



Building Interest in Reading Through The ABC Lima Dasar Game

*Dian Pertiwi, Ninis Agustini, Saleha Rodiah

Universitas Padjajaran, Indonesia

*Correspondence: E-mail: diiianpertiwi97@gmail.com

ABSTRACT	ARTICLE INFO
<p>This research is conducted because of the low reading interest of Cikeruh I Public Elementary School students. The students spent more time playing than reading during their spare time. This research aims to build reading interest through "ABC Lima Dasar modifikasi" Games at Cikeruh State Elementary School I. The scope of this research is based on the traditional game modification strategy of learning, including modification of tools, improvement of game rules, change of learning approaches, and development of variations in skills. The research method used is action research. Data collection techniques to determine user needs are done by interview, observation, and literature study. While data collection techniques to assess user responses are done using a questionnaire. The results of the study showed that "ABC Lima Dasar modifikasi" Game in building up reading interest was under the needs and expectations of the school and was following the traditional learning game modification strategy by paying attention to four methods, including tool modification game rule modification, modification of learning approaches and development of skill variations. User responses after an action research study produced the fact that there was an increased interest in reading and library visits. The conclusion of this research is based on the traditional game modification strategy of learning to make students comfortable in playing, train students' skills, and make students interested in reading books in the library.</p> <p>© 2021 Edulib</p>	<p>Article History: <i>Submitted/Received 18 Feb 2021</i> <i>First Revised 17 Jul 2021</i> <i>Accepted 12 Nov 2021</i> <i>First Available online 19 Nov 2021</i> <i>Publication Date 30 Nov 2021</i></p> <hr/> <p>Keyword: <i>Interest in reading,</i> <i>Modification of traditional games,</i> <i>"abc lima dasar" game,</i> <i>School library,</i> <i>Traditional game modification strategies.</i></p>

1. INTRODUCTION

Reading is one of the essential activities that need to be applied in everyday life to increase one's knowledge and insight through the information contained in it, according to [Dalman \(2013\)](#), reading is an activity that has cognitive value in it because there are efforts to find various information contained in writing. These activities include recognizing and connecting the meaning sounds of letters and words in writing, as well as taking a summary of the meaning of the reading. (Suryana, 2016). The more reading activities, the more comprehensive a person's knowledge makes him a qualified human being because knowledge is not enough if only obtained from personal experience but also various existing theories and facts.

Interest in reading in various developed countries can be very high due to the habits of the previous generation, who prefer to read books in their spare time. Then indirectly, this habit is attached to the next generations. However, in Indonesia, it is no stranger to hear that people's interest in reading is shallow. It is proven based on the results of a 2016 survey by the United Nations Educational, Scientific and Cultural Organization (UNESCO) which showed that the literacy level of the Indonesian people is ranked 60 out of 61 countries surveyed, while Finland occupied the countries with the highest literacy levels. ([Solfema, 2020](#)). Then in March 2016, based on research conducted by Central Connecticut State University (CCSU) under the title *World's Most Literate Nations Ranked*, it was seen that Indonesia's reading interest was ranked 60th out of 61 countries, precisely between Thailand (59) and Botswana (61) ([Miller, 2016](#)). From the survey results, it can be seen how low interest in reading Indonesian people.

Interest in reading needs to be built early, especially in elementary school students who already can read. Therefore, the school as a second home for children has a role in making the students habit of reading activities that their parents may not have been accustomed to at home. Moreover, every school is given a book donation from the government fund, so it would be a pity if the books were not used as well as possible by the students.

