

ANALYSIS OF GRADE III STUDENTS' READING INTERESTS TOWARDS LEGENDARY STORIES IN INDONESIAN LANGUAGE LEARNING IN ELEMENTARY SCHOOLS

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ARTICLE HISTORY

Received : 20-01-2026

Revised : 07-02-2026

Accepted : 25-05-2026

KEYWORDS

*Reading Interest;
Legendary Stories;
Indonesian Language
Learning.*

ABSTRACT

This study aims to describe the reading interest of third-grade elementary school students and identify factors that influence the low interest in reading legend stories in Indonesian language learning. The method used in this study is a literature study by reviewing various secondary data sources such as journals, books, and related documents relevant to the research topic. Data analysis procedures include data collection, reduction, presentation, and verification. The results of the analysis show that third-grade students' reading interest in legend stories is in the low category, which is characterized by a lack of motivation, voluntary reading and low focus when reading narrative texts. This low interest is triggered by internal factors such as limited concentration and cognitive fatigue, as well as external factors including monotonous teacher teaching methods, minimal library facilities, lack of support for reading from the family environment, and the use of gadgets and instant digital content. Researchers can conclude that collaboration between teachers and parents through interactive learning media innovation is needed to increase students' reading interest in the critical transition phase in third grade.

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INTRODUCTION

Interest in reading is the main foundation for the formation of independent reading. Interest in reading is still the main problem because students spend more time playing and accessing gadgets than reading books. This has an impact on weak reading comprehension skills and low reading frequency, so that the learning process in Indonesian

becomes less than optimal. Therefore, a teacher needs to design learning that not only teaches reading techniques, but also to arouse students' desire to read voluntarily.

Indonesian language learning in elementary school does not only focus on mastering spelling and grammar, but also on developing the ability to read, comprehend, and appreciate literary works. Therefore, legends are a form of folklore that has such great potential because it contains cultural values, moral values, and local history that are close to students' lives. Folklore, especially legend stories, is effectively used in the learning process of reading because it is able to foster interest, enrich vocabulary, and strengthen students' cultural identity. Thus, legend stories can be an interesting learning medium if packaged with an approach that is in accordance with the characteristics of elementary school students.

(Sari, 2024) shows that the use of folklore books in reading activities can increase students' reading interest in elementary school based on the application of "Literacy Saturday" by using folklore book media in grade II found an increase in students' reading interest from an average score of 62.1% in cycle I to 82.5% in cycle II, proving that there is a significant change in the use of folklore media capable of attracting students' attention. The findings show that when folklore is presented in fun and structured reading activities, students tend to be more enthusiastic and actively involved. That way, it provides the same potential that will be expected when legend stories are integrated into the Indonesian language learning process for grade III elementary school, because students generally aged 8-9 years are still very responsive to narratives in the form of stories.

The use of folklore in learning can improve content understanding, instill character values, and strengthen a sense of pride in local culture. (Supriyati & Muhyidin, 2025) folklore is effective in increasing content comprehension, instilling character values, and supporting students' creativity. Strengthening reading through local folklore-based learning in grade III of elementary school also shows that a teacher is able to apply and use an interactive approach to be able to increase students' motivation and learning outcomes. In this context, it can be emphasized that narrative texts such as legend stories will increase students' interest in reading when designed with the right learning model that suits the characteristics of students so that it can be a strong stimulus in arousing students' interest in reading.

The use of legend stories in the context of learning Indonesian has a great contribution to cultural recognition and the preservation of local cultural values. In the process of reading, students not only absorb the content of the story, but also can understand the way of life, foster beliefs, and community traditions reflected in it. Legends are able to instill the value of local wisdom and an attitude of respecting cultural diversity. Thus, discussion activities, writing story conclusions, and re-displaying stories in a creative way can strengthen the role of legend stories as a meaningful learning medium for instilling character values in elementary school students.

Although legend stories have so great potential among elementary school students, there are still many students who are not interested in reading these types of legend story texts regularly, Because it has various internal and external factors that can hinder. Internal factors are in the form of those that exist in students such as lack of attention and motivation. In addition, external factors that can affect students' reading interest such as the role of teachers, a less conducive school environment and limited reading materials, lack of media variety, and monotonous learning methods that can make legend stories feel more boring. In addition, competition with digital entertainment such as games or short videos can also make students' attention more easily divided. Thus, the use of media in the form of learning greatly affects students' reading interest.

Based on the results of field observations in grade III of SD Muhammadiyah 2 Garut Kota during the learning of legend stories, students did not show a feeling of pleasure in reading so that students showed flat facial expressions, frowns, and lethargic eyes without enthusiasm so that many students looked bored and often yawned. Regarding these feelings, of course, it has an impact on the involvement of students who become passive Safari in the (Yuliana, 2023). In particular, the lack of interest and involvement in reading is seen as low in legend stories.

