E_Story Book as a Means of Reading Habitation during the Covid-19 Pandemic at SMP Negeri 4 Banyumas

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Abstract

One way to improve reading skills is to get into the habit of reading fiction books regularly. This study aims to analyze the use of e-story books to read habituation and its benefits for students of SMP Negeri 4 Banyumas. The method used is the descriptive method. Data collection methods are interviews, monitoring questionnaires and written data. Interviews were conducted with the person in charge of the activity and the activity coordinator. Meanwhile, questionnaires were distributed to all students at SMP Negeri 4 Banyumas from class VII, VIII, and class IX. The results showed that students at SMP Negeri 4 Banyumas liked the habit of reading fiction books using E-Story Books. The benefits of habituation activities to read fiction books using E-Story Books for students, among others, can be a means for students to channel hobbies, add insight, and students' skills in reading and understanding the content of a lesson.

I. Introduction

Assessment is a very important stage in an education system. One of them is the Minimum Completeness Assessment (AKM). According to Dra. Sri Wahyuningsih, M.Pd Director of Elementary Schools, Directorate General of Early Childhood Education, Primary and Secondary Education Ministry of Education and Culture, Minimum Completeness Assessment (AKM) is a basic competency that students need to be able to learn, regardless of the material and any subject. There are two AKM materials related to literacy or reading and writing, and numeracy literacy. AKM competency is a truly minimum competency, where through AKM the government can map schools in the area based on the minimum competencies that must be prepared.

One of the competencies that will be measured in the AKM is reading literacy competence. Reading and writing literacy includes the ability to spell sentences and write them down. Literacy, reading and writing, needs to be developed to gain a more meaningful understanding of various scopes and contexts of life. Within the educational unit environment, literacy competencies that continue to develop allow students to be able to use them in various subjects. Literacy is a person's ability to process and understand information while doing the reading and writing process. Multnomah, et al (2016: 3) states that literacy is the ability to read or write or literacy, the ability to integrate listening, speaking, reading, writing and thinking, the ability to be ready to use in mastering new ideas or how to learn them, the ability to support success them in an academic or social environment. In the past, literacy was defined as the ability to read and write. Currently, the term Literacy has begun to be used in a broader sense. And it has penetrated into cultural practices related to social and political issues.

One of the schools that has made real efforts to improve literacy is SMP Negeri 4 Banyumas. SMP Negeri 4 Banyumas has made a habituation program that is expected to

be able to improve students' reading competence, which aims to make students accustomed to reading and can understand the contents of texts/readings well, so that their literacy skills can reach an advanced level. In the 2020/2021 school year, where the teaching and learning process is still carried out remotely, which is often referred to as Distance Learning (PJJ), habituation must still be carried out. As stated by experts, that a person is not born with attitudes and views, but these attitudes are formed throughout his development. Where in social interactions, individuals react to form certain patterns of attitudes towards various psychological objects they face (Azwar 1995).

The outbreak of this virus has an impact of a nation and Globally (Ningrum et al, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020).

In order for the competence of students to increase even during this Covid-19 pandemic, school principals must be creative in finding solutions so that habituation activities can still be carried out properly. The solution chosen is by giving reading assignments through the E-Story Book, which is sent via the WA group, equipped with an invitation and direction from the teacher, as well as an E-Story book that has been prepared by the teacher. Then the teacher works with the homeroom teacher to pass the WA to his classes.

To find out how effective and how far is the achievement of literacy habituation reading fiction books at SMP Negeri 4 Banyumas, this study aims to analyze the use of E-Story Books as a Means of Habituation of Reading in the PJJ Period at SMP Negeri 4 Banyumas".

II. Research Method

This research uses mixed methods, according to Rina Hayati (2020) mixed methods is a research approach in which researchers collect and analyze quantitative and qualitative data in the same study. Mixed methods research draws on the potential strengths of both qualitative and quantitative methods, allowing researchers to explore multiple perspectives. Qualitative data tends to be open-ended without a predetermined response, while quantitative data usually includes closed-ended responses such as questionnaires or psychological instruments.

The object of research is the students of SMP Negeri 4 Banyumas class VII, class VIII, and class IX. Methods of data collection using open questionnaires and in-depth interviews to determine student responses to the E-Story Book that has been distributed by the literacy program coordinator at the school. The questionnaire link was distributed to students through their respective homeroom teachers.

Based on the distributed questionnaires, it is analyzed so that it can be seen the implementation of the habit of reading e-story books based on the students' point of view, the obstacles faced by the students, and the benefits felt by the students from the reading habituation activities. To confirm the data, interviews were conducted with the coordinator/person in charge and members of the reading habituation program at SMP N 4 Banyumas. Interviews aim to obtain accurate information from the informants by submitting certain questions to the informants (Prawiro, 2018). This study uses guided free interviews, namely the interviewer combines free interviews with guided interviews, in which the interviewer has brought guidelines about what will be asked in outline. The authors get quantitative data from questionnaires that have been filled out by students,

including how many students like reading and how effective the results of reading refraction activities using E-story books are during the COVID_19 pandemic.

III. Results and Discussion

Reading habituation activities at SMP Negeri 4 Banyumas have been a program of habituation activities since 2016. The habituation activities include habituation of reading fiction books, habituation of reading the Koran, and habituation of praying in congregation. In normal times, this habit is done in the morning 15 minutes before the lesson starts and when it is time for the dhuhur prayer. The schedule for habituation to read the Qur'an is carried out on Wednesday, and the habit of reading fiction books is on Thursday. At the start of the COVID-19 pandemic, habituation activities were automatically stopped. However, based on the idea and creativity of the coordinator of the habituation activity to read fiction books, the reading habituation activity was continued by using the E-Story Book as a reading source.

