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The Role of Libraries in Increasing Early Childhood Interest in Reading in the Tangerang Regency Area

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Abstract: The Pembina State Kindergarten Library plays an important role in developing students' love of reading. The activity that will be developed is library science, with library science. Pembina State Kindergarten can stimulate children's interest in reading. Literacy activities developed by the library include borrowing and returning books, telling stories, and reading to children. Pembina State Kindergarten students take turns observing three activities that help Pembina State Kindergarten students develop a love of reading. Children read books, they need to read. While reading; interested in reading; I always wanted to read and monitor (read monitor).

Keywords: Interest in Reading, Early Childhood Education, Libraries, Reading, Writing

INTRODUCTION

One of the important tasks of a school library is to improve children's reading skills . Libraries make it easier for schools to foster children's interest in reading. The school library is also a great learning tool to help you achieve your learning goals. School libraries play a very important role in building a reading culture from preschool age . Children who like to read will have a lot of knowledge. The school's current mission is to increase children's interest in reading and introduce them to books from an early age. This is necessary because young children do not yet have an understanding of books, do not have the desire to read books, and are not allowed to read unless the school library introduces them in depth.

Young children only learn the benefits of reading when books are displayed in the school library. Here, schools need to encourage and understand the importance of reading from an early age so that children can show interest and start exploring and reading books. Children's love of reading does not arise spontaneously but must be formed through various systematic ways , for example by optimizing the role of the school library, for example by organizing reading and writing activities in the school library. Including Kindergarten (TK), the reason is. Kindergarten requirements are as follows:

The library has a collection of picture books and children's magazines. The Kindergarten Library offers a variety of creative reading and writing activities to improve your child's reading skills. This is possible because Kindergarten is an initiative that makes kindergarten a foundation for learning. The aim of establishing a Kindergarten library is achieved through regular and continuous maintenance of the library and fostering a love of reading in children.

Pembina State Kindergarten is one of the kindergartens that applies the concept of a library as a cultural center to encourage a love of reading.

Pembina State Kindergarten is known as a progressive and high-achieving school that focuses on libraries. Librarians say, since 2000.

The National Telecommunications Library has modern facilities and infrastructure. Library programs should provide picture books to children, teachers, and parents to encourage a culture of reading. The library is open from Monday to Thursday 09:00 – 11:00 WIB, each class has a study plan to support learning to stimulate children's love of reading, stimulate and encourage children's interest in reading, various reading and writing activities . will be developed through school libraries so that children enjoy reading. There, you can foster your child's love of reading at the Pembina State Kindergarten. Therefore, this research focuses on the implementation of reading and writing activities at the Pembina State PAUD Library which plays an important role in developing children's interest in reading. In this context, this research focuses on two important topics: 1. Description of literacy activities organized by the national kindergarten library; 2. Explain the role of reading and writing activities in developing children's love of reading at the Pembina State PAUD Library.

METHOD

One of the important tasks of a school library is to improve children's reading skills. Libraries make it easier for schools to foster children's interest in reading. The school library is also a great learning tool to help you achieve your learning goals. School libraries play a very important role in building a reading culture from preschool age . Children who like to read will have a lot of knowledge. The school's current mission is to increase children's interest in reading and introduce them to books from an early age. This is necessary because young children do not yet have an understanding of books, do not have the desire to read books, and are not allowed to read unless the school library introduces them in depth.

Young children only learn the benefits of reading when books are displayed in the school library. Here, schools need to encourage and understand the importance of reading from an early age so that children can show interest and start exploring and reading books.

On the other hand, children's love of reading does not arise spontaneously but must be managed in various systematic ways , by optimizing the role of the school library, for example by organizing reading and writing activities in the school library. Including Kindergarten (TK). The reason is that kindergartens need the following things: a library with a collection of children's albums and magazines. The Kindergarten library offers a variety of creative reading and writing activities to improve your child's abilities.