Thus, a literature study with the title "Analysis of Reading Interest of Grade III Students Towards Legend Stories in Indonesian Language Learning in Elementary Schools" in the background is based on the need to understand the extent of reading interest of grade III students in legend stories, as well as how factors can affect students' reading interest in legend stories in learning Indonesian in elementary school. Safari in the (Yuliana, 2023) states that residual

reading interest can be seen based on the feeling of pleasure in reading, interest in reading, attention when reading, and involvement in reading.

Therefore, the novelty of this study is a literature study in the analysis of the reading interest of grade III students towards legend stories in learning Indonesian, especially in students' reading interests. In addition, this study not only captures how students' interest in reading but also reveals the factors that affect the reading interest of grade III students in stories. The purpose of this literature research is to describe the reading interest of grade III students in elementary school and identify what factors are the causes of students' lack of reading interest in reading legend stories.

METHOD

In this study, a literature study method is used, with the aim of compiling a description of "Analysis of Reading Interest of Grade III Students Towards Legend Stories in Indonesian Language Learning in Elementary Schools". Literature study is a review process carried out by a researcher in providing an overview, developing a synthesis process and analyzing based on certain topics. (Magdalena, Endayana, Pulungan, Maimunah, & Dalimunthe, 2021, p. 74) "Literature Study is an activity that is required in research, which aims to develop theoretical or practical knowledge". Therefore, the search process carried out in this literature study method utilizes sources such as journals, magazines, dictionaries, documents and others without conducting field research

This research comes from secondary data in the form of studies, be it journals, books, magazines and others. The data source comes from data that is not directly related to the research object, but the data source in this study is the result of an assessment of title sources related to research by utilizing online media such as google, google scholar, and sinta Kemdiktisaintek with a focus on literature studies that support research problems about the reading interest of grade III students in legend stories in learning Indonesian in elementary school. So that the data collection in this study has the goal of producing relevant and accurate data based on the methods used so that it has different characteristics.

Data analysis is a process of searching and collecting data and then managing data properly so that it can be concluded. The data analysis method used is in the form of secondary data, namely looking for various data indirectly related to the object of research. Therefore, the data assessment procedures carried out are in the form of data collection, data reduction, data presentation and data verification.

RESULT AND DISCUSSIONS

ANALYSIS RESULTS

The phenomenon of low interest in reading is certainly not only limited to the aspect of emotional involvement, but also as a reflection of the repetition and duration of reading legendary stories. This can be influenced based on the low reading interest of elementary school students in general which has a direct impact on the legend story material in learning Indonesian in the lower grade (Mutadin, Sutanto, Rondli, & Kanzunudin, 2024). In line with (Sari, 2024) the low interest in reading before the implementation of Literacy Saturday using the media of folklore books can increase students' interest in reading. (Amalia, Suriansyah, & Cinantya, 2024) students' dependence on light reading or moving pictures results in legend stories failing to be the main choice in daily learning. Thus, the reading interest of grade III students in legend stories is low with the main indicators being a lack of voluntary motivation and a preference for non-traditional media that is more accessible.

(Sholihah, Wardatussa'idah, & Yudha, 2025) stated the low reading based on the quality of reading books, as well as the lack of family support. (Nisa, 2025) stated that the availability of facilities, especially in the use of school facilities, can be the first step in increasing reading interest. (Olvirawati & Wati, 2023) found a significant relationship between grade III reading interest and students' reading ability which had a significant impact on both the school environment and reading interest. (Mutadin, Sutanto, Rondli, & Kanzunudin, 2024) states that only 10% of students have high interest, 17% medium and 73% low resulting from factors that affect reading interest including facilities and the role of teachers.

This, leading to the identification of causative factors, reveals that internal student factors are the main trigger for students' reading interest. Low motivation as an inhibition of reading interest students often feel that the legend story is too broad or not easy with their daily experiences in the digital age. Thus, weak basic reading skills result in an unwillingness to

delve into the narrative of a long legend story and layered with symbolic meaning. (Hilmiyah, budiatman, & Huliatusunisa, 2023) states that low comprehension is the main barrier, so students experience early boredom when reading the climactic elements of the legend. (Utaminingsih, Sulasih, Puspita, & Sumartiningih, 2023) Internal factors such as short concentration and cognitive fatigue can worsen the interest in legendary stories that require high imagination.

