is in the category enough or overall reliability of the questionnaire instrument is declared reliable because Alpha was approaching index of 1 (one). Then do the categorization of the range of values in the data questionnaire results have been obtained.

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<thead>
<tr>
<th>Category</th>
<th>Range of Values</th>
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<td>Low</td>
<td>1-8</td>
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Data from questionnaires that have been presented, then Molistar able to foster interest in reading Nanggerang village children, 41% of children have a high interest, 51% more have a moderate interest in reading.

5. CONCLUSION
1. Operant conditioning method for the provision of Positive reinforcement on Nanggerang village children can foster interest in reading and strengthening reading habits of behavior through various forms of storytelling activities.
2. Molistar able to foster interest in reading Nanggerang village children, 41% of children have a high interest, 51% more have a moderate interest in reading.

6. REFERENCES