One of the efforts we can make to build students' reading interest is through the media game. This is because elementary school-aged children aged 7-12 years are still actively playing. Various types of games will have a good impact on children's development if they have elements of education. However, according to [Nur Haerani \(2013\)](#), one type of game that is known to be suitable for children's character building is traditional games. Traditional games are activities regulated by game rules inherited from the previous generation by humans (children) to get fun. Danan-djaya ([in M. Nur, 2019](#)). Classic games are included in the complete category because these games can be categorized as playing (recreational), competitive (competitive), and educational games. This game is educational because it has an educational element in it. Through games like this, children are introduced to various skills and abilities that they will later need in dealing with life as members of society. Different kinds of games are welcome in the library if they can support activities full of educational value. Especially in the Industrial Revolution 4.0 Era, Sis Ismiyati ([in the UNS Library, 2018](#)) revealed that:

“Libraries must have the courage to change their mindset, which was originally a center for information, now they must become not only an information center but also a center for activities. Libraries must be ready to improve themselves, libraries must

be ready to transform. The library is a place to prepare its users to be skilled, not only with theory (knowledge) but also through practicum, as well as activities that support their creativity". Therefore, traditional games that are proven to be good for children's development are very suitable to be applied in the library."

Cikeruh State Elementary School I is located at Jl. To be precise, Colonel Ahmad Syam No. 46 in Ciawi Hamlet RT 01/RW 05, Cikeruh, Jatinangor District, Sumedang Regency, West Java. This school is located in a complex flanked by Cikeruh II Public Elementary School and Ciawi State Elementary School. SD Negeri Cikeruh I consists of 8 teachers, 111 male students and 85 female students. From a physical point of view, this school has a fairly broad field, the location of the school building is quite far from the highway because SD Negeri Cikeruh II blocks it, so the atmosphere at the school becomes calm and comfortable. The library room looks spacious and neat, located between the 5th grade room and the teacher's office, so students and teachers often pass it. Based on researchers' observations, SD Negeri Cikeruh has met the requirements for establishing a library, namely the existence of rooms, collections, and library managers. However, based on the results of the researcher's interview with the school, it was obtained illustration that there were obstacles faced by the Cikeruh I Elementary School library, namely interest in reading and student visits to the library, which were still very low, students were more interested in playing than reading. Seeing the students' interest in playing, the researcher intends to hold an educational game in the library. Because ideally, playing is expected not only to get pleasure but also as a medium to increase knowledge. He continued playing can develop exploration, train physical growth and imagination, provide opportunities for children to interact, build language skills and vocabulary, and make learning fun (Badu, 2011).

Therefore we need a game that implicitly contains educational values, for example, traditional games. Traditional games are included in educational games because they have educational values, ethical values, morals, and the culture of the supporting community, and they prioritize the importance of creativity as a forum for learning. Furthermore, traditional educational games teach attitudes and skills in working together, being honest, disciplined, and discussing because all players must obey the rules of the game made. Playing traditional educative games can be supported by physical activity (movement) and songs (Badu, 2011).

The traditional games the researchers will try are the conventional ABC 5 Basic games. The reason is that this game can be played by all genders, can involve many children in it, does not require a lot of movement, and does not require supervision. Because ABC 5 is very safe and can be played anywhere. The good thing is the library of SD Negeri Cikeruh I has a room capacity that is wide enough so that students can freely play this game in the library room. The ABC 5 Basic game includes traditional Indonesian games from the Central Java region. (Khomaeny et. al, 2020). ABC 5 Basic Game is a type of word game that looks for words with themes such as names of characters, objects, animals, and others according to mutual agreement. This game is generally done during free time to train each player's general insight (Yani, 2018).

However, the researchers modified this ABC 5 Basic game to have a relationship with the library. The researchers changed this game, among others, by adding supporting media and the game's rules. Adding supporting media in the game by utilizing the books in the library as a medium, then adding the rules of the game with (i) the presence of a leader referred to as the "parent of the game". The parent of the game is in charge of leading and overseeing the game's course. He also has the right to determine the rules and decisions of the game (ii) there are penalties for players who lose by the way the main game chooses a book from the library and then reads several paragraphs that are considered necessary from the contents of the

book, in a loud voice. All players, especially the losing players, must listen carefully because then the parent of the game will ask questions related to the few paragraphs that he read earlier to the losing player. If the losing player cannot answer, he will be given a mutually agreed-upon punishment. However, if other players can answer the question, they will be the parent of the next game. However, if none of the players can answer, then the game's parent remains in his position in the next round.

