

THE INFLUENCE OF NON-FORMAL EDUCATION BIMBA-AIUEO ON EARLY CHILDHOOD READING INTEREST

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ABSTRAK

Reading is one of the language skills. Interest in reading in children must be instilled from an early age. The low percentage of literacy in Indonesia underlies the importance of fostering interest in reading in early childhood. Therefore, various non-formal education tutoring that focuses on increasing children's interest in reading has emerged, one of which is biMBA AIUEO. This research uses descriptive qualitative method with literature study method. This study aims to determine the effect of biMBA AIUEO's non-formal education on children's interest in reading. The results showed that the success of bimbel, in this case biMBA AIUEO, in increasing children's interest in reading is considered to have a positive impact and is expected to continue to make children's interest in reading continue to grow. With the existence of non-formal education, in this case tutoring, it can have a good influence on children.

Keywords: *Non-formal education; Tutoring; Children's reading interest.*

INTRODUCTION

Education is important and supports the future progress of a country. With good education in a country, it will give birth to future generations who will make the country proud and advance the country. Therefore, education is crucial to be obtained by all citizens without exception. Quoted from the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Education is an activity to increase a person's general knowledge including increasing mastery of theory and skills, deciding and finding solutions to problems related to activities in achieving their goals, be it in the world of education or everyday life (Heidjrachman and Husnah, 1997: 77) in (Erica, et al., 2019). That means, education is an activity that seeks to improve general knowledge concerning the mastery of theory and skills in a person. In Indonesia itself, it strongly upholds the principle that education is the right of all nations, which indirectly states that every human being has the same right to learn and receive education.

Education is divided into two types, namely formal education and non-formal education. Formal education is education whose activities are carried out in schools with coherent and clear education levels and learning that has been structured in accordance with the applicable curriculum. Meanwhile, non-formal education is education that is flexible and outside the formal education system so that it is usually accessed by someone when they want to study a field of education more deeply or further. Currently, there are many examples of non-formal education, one of which is tutoring institutions.

Currently, tutoring is one of the non-formal education that is often accessed by early childhood children who are still not maximized in mastering reading, writing and counting skills. These three skills are important for them to master, as they can support their learning when they enter elementary

school. Therefore, parents tend to enroll their young children in non-formal tutoring. According to Indonesian Law No. 20 of 2003 concerning National Education System Chapter I Article 12 Non-formal education is an education path outside formal education that can be implemented in a structured and tiered manner. Non-formal education has several functions, namely as a center for developing students' abilities by deepening in a variety of applicable sciences and disciplines and improving attitudes and professionalism in a subject. Currently, many non-formal education programs have developed in the community, including course institutions, study groups, majelis taklim, and similar educational units.

The emergence of non-formal education is caused by various factors, such as the emergence of a desire to learn a field in depth, difficulty in following formal learning at school, and the need for special attention and training in children. Non-formal education is not compulsory. However, with non-formal education children can get something and deepen a field that they cannot get in school learning.

Tutoring or bimbel is a process of providing teaching assistance provided by tutors / teachers to solve learning problems in students, so that the desired learning goals are achieved. There are several types of tutoring that are divided according to grade level, one of which is tutoring in early childhood; pre-school and elementary school.

When children reach early age, they usually only learn letters and will only acquire reading, writing and counting skills. Therefore, parents usually go to non-formal education in the form of reading and writing tutoring, so that the child can acquire optimal reading, writing and counting skills before entering elementary school. Currently, there are many early childhood reading and writing tutors, one of which is biMBA AIUEO. BiMBA AIUEO tutoring is a tutoring process that focuses on children's interest in reading which aims to make children interested, happy, like, and love reading so that the foundation of a character who likes to read is built. BiMBA AIUEO was established in 1996 under the auspices of the Indonesian Child Development Foundation (YPAI). In the learning process, children will be given training by tutors / teachers, which in this case is specifically reading training to increase children's interest in reading.

Cultivating interest in reading in children is important because it will foster children's enthusiasm for reading instruction. Reading is one of the five language skills. Reading is crucial because it supports the improvement of literacy, especially in Indonesia, because Indonesia's literacy rate is still low. Therefore, tutoring related to reading in early childhood is important because it can create the next generation of smart people and improve literacy in Indonesia. The existence of reading tutoring in early childhood is expected to be one of the solutions to improve Indonesian literacy.