External factors in the school environment can certainly aggravate students' interest in reading. (Rahman, Kartinah, Nyoman, & Espiyati, 2023) states that the lack of library facilities and special reading time makes legendary stories rarely explored in depth outside of class hours. (Ferando, et al., 2025) states that presenting legend stories in a monotonous manner without variations on the use of visual, audio, or dramatic media can arouse curiosity. Therefore, the lack of use of folklore as an interactive reading medium causes students to lose an interesting cultural context, so that reading interest in legend stories decreases due to a lack of innovation and adaptation. (Sari, 2024) that without structured actions such as the Saturday Literacy program, of course, it can result in external factors that can strengthen the cycle of low interest in reading elementary school students in a sustainable manner.

Low interest in reading elementary school students with fast content competitions choose to watch short videos viewed from their devices rather than reading legends that require long time and focus. (Nisa, 2025) found at SDN Karangwidoro 1 that students with access to daily gadgets showed 75% lower interest in reading legends than those without excessive exposure. (Sholihah, Wardatussa'idah, & Yudha, 2025) states that reading by 3rd graders is interrupted by attention fragmentation due to scrolling on social media, so that the narrative of legends loses competition. Thus, the use and incorporation of digital media for legend stories to overcome problems with implementation is still minimal in class III.

Based on internal and external factors, of course, it can be integrated to create a complex cumulative effect, where the combination of low motivation possessed by students with a school environment with minimal resources such as the lack of facilities that can support in increasing students' interest in reading. In line with (Olvirawati & Wati, 2023) the presence of significant interaction between factors with low-motivation students in non-conducive environments shows a decrease in reading interest. (Hilmiyah, budiatman, & Huliatusunisa, 2023) stated that reading legend stories in grade V students can certainly be applied to grade III students with age adjustment. That way, the cumulative effect can hinder the achievement of overall reading competence.

In addition, the influence of internal factors is also external factors caused by the family environment are no less influential. (Rahman, Kartinah, Nyoman, & Espiyati, 2023) Parents who rarely tell legendary stories at home certainly make students come to school without a strong background of interest. Identifying the lack of family reading routine as the main cause of low student motivation due to non-literacy from home which makes the basic foundation of higher ability. (Utaminingsih, Sulasih, Puspita, & Sumartiningih, 2023) attributes problems in learning Indonesian in grade III to the disharmony of the school environment with the home which causes parents to prioritize extracurricular activities over reading. (Ferando, et al., 2025) emphasizes the need for parental collaboration to become a folklore medium so that students' interest increases sustainably.

(Sari, 2024) differences before and after reading interventions, showing that factors such as the availability of folklore books affect the initial interest of students. (Amalia, Suriansyah, & Cinantya, 2024) states that variations in learning certainly require a contextual approach for elementary school lower classes in various regions of Indonesia. Thus, this can certainly be used as a long-term application of low reading interest which includes a decline in the application of cultural values in elementary schools. (Ferando, et al., 2025) which highlights the potential for folklore to be lost or not read will have an impact on cultural identity for the younger generation.

(Mutadin, Sutanto, Rondli, & Kanzunudin, 2024) states that the risk of reading in general will have a low impact in primary schools if the factors are not handled correctly. (Hilmiyah, budiatman, & Huliatusunisa, 2023) stated that there is a relationship between low text analysis skills in class V making class III an important critical point for the initial skills that must be possessed. Therefore, based on the results of this literature review analysis, of course, the reading interest of grade III students in legend stories is low with the main causative factors including internal such as motivation and reading ability, as well as external such as the school environment, gadgets, family which have an impact on students' reading interest.

DISCUSSION

Based on the results of analysis from various study sources, the reading interest of grade III elementary school students in legend stories in learning Indonesian tends to have low reading interest. Safari in the (Yuliana, 2023) students' reading interest can be assessed based on indicators of feeling happy, interested, attentive, and involving. This suggests that there are problems that can affect the duration and frequency of reading, so that it can have an impact on the development of students' reading to local cultural appreciation. Internal factors are in the form of attention when reading and motivation that arises from students as well as external factors in the form of the role of teachers, school environment and learning facilities.

Internal Barriers

Grade III elementary school students experience internal obstacles, especially to the interest in reading legend stories, namely low motivation and limited attention. Elementary school students often express boredom with legend stories because they are considered too long and irrelevant to everyday experience, resulting in flat facial expressions and an average reading duration of less than 10 minutes per session. This factor points to the weakness of the basic ability to read comprehension, which can result in fatigue in thinking when facing texts that have symbolic meaning. (Dewani, Sukartiningsih, Hendratno, & Suryanti, 2024) stated that there was no significant relationship between reading interest and Indonesian literacy.

Thus, it can result in students' concentration being shortened, where students quickly lose interest in the text of the legend story without strong imagination support. This can be seen from students' interest in instant content rather than regular reading, thus having an impact on passive involvement during learning. Therefore, internal factors of low motivation and limited attention indicate the need for a personal approach to build a voluntary reading habit. (Monipo, Surahman, Aqil, Rizal, & Lapasere, 2025) emphasized the relationship between reading interest and strong Indonesian language learning outcomes to academic interventions in improving the academic outcomes of low-grade students.