Based on the description above, the researcher formulated the problem "How to build interest in reading through the modified ABC 5 Basics game in the Cikeruh I State Primary School Library?" To limit the research conducted, the researcher answered several questions, including (i) How to change an ABC 5 Basic game tool with modifications in building reading interest for students at SDN Cikeruh I? (ii) How to modify the rules of the ABC game 5 Basic modifications in building interest in reading for students at SDN Cikeruh I? (iii) How to modify the approach to learning the ABC game 5 Basic modifications in building reading interest for students at SDN Cikeruh I? (iv) How are the variations of the ABC 5 game skills Basic modifications in building reading interest for the students of SDN Cikeruh I?

2. LITERATURE REVIEW

Interest in reading is the strong desire that comes from the heart of an individual toward related reading materials (Sutarno, 2006). Then interest in reading is defined as a desire that comes from within the soul of an individual that can encourage reading activities. A massive passion in the individual characterizes interest in reading to carry out reading activities. The person seemed not entirely satisfied with the information he had read. The desire to read certainly influences a person's reading ability (Darmono, 2007).

The desire to read can grow or develop by being formed (Darmono, 2007). In building children's reading interest, we can support it through several factors, including internal factors and external factors. Internal factors include age, gender, intelligence, behavior, emotional desire, and reading ability. Meanwhile, external factors include the availability of reading materials, types of reading materials, ethnic background, economic status, and the surrounding environment (Siregar, 2008).

According to Gage (in Yatun, 2015) reading interest consists of 2 types: (i) Spontaneous reading interest, namely doing activities on an initiative, comes from the personal will of students without any influence and encouragement from outside; (ii) Patterned reading interest, namely carrying out reading activities due to influence, either directly or intentionally, through a series of patterned actions, for example, through teaching and learning activities in schools.

Based on the explanation above, we can see that a person's interest in reading comes not only from personal will (internal) but can also arise through a series of patterned programs and motivation from external parties. In building students' reading interest at school, the school library has several roles, according to Darmono (2004) as follows: (i) Holding a collection that can captivate the hearts of students; (ii) Cooperate with teachers in linking tasks to the library; (iii) Facilitate access for users to obtain attractive collections. (iv) Provide flexibility for users in searching for the collection they want. (v) Manage the library well so that users are comfortable and feel at home in the library. (vi) Conduct publication activities regarding library utilization, increasing a desire to read as well as reading habits. (vii) Raise the sensitivity of users to the importance of reading to achieve school goals. (viii) Organize interesting programs in libraries, such as competitions related to libraries. (ix) Organize

reading materials in the library. (x) Giving appreciation to users who often borrow collections in the library, awards to students who borrow the most books based on a predetermined time, for example, once a year.

From these various roles, we can see that school libraries need to improve themselves by creating a comfortable atmosphere in the library, providing convenience in accessing collections, providing collections that attract reading interest, and holding various events/programs recommended.

One example of a program or activity that can build interest in reading for elementary school students is through games because children at that age are still of playing age. Based on the opinions of Plato and Aristotle (in Kurniati, 2016), playing is an activity with practical value, meaning that playing can improve specific skills and abilities of children. Meanwhile, according to Soetjiningsih (in Sanditaria, 2012), playing is an essential element for child development such as physical, emotional, mental, intellectual, creative, and social aspects. In line with this definition, Kurniati (2016) also reveals that playing can stimulate certain developments in children, which can be seen in several aspects, namely cognitive, emotional, language, social, and physical aspects in children.

Based on this definition, play is a fun activity with a value that improves children's abilities in several aspects of child development.

Meanwhile, according to Hans Daeng (in Ismail, 2009), the game is closely related to the growth and development of a child. It becomes an essential part of the overall process of forming a child's personality. Agree with this, the definition of the game, according to Jo-an Freeman and Utami Munandar (in Ariani, 2010), is an activity that supports the achievement of child development in several aspects (physical, intellectual, social, moral, and emotional).