RESEARCH METHODS

The method used in this research is descriptive qualitative. According to Sugiyono (2021: 18) qualitative research is a research method used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. In line with the opinion of Bogdan and Taylor (1992: 21) which states that qualitative research is a research process that can produce descriptive data in the form of exposure to speech, writing, and behavior of people who are observed through observation. So it can be concluded that qualitative research is research with observations on objects that are carried out directly and produce descriptive data. In addition, the author uses the literature review method. According to Zed (2008: 3) the literature study method is a series of activities related to library data collection methods, reading and recording, and managing research materials.

RESULTS AND DISCUSSION

Literature Review

There are three previous studies that are relevant to my research so that they are used as references. The first research is a thesis entitled "THE EFFECT OF STUDY GUIDANCE ON READING SKILLS OF STUDENTS OF MTs MUHAMMADIYAH TONGKO KECAMATAN BAROKO ENREKANG DISTRICT" prepared by Ayyub. This research has a direction that is in line with the research that the author is doing, namely connecting the effect of tutoring on reading skills. This study also used the same research method as the research I did. The results obtained in this study are the existence of a strong variable correlation between the influence of tutoring on student reading skills at MTs Muhammadiyah Tongko Baroko District Enrekang Regency.

The second study entitled "The Effect of Non-Formal Education Bimbel (Tutoring) on Children's Literacy Interest" was prepared by Wahda Putri Aulia, and Angga Hadiapurwa. This research has a direction that is in line with the research I conducted, namely connecting the influence of tutoring, but on different skills, this second study focuses on literacy interest while my research is on reading interest. The results obtained in this second study are that tutoring can be one of the alternatives that can be applied to build children's literacy. Especially tutoring that teaches children to read and write.

The third research thesis prepared by Sherli Pujianingsih entitled "THE INFLUENCE OF STUDY GUIDANCE ON THE COVID-19 PANDEMI MASE ON THE MATHEMATICS STUDENT STUDENT STUDENT STUDENT CLASS 6 SDN KRADINAN 01". This third study has a difference in variable two with the research that the researcher will examine, the third study examines the effect of tutoring on student math learning achievement while the researcher's research examines the effect of AIUEO biMBA tutoring on reading ability. The object studied also has a difference, this third study examined 6th grade students of SDN Kradinan 01 while the research conducted by the researcher took the object of early childhood research. The results of this third study are that there is a clearly visible influence between tutoring and student achievement in 6th grade learning, especially in mathematics subjects at SDN Kradinan 01 during the co-19 pandemic.

Observation Result

Tutoring is one of the alternatives to increase children's interest in reading. In this era of globalization, reading skills are very important things that need to be mastered by humans, including early childhood. Reading skills cannot be acquired naturally, but need teaching. One of the tutors that can improve early childhood access is BiMBA AIUEO which is a non-formal educational institution that provides reading instruction. Learning activities at BiMBA AIUEO have the aim of increasing reading motivation in children. Basically, the cultivation of a culture of reading must be applied from a young age. Reading instruction at biMBA AIUEO is carried out using data cards with reading instruction carried out in stages, starting from two letters, one word, one sentence and continuing until the child can read fluently. The learning concept is learning while playing so that it does not force children to learn to read, but fosters children's interest in reading by itself by providing motivation and interesting teaching.

Every child has unique and different characteristics. Therefore, at this time knowing the learning style and interest in children is important to make children have an interest in reading. Teachers must be able to understand children's learning styles and take action by differentiating between children according to their characteristics. For children who have a high interest in reading, teachers will provide learning that focuses on reading and understanding a sentence. Teachers can train students to read continuously with visualization of the words or sentences read so that children's curiosity grows and want to know the meaning of the sentences they read. In the observation activities, the teaching of reading at biMBA is carried out by using data cards containing a word with a picture for each child, so that the word read by the child can be visualized. Teaching activities in this way provoke children to be more interested in reading and have a positive influence on children.

CONCLUSIONS

Children's interest in reading can be improved through tutoring. Reading skills are important in this era of globalization. BiMBA AIUEO is one of the non-formal education in the form of tutoring that can provide teaching of reading skills and increase children's interest in reading. Reading instruction conducted at BiMBA AIUEO uses data cards containing words/sentences accompanied by pictures so that children can visualize the words/sentences they read. The success of bimbel, in this case biMBA AIUEO, in increasing children's interest in reading is considered to have a positive impact and is expected to continue to make children's interest in reading continue to grow. The existence of non-formal education, in this case tutoring, can have a good influence on children.

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