

Application Constructivism as a Means of Increasing Interest in Reading and Appreciation of Literature in Schools

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ABSTRACT

In this technological era, unlimited access to information is like a vast ocean. However, to understand and utilize it optimally, reading ability is the key. Developed countries such as Japan and several European countries have shown a strong correlation between high reading interest and national progress. The constructivism approach in education plays an important role in fostering interest in reading in schools. This approach focuses on building students' character and interests, especially in the areas of literacy and reading. Teachers act as facilitators, providing convenience and freedom for students to discover and develop their own knowledge. Teachers facilitate the development of interest in reading and appreciation of literature in various ways, such as: creating a conducive and enjoyable learning atmosphere, providing a variety of interesting and high-quality reading materials, applying creative and interactive learning methods, providing awards and recognition for students' reading achievements. Based on research and discussions, teachers are the main key in increasing interest in reading and appreciation of literature in schools through a constructivist approach. With proper facilitation and guidance, teachers can move students to achieve a high level of reading interest and literary appreciation.

Keywords: *Interest in Reading, Literary Appreciation, Constructivism.*

INTRODUCTION

In this digital era, information is like a vast ocean that is easily accessible to anyone. However, to understand and utilize this information optimally, good reading skills are needed. Like the key that opens the gate to knowledge, the ability to read is the main gate for individuals to develop and progress. Developed countries such as Japan and other European countries have proven a close correlation between high interest in reading and the progress of their nation. Good reading skills not only open the gates of knowledge, but also provide a competitive advantage in an era of globalization that is full of competition. Individuals who are proficient in reading are able to follow developments in various fields easily, so they are ready to face various challenges and opportunities in the future. Therefore, developing reading skills needs to be a top priority in education. By equipping individuals with good reading skills, we have prepared them to become strong, adaptive people and ready to contribute to the progress of the nation. Reading needs to be a priority because reading opens up access to knowledge and information. Apart from that, reading also improves critical thinking skills and encourages individuals to analyze information, distinguish facts and opinions, and evaluate various sources.

Reading is the pronunciation of words and the acquisition of words from printed materials. This activity involves analyzing and organizing various skills complex, including lessons, thoughts, considerations, integration, and meaningful problem solving gives rise to information explanations for reader. According to Tarigan (1985: 32) reading is a process carried out and used by readers to get the message they want conveyed by the author through words/written material or by quoting understand the meaning contained in written material. Reading is not just an activity to fill free time, but a valuable investment to enrich oneself with knowledge and insight. Like a window to the world, reading opens the horizons of our thinking, deepens our understanding of various subjects, and presents new perspectives that can be applied to various aspects of life. In this digital era, the ability

to read has become increasingly essential. The flood of available information requires us to be smart in sorting relevant and quality information. Reading equips us with critical skills to analyze information, sort fact from opinion, and build deep understanding. By reading, we enrich our vocabulary, improve critical thinking skills, and broaden our horizons. The benefits of reading don't stop there. Reading can increase empathy, spark creativity, and help us understand ourselves and others better. Reading can also be a fun and relaxing source of entertainment.

According to World Bank report no. 16369-IND and studies from International Achievement Education [IAEA] in 1992 in East Asia, Indonesia occupied lowest ranking in terms of children's reading, with a score of 51.7 placing Indonesia below countries such as the Philippines (with a score of 74.0), Thailand (with a score of 65.1), Singapore (with a score of 74.0), and Hong Kong (with a score 75.5). These facts illustrate the problem of literacy and proficiency Reading is still a big challenge in Indonesia. Literary learning in high school plays an important role in leading students to a deep understanding and appreciation of literary works. As part of the Indonesian language subject, literature is not only about memorizing theories and analyzing intrinsic elements, but also about opening a window to the world through words. Through effective literature learning, it is hoped that high school students can understand the deepest meaning of literary works, develop critical and analytical thinking skills, improve communication and expression skills and enrich insight and knowledge.

Learning literature that is useful for high school students is not only about theory and analysis, but also about experience and creating meaning. With a variety of creative and innovative learning methods, teachers can arouse students' interest and enthusiasm in exploring the world of literature, equipping them with important abilities to understand themselves and the world around them. By implementing varied and interesting learning strategies, teachers can make literature learning a meaningful and beneficial experience for high school students, equipping them with important skills for the future. This is in accordance with what was stated by Endraswara (2002) in a number of ways Writings about the teaching of literature in Indonesia often question corruption and weakness or in cool terms it is called "getting an infection", "being infected chronic virus," and "gloomy." These conditions are the reason why literature teaching can be done making "stomach nauseous" and "severe influenza".