Environmental and Pedagogic Constraints

The school environment is an environment that has an impact on students' reading interests. Where a less conducive environment can affect the learning process. Not only that, the lack of library facilities, limited reading time and monotonous learning methods can cause students' interest in reading legends to be less. This, aiming for the absence of variation in the use of visual or audio media, makes the material feel boring, so it has an impact on students rarely exploring stories outside of class hours. Such obstacles can create a low cycle of interaction, where teachers fail to utilize interactive folk stories that have value in implementing character education. (Malondeng, Surahman, Aqil, & Zulfuraini, 2025) stated that the role of reading interest in academic achievement in learning Indonesian has a significant impact on reading interest in learning.

Therefore, the lack of innovation in presentation, such as the absence of drama or creative discussion, causes students to miss out on the interesting cultural context of the legendary story. This is exacerbated by the limitations of adaptive reading materials, making learning less competitive than other entertainment. Thus, efforts can be made to increase students' reading interest such as implementing weekly literacy programs that are needed to overcome obstacles. (Suryani, Misrita, & Ristati, 2021) stated that there is an influence of folklore on the narrative reading ability of elementary school students.

Family and Digital Ecosystem

Family support is a motivational encouragement given from parents to children towards reading. The support provided by parents, where parents who rarely tell legends at home, cause children to come to school without a strong foundation of reading interest. However, the priority given to children is only focused on extracurricular activities rather than joint reading routines that weaken children's motivation. These factors can create disharmony between home and school in building a child's basic foundation in reading. (Aswasulasikin, Safitri, Kamil, Harini, & Sari, 2026) stated that the use of children's folklore on reading interest in elementary school can improve students' ability to read narrative texts.

Apart from family support, the digital ecosystem can dominate with gadgets and short videos that break children's attention which can make the narrative of the legend story lose out to the competition because it requires a long focus. Students with access to daily gadgets showed lower interest, as a result of the concentration of children who broke their hearts caused by social media. Therefore, digital integration of legend stories is still minimal. (Apriningtyas & Amalia, 2023) analyzes reading skills using strategies, methods and media can be achieved in learning objectives.

Thus, researchers can conclude that factors that can affect the reading interest of grade III students can be in the form of environment, pedagogic, family, and interaction with the use of digital media can produce a cumulative effect in suppressing reading interest in legend stories as a whole. This shows that there is a combination of low student motivation

with weak internal and external factors, causing a decline caused by a less conducive environment and the risk of loss of cultural identity. Thus, this synthesis emphasizes class III as a critical point for holistic intervention. Therefore, this has an impact on the need for collaboration between teachers and parents through interactive folklore-based literacy programs and digital utilization as well as contextual approaches that can increase students' motivation towards the preservation of local values, preventing a decline in reading skills.

CONCLUSION

Based on the results of the analysis, it was shown that the reading interest of grade III elementary school students in legend stories was in a low category which was characterized by a lack of motivation in the willingness to read voluntarily and low focus when reading narrative texts. This phenomenon shows that there is a tendency for students to prefer instant digital content compared to delving into traditional legend stories that require high imagination and understanding of symbolic meaning. The low interest is triggered by internal factors in the form of limited concentration and fatigue in thinking which is aggravated based on the teacher's teaching method used is still monotonous without any variation in the use of interactive media. Therefore, the involvement between weak self-motivation and the school environment with minimal facilities in supporting students' reading in creating a cycle of declining appreciation for the values contained in the legend story in instilling moral values, local culture, and character education applied in elementary schools.

In addition, factors that affect students' low interest in reading come from the ecosystem outside of school, especially outrageous in the use of gadgets and lack of support for reading from the family environment. Therefore, the dependence on short videos can result in students' focus on becoming fragmented, resulting in long legend narratives losing competition with digital entertainment that is more accessible. In addition, the lack of parental routines in storytelling at home causes students to lose the main basic foundation in reading folklore as a basic provision before entering the learning process at school. Thus, the interest in reading with the role of teachers has a relationship in innovating interactive learning media in conveying legend stories with the collaboration of the role of parents to create a valuable home environment as the main key in restoring students' interest in reading in the critical transition phase in grade III.

Meanwhile, the contribution in this study provides a reference for teachers to switch from conventional methods to an interactive approach based on visual media or drama (practicum), as well as a foundation for schools to design a more structured "Saturday Literacy" program to increase student involvement.

Thus, the suggestion for researchers, he continued, is recommended to conduct experimental research on the effectiveness of the use of digital-based learning media or game-based learning that connects with legend stories to see its direct impact on the duration and frequency of students' reading.

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