This is possible because childhood friends are an initiative to make childhood friends a learning base. The goals of the kindergarten library are achieved through sustainable and regular library maintenance and promotion of children's interest in reading. Pembina State Kindergarten is one of the kindergartens that applies the concept of a library as a cultural center to encourage interest in reading. Pembina State Kindergarten is known as a progressive and superior school with an emphasis on libraries. the librarian pointed out that since 2000, the National Telecommunications Library has modern facilities and infrastructure. Library programs should provide picture books to children, teachers, and parents to encourage a culture of reading. The library is open from Monday to Thursday, 09.00 to 11.00 WIB, each class has lesson plans to support learning and stimulate children's interest in reading. And to stimulate

and encourage the love of reading in children, various reading and writing activities will be carried out through the school library to foster interest in reading in children.

RESULTS AND DISCUSSION

Interest in reading and writing in early childhood

According to Hurlock (1993), reading is a source of creativity that encourages children to do something they want when they have the freedom to choose. Tampubolon (1993) believes that interest in reading is a combination of desire and ability that can develop if motivated. Ginting (2005) emphasized that interest in reading functions as a driving force that directs people towards certain and specific actions.

According to Farida Rahim (2008), interest in reading is a strong desire which includes the desire to enjoy reading. His strong love for reading is reflected in his desire to obtain reading material and then read it himself. It can also be understood that interest in reading is a great tendency to read, or a great passion for reading, it can even be said that interest in reading can be equated with a passion for reading (Ali Rohmadi, 2009). According to Idris Kamah (2002), interest in reading is a concern or interest (tendency to read) in which interest in reading must be fostered, guided and developed from childhood to adulthood, including parents, society and schools. Children who are interested in the world of books will make reading a habit and a necessity. If children get used to reading books, later it will become a hobby. As stated by Burs and Lowe in Prasetyono (2008) regarding indicators that show a person's reading preferences, namely: (1) children's reading needs; (2) reading research; (3) likes reading books; (4) interest in reading; (5) I always want to read; (6) monitor or track what is read. On the other hand, literacy refers to a child's ability to process and understand information when reading and writing. Literacy is more than just the ability to read and write, therefore literacy cannot be separated from language skills, especially talent.

Written and spoken language require cognitive skills and knowledge of different genres and cultures. Literacy is an abbreviation of English Literacy in Indonesia, etymologically it comes from the Latin Literacy which means learning. The word Latin also contains the term Litera (letters), a writing system with additional conventions. Even the notion of writing has a deep meaning. The phrase "achieving a goal" means that reading cannot be separated from the goal the reader achieves. In other words, reading must be based on certain reading goals. With the help of reading, readers' knowledge and potential also need to be developed so they can participate in social life (Yunus Abidin et al., 2017: 165).

Discussion

The role of the Kindergarten library in Pembina District, Tangerang Regency in increasing the love of reading in early childhood. Development of maintenance, repair and overhaul activities. Guidance and development of reading cannot be separated from improving reading ability. The Tangerang Regency Kindergarten Guidance Library functions as a service within the school library. Books from the Pembina State Kindergarten Library, Tangerang Regency can support the teaching and learning process of students in class. The books in the school library correspond to the school year program, and the library's special fund is supplemented with the latest books, which can be divided into three categories: the general library fund, the reference book fund, and the special fund.

Library. collect documents. In the Kindergarten library, Pembina District, Tangerang Province, the obstacles in developing interest in reading are: A. Library resources are limited, library supplies are one of the factors that attract library users and support the development of the library itself. The diversity and completeness of library attributes increases the willingness of users to use the library. The Pembina District Kindergarten library in Tangerang Regency is limited due to lack of support. Library material collections can be divided into three categories:

(1) general library collections, (2) reference collections, and (3) special library collections. The library layout brings calm and comfort to visitors by paying attention to the comfort of sound, color, atmosphere and light. Comfort and equal opportunities . The Tangerang Regency Pembina Kindergarten Library organizes and organizes literacy activities with the aim of increasing young children's love of reading. Literacy activities of the Pembina Tangerang PAUD State Library include:

Book Borrowing and Returning Activities

Borrowing and returning books is the activity of borrowing and returning borrowed books according to the child's needs and desires.

The activity begins with going to the library to borrow books, offering book rentals that can be kept, showing a library membership card, borrowing a maximum of two books in two days, and returning them at the specified time . The activity begins with going to the library to choose a book, contacting the special book lending service section to register, showing your library membership card, borrowing a maximum of two books within a period of two days , then returning them again according to the provisions. and conditions. limited time .

