

INTISARI

FAKTOR – FAKTOR YANG MEMPENGARUHI KEMAMPUAN MEMBACA PADA ANAK KELOMPOK B DI TK KARANG INDRIYA KARANGASEM

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Latar Belakang: Anak-anak yang mendapatkan pelajaran membaca sejak usia dini umumnya akan lebih maju disekolah. Jadi pengembangan kemampuan membaca dan menulis di TK dapat dilaksanakan selama masih dalam batas-batas aturan dan sesuai dengan karakteristik anak, yakni belajar sambil bermain dan sambil belajar.

Tujuan: Untuk Mengetahui Faktor–Faktor Yang Mempengaruhi Kemampuan Membaca Pada Anak Kelompok B Di Tk Karang Indriya Karangasem.

Metode: Penelitian ini merupakan deskriptif analitik dengan pendekatan *cross sectional* yang dilaksanakan di TK Karang Indriya Karangasem. Populasi berjumlah 32 orang menggunakan sampel jenis (*total sampling*). Metode pengumpulan data menggunakan kuesioner. Teknik analisis data melalui analisa *univariat*, analisa bivariat, dan analisa *multivariate* (Anava)

Hasil: 1) motivasi membaca anak dalam kategori kurang 8 orang (25,0%), dalam kategori cukup 11 orang (34,4%), dan dalam kategori baik 13 orang (40,6%). 2) Tingkat lingkungan keluarga dalam kategori kurang 6 orang (18,8%), dalam kategori cukup 13 orang (40,6%), dan dalam kategori baik 13 orang (40,6%). 3) Tingkat bahan bacaan dalam kategori kurang 4 orang (12,5%), dalam kategori cukup 9 orang (28,1%), dan dalam kategori baik 19 orang (59,4%). 4) Kemampuan membaca dalam kategori kurang 5 orang (15,6%), dalam kategori cukup 9 orang (28,1%), dan dalam kategori baik 18 orang (56,3%). 5) Analisis Anava diperoleh nilai F_{hitung} variabel bahan bacaan sebesar 3,715 dan p-value 0,037, variabel lingkungan sebesar 4,334 dan p-value 0,023, variabel motivasi membaca sebesar 3,377 dan p-value 0,048. 6) Pada uji t motivasi membaca terhadap kemampuan membaca sebesar 2.542 dengan p-value 0,048 berarti ada pengaruh motivasi membaca terhadap kemampuan membaca. 7) Pada uji t lingkungan keluarga terhadap kemampuan membaca sebesar 2.439 dengan p-value 0,023 berarti ada pengaruh lingkungan keluarga terhadap kemampuan membaca. 8) Pada uji t bahan bacaan terhadap kemampuan membaca sebesar 2.466 dengan p-value 0,037 berarti ada pengaruh bahan bacaan terhadap kemampuan membaca. 9) Dilihat dari uji anava bahwa nilai F_{hitung} variabel bahan bacaan sebesar 3,715 dan p-value 0,037 sehingga ada pengaruh bahan bacaan terhadap kemampuan membaca. Nilai F_{hitung} variabel lingkungan sebesar 4,334 dan p-value 0,023 sehingga ada pengaruh lingkungan keluarga terhadap kemampuan membaca. Nilai F_{hitung} variabel motivasi membaca sebesar 3,377 dan p-value 0,048 sehingga ada pengaruh motivasi membaca terhadap kemampuan membaca. **Simpulan:** ada hubungan antara motivasi, lingkungan keluarga dan bahan bacaan terhadap kemampuan membaca pada anak kelompok B

Kata Kunci: faktor-faktor kemampuan membaca

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ABSTRACT

FACTORS AFFECTING THE READING ABILITY OF THE CHILDREN IN GROUP B OF KARANG INDRIYA KINDERGARTEN IN KARANGASEM

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The Background of study: Children who obtain reading lessons at an early age will generally be more advanced at school. So, developing reading and writing abilities in kindergarten can be implemented providing that it is still within rules and is in accordance with children's characteristic i.e. to learning while playing and playing while while learning.

The Objective of study: To find out Factors Affecting Reading Ability in the Children of Group B of Karang Indriya in Karangasem.

The Methods of study: This study was a descriptive analysis with cross sectional approach and was carried out in Karang Indriya Kindergarten in Karangasem. The population was 32, using type samples (total sampling). The method of data collection was questionnaires. Data analysis techniques used were univariate analysis, bivariate analysis and multivariate analysis (Anava).

The Results of study: 1) Regarding children's reading motivation, eight respondents were in poor category (25.0%), 11 in fair category (34.4%), and 13 in good category (40.6%). 2) Regarding family environment, six respondents were in poor category (18.8%), 13 in fair category (40.6%), and 13 in good category (40.6%). 3) Regarding the level of reading materials, four respondents were in poor category (12.5%), nine in fair category (28.1%), and 19 in good category (59.4%). 4) Regarding reading ability, five respondents were in poor category (15.6%), nine in fair category (28.1%), and 18 in good category (56.3%). 5) From Anava analysis, it was found that the value of F_{count} of reading material variable was 3.715 and p value 0.037. The value of F_{count} of environment variable was 4,334 and p-value 0.023. The value of F_{count} of reading motivation variable was 3.377 and p-value 0.048. 6) In T-test, the effect of reading motivation on reading ability was 2.542 with p-value 0.048, meaning that reading motivation affected reading ability. 7) In T-test, the effect of family environment to reading ability was 2.439 with p-value 0.023, meaning that family environment affected reading ability. 8) In T-test, the effect of reading materials on reading ability was 2.466 with p-value 0.037, meaning that reading material affected reading ability. 9) Seen from ava test, the value of F_{count} of reading material variable was 3.715 with p-value 0.037, therefore, reading material affected reading ability. The value of F_{count} of environment was 4.334 and p-value 0.023, meaning that family environment affected reading ability. The value of F_{count} of reading motivation was 3.377 and p-value 0.048, so, reading motivation affected reading ability.

The Conclusions: there was correlation among motivation, family environment, and reading materials on reading ability of the children in group B.

Keywords: factors of reading ability

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