The word game itself comes from the term "play". According to the Big Indonesian Dictionary (in Suyadi, 2009), the game is to do an act that makes the heart happy, either by using a tool or not using a tool. An action carried out in a non-serious condition is supported by something that can be played with. This definition follows the statement according to Muliawan (2009) that the game can be interpreted as a situation where a person seeks entertainment from playing activities with objects in the form of concrete or abstract things. The purpose of the concrete object is a tangible object seen in physical form, while abstract objects can be in the form of hand movements and songs.

Based on the above opinion, we can describe that the game is an activity that can be supported through concrete or abstract objects to achieve self-satisfaction, shaping personality, and funding aspects of child development.

In building interest in reading, the game can be modified by linking the playing process with various collections in the library. In revising the game, some strategies must be considered, especially regarding adjustments to the needs of students. According to Pamuji Sukoco (2010), the needs of students can be adjusted by paying attention to the modification strategy of traditional game learning, including modification of tools, revision of game rules, improvement of learning approaches, and development of skill variations.

3. METHODS

The research method used in the research is action research. Meanwhile, according to Kemmis and Mc, for the stages in this research, the researcher is guided by the action research model. Taggart years 19-88 (in Kasbolalah, 2006).

The subjects in this study consisted of students of the State Elementary School of Cikeruh I, especially students of grades 3-6. At the same time, the objects in this study are 4 strategies that must be met in modifying traditional educational games according to Pamuji Sukoco

(2010), namely modification of tools (rooms), change of game rules, improvement of learning approaches, and development of skill variations.

The data collection technique in this research is based on (i) interviews conducted directly with the respondents as a preliminary study on the problems. The purpose of the interview is to collect data and dig up information about the object to be studied. In this study, the researcher chose to ask structured questions to the respondents or related sources, namely the principal, teachers, and students; (ii) Observations are carried out directly to SDN Cikeruh I, which aims to determine the next steps researchers should take. Observations were made through direct observations of school conditions, especially libraries and activities students of SDN Cikeruh I usually do during their break. Observation is participatory, namely, the researcher joins the SDN Cikeruh I to make observations in the field. (iii) Literature study, carried out by exploring and collecting various sources of information relevant to the research topic. The researchers obtained literature studies through books, articles, journals, websites, and scientific research in this study. Then as additional data, researchers collect data in the form of photos and other important data related to research in the field.

The technique of testing the validity of the researcher's data in this study (i) Triangulation helps determine data validity through data examination. Triangulation is a technique for checking data validity using various secondary data sources to find comparisons between the data. (Meleong, 2010). (ii) Questionnaire, according to Sugiyono (2011), is a technique to collect data by distributing written statements or questions to research respondents. In this study, the researcher used a closed model with a multiple choice form. The scale used in this study uses the Gutman scale. The Gutman scale is used to get a firm answer to the problem posed (Sugiyono, 2011). Therefore, researchers used this scale to quickly analyze and calculate user responses about the modified ABC 5 Basic game at SDN Cikeruh I. The respondents in this study were 54 students.

3. RESULTS AND DISCUSSION

The results and discussion in this study are generally discussed and based on game modification strategies according to Pamuji Sukoco (2010), including tool modification, game rule modification, modification of learning approaches, and development of skill variations. Then the general discussion and the four strategies, each researcher will discuss the stages by referring to the Kemmis and Mc. Taggart (in Kasbolah, 2006) is the pre-research stage, action planning, action implementation, observation, analysis, and reflection.