Class A children visit regularly every Thursday from 09:00 to 09:30 WIB, and Class B children visit regularly every Thursday from 10:30 to 11:00 WIB. Activities carried out in borrowing books at the library are Children go to the library together and are asked to choose the books they like (maximum two books). After receiving the books, children queue carefully to be handed over to the librarian to be recorded in the circulation book. After that, the books are collected and placed carefully into a basket according to the child's choice and the homeroom teacher will take them to class. In class, teachers give books to children to take home for their parents to read at home. The books brought home are not only for people to take home, but also for their parents to read. The next day, the children had the task of telling their friends the contents of the book in front of the class.

Then the teacher reads and tells the child one of the books. Then there is a question and answer session between the teacher and the child to find out whether the child understands the contents of the book or not. Then the teacher asks the children questions regarding the contents of the book. From continuous questions and answers, children's ability to understand the contents of books is explored so that their thinking abilities develop well. With the book borrowing and returning program at the Pembina State Kindergarten, Tangerang Regency, children's love of reading is developed in the following ways :

First, through their actions, children look for books to read. Through the book borrowing and returning program, children can proactively and happily search for books, like books, and have an interest in books.

Children are very enthusiastic and like the books their teachers read at school or their parents read at home. Because a child's curiosity is very strong, the act of looking for books automatically develops, and he feels the need to read books. Children become more interested in reading after reading books or visiting the library.

In this case, children look for books to read according to their abilities. Here, children realize that books are an important part of their daily lives. Children begin to realize the importance of reading. Children's love of reading is formed when they like and read books, tell stories, chat with friends and share stories about books they have seen or read. Second, the pleasure of reading. Having a program that stimulates interest in reading by lending and returning books will make reading fun. Children will be happy and interested in reading if they are trained in the habit of borrowing and returning books regularly to the library.

Children are also happier and like books more. This is reflected in the children who are very enthusiastic and love to read. When the contents of a book are read or told to a child, the child will immediately look for the book. Children are curious and like books, describing

pictures in books, words in books, and when teachers or parents read or tell stories in books. third. Reading hobby. Borrowing and returning books increases children's interest in books, this interest forms children's reading habits. Children are interested in books. When children come to the library and borrow books, they feel happy, enthusiastic and immediately go to the shelves and choose the books they like. Children also want to open and read the contents of the book with great interest. Children tend to be more interested in books with interesting and colorful pictures.

Storytelling Activities

Storytelling is the activity of telling stories to children. Stories are told by telling stories or playing with facial expressions and modest voices to attract children's attention. These resources come from library books that children borrow from the library.

This activity is very positive and effective in strengthening children's self-confidence, developing thinking skills, imagination and generating a love of reading. At the Pembina Tangerang State Kindergarten, storytelling activities are carried out by the library teacher. Storytelling involves children listening, clapping, singing and playing along with the story. Starting from the teacher introducing the characters in the story, telling stories, asking questions, playing and finishing. With the help of narration, children enjoy listening to the teacher's stories, and with the help of narration, children will be more interested in what they read.

Storytelling takes place in national preschool libraries so teachers can read or tell stories to children. Then two-way communication is established in the form of discussions between the teacher and students regarding the content of the story. Then, the teacher asks the children questions about the contents of the story in the book and explains what moral and personality issues can be taken from the story. The teacher provides games to stimulate children's interest in listening to stories and answering questions well. When storytelling activities were carried out in the Kindergarten library in Pembina District, Tangerang Regency, children's interest in reading was shown in the following aspects: (1). Children should read books. The need for reading is a child's need to read and read books. Through storytelling, children often see books being read or retold, which creates a need for books in children. Children develop a need for reading because they always like books and consider books as a necessary form of entertainment. (2). The joy of reading. The desire to read increases a child's need for reading. If you love and need books, the joy of reading and reading for both adults and children will always follow. The joy of reading always makes children like books, thereby increasing their interest in reading. (3). Reading hobby. Telling stories can stimulate children's interest in reading. The contents of books that are told or retold in an interesting way will stimulate children's interest in reading. The story told by the teacher is one way of inviting children to the library to look around and borrow the books they want. Borrowed books are books that are attractive based on the color of the book, pictures, stories, etc.