The role of the activity coordinator is very large because he is the one who is responsible for finding digital books that will be sent to students to read. The person in charge must be observant in looking for interesting book titles according to the age of the students in grades VII, VIII, and IX. The book chosen for this habituation is a fiction book, so that students are entertained and increase their knowledge about fiction books. Person in charge and coordinator of activities for class X Agus Kristianto S.Pd, assisted by Supriyatin, S.Pd. as the coordinator of class VIII, and Rina Yunita, S.Pd. as class VII coordinator. The task of the coordinators is to distribute the E-Story Book link to the homeroom teachers, correct the resume results, and return it to the students to be filled in again.

Students make resumes offline in an assignment book and are sent by their parents to school, placed on tables that have been adjusted according to their grade level, on the day that has been agreed between the coordinator and the parents of students. Then the coordinator corrects the students' work and returns the books to their desks before Thursday, so that students can refill them.

Based on the research results obtained, according to the three coordinators of class VII, VIII, and IX activities, reading habituation activities are effective. Rina Yunita, S.Pd, said that the students were enthusiastic, indicated by always asking for the link of the book to be read if on Thursday the E-Story Book link had not been sent. Activities went well and smoothly. All students said they enjoyed participating in reading literacy activities using the E-Story Book.

According to Supriyatin, S.Pd., there is a development of students in reading. Students stated that they enjoyed reading using the E-Story Book, and the results of the student summary/resume were good. Although not 100% of students are orderly in collecting their assignments. According to Agus Kristianto, S.Pd., students are more interested in reading using the E-Story Book because it is more practical and does not have to come to the school library. The students' reading ability increases. Students are better at summarizing the contents of the reading. The notebooks resulting from the habit of reading fiction books are collected and taken by the parents of the students once every two weeks.

Based on the monitoring questionnaire distributed to students in grades VII, VIII, and IX, 236 questionnaires were filled in. The results can be described as follows:
a. A total of 137 students stated that they were happy, and 99 students stated that they were very happy with the reading habituation activity using the E-Story Book. None of the students stated that they were not happy.

b. Of the 236 students who filled out the questionnaire stated that their summary results were corrected by the coordinator and returned on time. There were several students who stated that the coordinator rarely corrected, and only 1 student stated that the coordinator never corrected.

c. 236 students said that after reading they summarized the contents of their reading in a special notebook for reading habits, and collected them at school once every two weeks and delivered by their parents.

d. 236 stated that this E-Story Book reading habituation activity was carried out on Thursday.

e. 236 students stated that this habituation activity was carried out online using digital books. There were some students who said they used print out story books, but after clarification, it turned out that they did not understand the meaning of the word print out book, and they meant digital books. Thus it can be concluded that all students read digital books.

f. 236 students stated that this activity was very useful.

The following is the response of students when asked whether they think there are benefits to reading habituation activities through E-Story Books:

Table 1. Respondents' opinions about the benefits of E-Story Book

No.	Name	Class	Opinion
1.	Yesi Okta	VII E	I'm happy because the literacy is in the form of animated videos so I'm more enthusiastic about listening to the story and not boring. at the end of the story there is always advice and get to know the origin of the name of an area.
2.	Revalina	VII C	I feel happy with the literacy activities through E_Story Book. The benefit is that we can understand who the author, the author and the important contents of the book are.
3.	Riyana Yuli	VII F	Literacy activities can fill my spare time and increase my knowledge.
4.	Chelsi M	VIII E	The benefits in my opinion are being able to take lessons or lessons from stories and understand the moral values that exist in the story. Story
5.	Alva Rizwaino	VII D	I feel very happy, and the benefit is that I get a lot of knowledge by reading these stories
6.	Febriana	VIII E	The benefit of literacy habituation activities is that we become more frequent in reading and knowing the moral/mandate of the stories we read
7.	Agus Dila Irawan	IX E	The benefit of literacy habituation activities is that we can read more reference books and know stories from other areas.
8.	Salsabila	IX F	Yes, there are benefits, that is, it makes me more diligent in reading books, novels, stories or legends that are interesting to me, making me increase my knowledge through the stories I read.
9.	Restu Setyo Utomo	IX F	To strengthen our thinking power if we always read

There are many more student responses that are almost the same. There are also those who say that they can channel their reading hobby by facilitating E-Story Book by the school. The conclusions that researchers can draw from the responses of students are (1) students at SMP Negeri 4 Banyumas like the habit of reading fiction books through E-Story Books, (2) students feel the benefits of reading habituation activities through E-Story Books (3) the management of E-Story Book activities at SMP Negeri 4 Banyumas went well. Researchers suggest that other schools should also carry out reading habituation activities through E-Story Books to improve the reading skills of their students.

IV. Conclusion

Obstacles of habituation in schools on digital literacy activities during the COVID-19 pandemic can be overcome by using a well-coordinated E_Story Book. This activity increases students' literacy in reading non-fiction books and adds insight into stories from various regions. Students feel happy, as evidenced by the statements of 236 students who filled out the questionnaire, all of whom said they were happy and very happy.

Digital literacy activities using the E_Story Book can continue even though the COVID-19 pandemic has passed.

Suggestions that the author can give to the readers, other schools can do this activity so that students' reading literacy increases.

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