In general, in stage, (i) of Pre- research, based on the results of observations and interviews of researchers with the school consisting of principals, teachers, and students, was obtained an illustration that the main obstacle faced by the Cikeruh I State Elementary School library was playing games in the library. Then the researcher suggested holding traditional ABC 5 Basic games, which we modify by directly linking the playing process with the collections in the library. (ii) Implementation of the action, the researcher carried out game activities based on four traditional learning game modification strategies: tool modification, game rule modification, learning approach modification, and skill variation development. (iii) Observation: The researcher also made observations based on four learning game modification strategies: tool modification, game rule modification, learning approach modification, and skill variation development. (iv) Analysis and reflection. The analysis was carried out by distributing questionnaires to library users regarding their responses to the modified ABC 5 Basic game. The questionnaire contains questions concerning four strategies

for modifying traditional learning games, according to [Pamuji Sukoco \(2010\)](#). Then to calculate the percentage in the study used the formula:

$P = f/n \times 100$	Keterangan :
	P = Persentase
	f = Frekuensi
	n = Jumlah

3.1. Game Mods

According to Rusli Lutan ([in Hidayah, 2017](#)), modification is "changing something old into something new, both in terms of form, usability, content, function, and process of using it without eliminating the old characteristics." While the modification of the game is "changing the form of the game, such as the rules, the number of players, the tools and duration of play that are adapted to the characteristics of the child." ([Deni, 2011](#)).

Based on this definition, it can be seen that modifying the game in terms of form (rules, number of players, tools, and duration of play) may be done as long as it does not eliminate the old game characteristics. This opinion is supported by Zaini Alif's statement (Alif, interview, 2020), that "modification means changing the concept of internalization and bringing it up more, just like the concept of reinventing culture, which is to bring back the current concept without leaving the concept behind. The concept of value in it. Modifying the form of the game on ABC 5 Modification basis is not a problem because the limitation of game modification only sticks to the concept of value. Modifying traditional games means bringing the nobility of the past into the present and presenting it as a medium in the present to face the future."

3.2. Tool Modification

In stage (i) Pre-research, the condition of the library room at SDN Cikeruh I looked neat with a room area measuring 7 x 6 m. Then the walls are decorated with yellow and green paint, then there are 17 windows and 18 ventilations. So that the room is entered by natural light and air from outside. The layout of the facilities in the room can be seen as follows:



Figure 1. Indoor Facility Layout

Information :

- 1= Door
- 2 = Window
- 3 = Storage Rack 4 = Wardrobe
- 5 = Reading table
- 6 = Teacher's Locker

(ii) Action planning, based on the researcher's interview with the school, it can be observed that they want that in the process of spatial planning, the location of the collection shelves is aligned or facing each other without covering the windows. Then the reading table is placed on the edge of the room so that the area in the middle becomes spacious. The empty seat is covered with a carpet to support the playing process. The chosen carpet is red because the color can cause stimulate to increase the spirit of activity. Then the red color can also give the impression of intellect and enthusiasm ([Susanti & Budiono, 2014](https://doi.org/10.17509/edulib.v11i2.32247)). The layout of the facilities in the library is changed as shown below:



Figure 2. Indoor Facility Layout

Information :

- 1= Door
- 2 = Window
- 3 = Storage rack
- 4 = Wardrobe
- 5 = Reading table
- 6 = Teacher's locker
- 7 = Carpet

(iii) In acting, the writer assisted the students in arranging the shelves as desired by not covering the windows and arranging the books on the shelves. After the books are neatly arranged, the next step is to install a carpet in the middle of the room, which functions as a place for students to play in the library. The reading table and chairs are set aside, making the room more spacious. (iv) Observation, it looks wider because the reading table is moved to the edge of the room so that the middle area of the room becomes empty and can be used as a play area for students. In addition, the room also looks brighter because the collection shelves that previously covered the windows were moved in a parallel pattern facing each other. The bright room and the red carpet give the impression of being intellectual and uplifting. (v) Analysis, reflection, and modification of the ABC 5 game tool. The essential modification has met the success target of 80%. Of the 3 statements provided, there are 2 statements with a 100% agree on percentage. Then 1 statement in the form of adding a carpet in the middle area of the room with an agreeable percentage of 98%.