This is also related to literature learning which is part of the Indonesian language subjects that have been carried out at the high school level. Literature learning directs students' inner abilities appreciate literary works. Through studying literature, it is hoped that students will be able to interpret literary works so that studying literature is truly beneficial. Literary appreciation learning has not been delivered or taught consistently maximally by Indonesian language and literature teachers to create appreciation and interest Students' learning about literary appreciation does not develop. Even though appreciating literary works is an activity that students need to do appreciate students' thoughts and feelings. Literary appreciation learning should be fun learning and invite students to appreciate thoughts and feelings through literary works.

Alwasilah (2006) stated that it is important to include literary learning in schools for various reasons, namely that literary works provide a bridge the relationship between reality and fiction, this supports the human tendency to like reality and fiction. Through literary works, readers learn from other people's experiences in facing problems in life. Appreciation means knowing, understand, enjoy and judge. According to Waluyo (2002:44) appreciation is usually associated with art. Poetry appreciation is related to activities that are related to poetry, namely hearing or reading poetry with serious appreciation, poetry appreciation, declaiming, and review appreciation. poetry. In its application, appreciation requires activity, creativity and motivation in showing one's abilities or potential because appreciation is a process.

In these two processes, there is interest in reading and appreciation of literature at school a learning system that needs to be paid more attention to in school implementation, many things have not really been thought about regarding the importance of these two things in the student learning process and it is hoped that students will be equipped with knowledge then and implement it in life. The constructivist approach is an approach that builds or constructing new knowledge about something that forms knowledge the place or place that gave them life. Constructivism is one of the streams originating from cognitive learning theory. Approach objectives constructivism in learning is to help

improve students' understanding of the content or lesson material. Constructivism is closely related to discovery learning methods learning) and the concept of meaningful learning. Constructivism too is a learning theory that promotes the development of competencies, skills or knowledge independently by students which is facilitated by educators through various kinds of learning designs and actions needed to produce the changes needed by students. Through this approach, it is hoped that educators will be able to design new knowledge by reading and increase literary appreciation from the reading material they read and then create a written work that students can carry out as an implementation of the results study.

RESEARCH METHODS

The method used in this research is descriptive qualitative, where The data collection technique is through interview techniques, then record the results of the interview and finally analyze them. That statement too related to Sugiyano's opinion which says that research is descriptive is a type of qualitative research that explores and describes a topic research studied. According to Sugiono, qualitative research is research which places the researcher as the first instrument. Data collection technique carried out jointly, and data analysis is inductive (Sugiyono, 2019).

RESULTS AND DISCUSSION

Result

The research results show that the constructivist approach has a great influence on reading interest and literary appreciation in schools. The constructivist approach is constructive, builds student character or develops student interest in the field of literacy and reading. With this approach, the teacher is responsible as a facilitator, which means facilitating, managing, providing comfort or by giving freedom to students. students to discover for themselves, then develop knowledge that already exists in him, then what field of interest or desire he has in this way and the teacher only needs to facilitate students by building the development of students' interest in reading and literary appreciation. The teacher's role is very important in the learning process, such as creating a conducive and enjoyable learning atmosphere, providing a variety of interesting and high-quality reading materials, implementing creative and interactive learning methods, providing awards and recognition for students' reading achievements. Teachers are the main key in increasing interest in reading and appreciation of literature in schools through a constructivist approach. With proper facilitation and guidance, teachers can move students to achieve a high level of reading interest and literary appreciation. Obstacles in the learning process will always exist because in a classroom a teacher will encounter various kinds of student characters, because This approach is for building, so building is not instant and necessary stages in a process for implementing a constructivist approach.