Well, children's love of reading is shown when they are interested in books, this is shown by borrowing or owning reading books that are meaningful to the child.

Reading aloud literacy activities

Reading aloud means reading or reciting the contents of a book. Reading aloud is an interesting way to read books for preschool children. Reading activities at the Pembina Regency PAUD Library in Tangerang are carried out by teachers and children's librarians. This activity takes place every time children in each class visit the library. After reading aloud, children's reading development in the Pembina State Kindergarten, Tangerang Regency is characterized by the following aspects:

A. Children's joy in reading books. Reading aloud makes children enjoy reading books. Children

are always happy and enthusiastic when reading aloud. Because they are happy, children use books as a source to find pleasure in reading aloud. Children become more curious, develop a love of books, and always want to read and read books.

- B. Children's reading preferences. Reading aloud also increases children's interest in reading. Because of interest and support for learning, children prefer to read books or read aloud. With this activity, children's love of reading will increase. Interest in reading books makes children look for books, read, look at pictures and discuss stories with friends.
- C. Do what you read. Inquiry is an attitude towards activities that follow the content of books or stories that are read in a form that is practiced in children's daily lives. In this case, children often want to continue the story without reading, because their great curiosity encourages them to follow the content. story in the book until the end. This attitude makes children prefer books, shown by looking for books at the library and borrow it to read or read to their parents.

Literacy: Reading means reading or reciting the contents of a book

Storytelling is a fun way to read books from a young age. Reading activities at the Pembina Regency Tangerang PAUD Library are carried out by teachers and children's librarians. This activity will take place at every class visit. At the Pembina Negeri Kindergarten in Tangerang Regency, children learn to read after telling stories. The characteristics include: First, the joy that children feel when reading books. Reading aloud helps children enjoy reading. Children are always happy and enthusiastic when reading aloud. Children love books so much that they see them as a tool to create joy in reading.

Children are the most curious people, develop a love for books and always want to read. Second, children are interested in reading books. Reading aloud also increases children's interest in reading books. Children enjoy reading because of the care and support of the school. This activity develops children's interest in reading books. When children like reading, they will look for books, read, look at pictures and chat with friends. Third, write down what you read. Imitation is the attitude of closely following the contents of books and stories that are read and practiced in children's daily lives. In this case, the children are very curious so they follow the story in the book until the end, so most children want to continue reading the story without reading the book. This attitude makes children like books, shown through searching for, borrowing books from the library and reading to their parents.

CONCLUSION

To address the increasing interest in reading in preschool children and on the basis of supporting educational and pedagogical activities, the following conclusions can be drawn.

The Tangerang Regency State Kindergarten Foundation Library can encourage the development of a reading culture and help students broaden their experiences to increase their interest in reading. The Pembina State Kindergarten Library has a large collection of Department of Education textbooks that are aligned with the curriculum and can help make the process easier. The Tangerang Regency Pembina Kindergarten Public Library does not yet have a professional librarian to manage the library.

Kindergarten teachers at the Pembina State Kindergarten, Tangerang Regency are tasked with conveying to students that the school library is one way to increase interest in reading. Fostering children's love of reading through literacy tourism at the Pembina State Kindergarten Library, Tangerang Regency. (1). Books are borrowed and returned continuously to increase children's unique emotional interest in reading. I want to read books and I like reading books. Borrowing and returning books increases children's interest in books and this interest develops in children who want to read or borrow books. (2). Children are always involved in storytelling activities to foster a love of reading, which is characterized by: children's reading needs, children's reading needs, children's reading preferences. Telling stories can inspire children to love reading so that they can increase their interest in reading. (3). Reading aloud will continue

to be trained to increase children's interest in reading in the following ways: Reading children's books, children are interested in reading, pay attention to the books they read. Reading aloud can increase children's interest in reading.

Teachers at the Pembina State Kindergarten in Tangerang Regency should arrange their school libraries to create ideal conditions to increase students' interest in reading. Students should spend their free time in the school library because they can deepen their knowledge there.

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