3.3. ABC 5 tool modification Basic modification

Place the bookshelf on the front and back walls without covering the windows. The move of the bookshelf to an area that does not cover the window aims to allow natural light from outside to enter the room to make the room bright. A bright room needs to be considered in supporting playing and reading activities. In the opinion of [Mulyati \(2010\)](#).

“Setting the sunlight from outside so that it can penetrate the room is obtained by paying attention to the open side of the room. The location of the open section is

determined by taking into account the room's interior's role. The use of the sunlight is balanced by the role of the good room as a support for activities in the room."

Then that opinion is supported by a statement, according to Esti Wungu (Wungu, interview, 2020), "lighting, humidity, and cleanliness are one of the important factors that must be considered in the indoor playroom."or."

3.3.1 The center of the room is vacated, and the reading table is set aside.

Moving the reading table to the edge of the room makes the middle area of the room wider. To make the indoor play room wider, paying attention to the harmony between the facilities, the space for movement, and the number of players is necessary. In the opinion of [Wicaksono \(2009\)](#)

"The main thing that needs to be considered in arranging the spatial layout is the adjustment to the purpose, wherein using and arranging the furniture is determined by the user's practical needs and living habits. Therefore, various considerations are needed regarding the compatibility between the furniture, the space for movement, and the unifying space."

Then this opinion is supported by the statement of Esti Wungu (interview, 2020),

"the relative size of the room depends on the number of players, and the important thing to note is that there is room for children to move."

3.3.2. The addition of a carpet in the middle area of the library.

The game is played by sitting on the floor. Therefore, the middle area of the empty room is covered with a carpet to maintain health and safety when playing. As the opinion of Jovita and Luciana (2016) "The use of floor materials, namely carpets with the aim, when children play and accidentally fall, their safety is still maintained."

Then this opinion is supported by a statement from Esti Wungu (interview, 2020)

"Cold floors will affect children's health, therefore a mat is needed if playing activities sit on the floor. For the base, it doesn't have to be in the form of a carpet, but it is better to use a puzzle made of sponge in the form of a puzzle with an alphabet motif to support the game."

3.4. Modify Game Rules

At the stage of (i) Pre-research, a game has not yet been held in the library of SDN Cikeruh I. (ii) Action planning, based on the results of the researcher's interviews with students, it can be illustrated that the students want a game that is simple and easy to play. Therefore, the rules in the ABC Game 5 Basic modifications are designed as simple as possible, namely as follows

- a. Specifies one person as the "master of the game" with a suit :
 - Leading the course of the game (determining the theme and the maximum number of fingers raised).
 - Asking questions to players who have lost in the game by choosing a book on the library collection shelf, then reading a few paragraphs in the book that are considered necessary aloud so that all players can hear it.
- b. The losing player, if they cannot answer the question from the game's parent, will be given a penalty agreed by all players.
- c. If other players can answer, it will be the main game in the next round.

- d. If no other player can answer, then the previous game's parent will continue in the next round.

Some of the rules and sanctions contained in the ABC 5 game Basic modifications can be adjusted according to the mutual opportunity of each player. So that the game gives children the freedom to express their opinion, and the game becomes less stressful.

(iii) The implementation of the action, the process of testing the modified ABC 5 Basic game at the Cikeruh I State Elementary School library was directed by the researcher first by being directly involved in the game, as for the modified ABC 5 Basic game procedure as follows:

1. Students suit to determine a "boss" or "master of the game".
2. Students sit in a circle facing each other.
3. The game master determines what themes or categories should be mentioned. For example, the name of an animal, fruit, city, country or something else. Then the game's parent determines the maximum number of fingers each player can raise. All children say the sentence "ABC 5 Basics" while raising their fingers as desired without exceeding the maximum limit that the parent game has set.
4. The game's parent sorts the number of fingers according to alphabetical order to determine what letter will be the basis for guessing the word on the last finger.
5. After obtaining one alphabet letter, all players must quickly mention one vocabulary and not be the same as other players. If they cannot say one speech, the player is defeated, and then he will be asked a question regarding the book read by the game parent.
6. If the losing player can answer the question, then he will be free from punishment. Then proceed to the next round by re-suiting to determine the next main game.
7. If the losing player cannot answer the question, then he will be given a punishment that has been mutually agreed upon. Then the game's parent allows other players to raise their hands if anyone can answer the question. The game's parent can choose who will respond if many players raise their hands. If the player can answer the question correctly, he will be the game's parent in the next round.