Table 1. Results

No	Title/Content	Note
1	Constructivist approach	The constructivist approach is constructive, building student character or developing student interest in the field of literacy and reading.
2	Teacher as facilitator	In the learning process using a constructivist approach, the teacher acts as a facilitator, namely facilitating, managing, providing comfort or by giving freedom to students to discover for themselves, then develop their knowledge. that was in him.
3	Obstacle	In the learning process, obstacles will definitely be found, such as students who are too active so that the learning process is not conducive.
4	Conclusions	Teachers are the main movers in creating a positive culture of literacy and literary appreciation in the school environment. The important role that the teacher is responsible for is being a facilitator and guide, creating interesting and interactive learning, fostering a culture of literacy and literary appreciation, providing appreciation and

Discussion

The influence of the constructivist approach on reading interest in school is very significant influential because constructivism is an approach that builds, builds student character or develops student interest in the field of literacy and reading. With this approach, the teacher is responsible as a facilitator, which means facilitating, managing, providing comfort or by giving freedom to students to discover for themselves, then develop knowledge that already exists in him, then what field of interest or desire he has in this way and the teacher only needs to facilitate students by building the development of students' interest in reading and literary appreciation. Then the teacher as a facilitator which means close So in my opinion, this is student-centered, so that students can choose reading material according to their interests and talents to explore their competencies and also develop his knowledge.

There must be obstacles because students' characters are different, because this approach is constructive, so building is not instantaneous, so stages are needed in the process in implementing this approach. In a lesson there is of course a lesson plan, and in the lesson plan there are also initial stages, process stages and final stages. Then In the learning process there are also obstacles that may occur, namely the class is not controlled, because students are too enthusiastic, for example students like musical material, poetry for example or short stories, they are too enthusiastic, sometimes they become noisy, for example, so the solution may be ice breaking and it can also be differentiated learning. , who is the character of a student who likes to listen, likes to talk, or a student who moves wherever he tries to do, that is we aim at auditory, visual or kinesthetic and can also apply the stop technique, it looks like an ice breaker, it is emotional learning, so students are not always in good health, but also their social and emotional preparation is prepared, so if their social emotionality is ready, they will definitely the learning is also definitely ready.

Teachers have a very important role in fostering students' interest in reading. Some of the teacher's roles include creating a conducive and enjoyable learning process, providing a variety of interesting and high-quality reading materials, implementing creative and interactive learning methods, and providing awards and recognition for students' reading achievements:

1. Create a conducive and enjoyable learning atmosphere
Teachers must create an open and friendly classroom atmosphere so that students feel comfortable and safe to participate in learning activities. This can be done by building positive relationships with students, showing them respect and appreciation, and creating an inclusive and welcoming classroom atmosphere. Teachers can make reading a fun activity by choosing interesting reading material that suits students' interests. Teachers can also use various creative and interactive learning methods, such as games, discussions, and projects, to make reading activities more interesting. Create a comfortable reading corner, create a comfortable reading corner in the classroom by providing a variety of interesting and quality books. This reading nook can be an ideal place for students to relax and read their favorite books.
2. Provide a variety of interesting and quality reading materials
Teachers must choose books that suit students' interests and ability levels. This can be done by discussing with students about their reading interests, observing their reading habits, and using various resources to find suitable books. Teachers must ensure that there are enough books available for all students. This can be done by working with school librarians, asking for book donations from parents or the community, and taking advantage of various government programs that provide books to schools.
3. Implement creative and interactive learning methods
Teachers can use various creative and interactive learning methods to make reading activities more interesting such as reading aloud, class discussions, games, projects, e-books, using technology.
4. Providing awards and recognition for students' reading achievements
Teachers can reward students' reading achievements by giving them certificates, prizes, or other recognition. Teachers can organize reading activities to celebrate students' interest in

reading. Some of the strategies above, teachers can help increase students' interest in reading and make them become good readers and make learning activities fun. that can be applied in schools regarding interest in reading at school, namely regarding reading reports from books that students read and then reporting them in the form of a summary or review of each book read in one week. Because teachers are at the forefront in motivating students in encouraging students to read so that they can improve their literacy and grow their own interest in reading. Teachers can provide stimulus or stimulation from assignments given to students through open book reading assignments assigned by the teacher or carrying out reading corner literacy movements or programs that support the ongoing interest in reading.

CONCLUSIONS

Based on the results of research and discussion, it is concluded that teachers play a crucial role in increasing interest in reading and appreciation of literature in schools through a constructivist approach. Teachers are the main movers in creating a positive culture of literacy and literary appreciation in the school environment. Several important points that are the teacher's responsibility are being a facilitator and guide, creating interesting and interactive learning, fostering a culture of literacy and literary appreciation, providing appreciation and support.

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