(iv) Observation shows that students can easily understand the rules in the game ABC 5 Basic modification because the rules in the game are straightforward, so they are easy to digest. Then the students were seen enjoying the game without a tense atmosphere because several rules gave children the freedom to determine the punishment, choose the book to be read, and mention the vocabulary first. (v) Analysis, reflection, and modification of the rules of the ABC 5 game. The essential modification has met the success target of 80%. Of the 7 statements provided, there are 6 with a 100% agree on percentage. Then 1 statement in the form of freedom to mention vocabulary first without being appointed in playing ABC 5 Basic modification with a 96% agree on percentage.

3.5. ABC 5 game rules modification Basic modification

Play the modified ABC 5 Basic game in groups. The modified ABC 5 game is played in groups with a minimum limit of two players and no maximum number of players. Games can be played in large numbers with many children, aiming to train students' social interactions.

According to [Emiliyana \(2010\)](#) "games played in groups can foster an attitude of mutual respect between each other because there is an awareness of mutual need."

The statement supports this opinion according to Esti Wungu (interview, 2020), "games in groups can train social interaction. Both individual and group play are necessary, sometimes children need space to be alone and sometimes they need to be with their friends."

- a. Game ABC 5 Basic modification is led by one parent game.

In playing ABC 5 Basic modification, it is necessary to have one player in charge of leading the game so that the game is more focused. Leaders in the ABC 5 game Basic modifications rotate so each child can feel like a leader.

As the opinion of Fahmi Hartari (2015) "leading games take turns is one of the categories of games that children love. In this game, one child is the leader, and the other is the child is led." The group leader is in charge of managing the game in the group. (Kusumastuti, 2017). A statement supports this opinion according to Esti Wungu (interview, 2020), "leaders in games are useful for directing the game, then children can train their leadership spirit."

- b. Free to determine the penalties for players who lose in playing ABC 5 Basic modification.

Determining the punishment in playing ABC 5 Basic modification is done by discussing beforehand to decide the punishment given to the losing player. Because in group games, children need to learn to express opinions and respect opinions. This statement is supported by Esti Wungu (interview, 2020), "one of the goals of group play is to develop social skills, so it will be better in determining the punishment to be discussed by all players."

Then supported by the opinion. According to Hermaliza (2015) "in games, children know the rules and laws they make, they agree, they implement, and they obey."

- c. Free to choose the book to be read in playing ABC 5 Basic modification.

The game's parent can choose which book to read to the losing player. Meanwhile, other players cannot suggest what book the game's parent will choose. All players are expected to appreciate the choice of the game's master.

- d. Free to mention the vocabulary first without being appointed in playing AB-C 5 Basic modification.

Similar to the traditional ABC 5 Basic game, in playing ABC 5 Basic modification, each player is given the freedom to mention the vocabulary first without having to be appointed by the game's parent with the aim that the child is responsive and creative in finding another language. Which his friends had mentioned.

In the rules and procedures for playing ABC 5 Basics, according to Supriyono (2018) "players must try to be nimble in pronouncing vocabulary related to the themes and alphabets that have been set. If players can't name it deftly, then players will lose their quota of themes according to the existing alphabet." According to Esti Wungu (interview, 2020), "with the freedom to say the vocabulary first, it will lead to emotional regulation because children will manage emotions when the vocabulary they want to release has been mentioned in advance by other players."

- e. The rules of playing ABC 5 Basic simple modification.

The rules in playing ABC 5 Basics are simple modifications because, in the game, there are only a few modified rules from the ABC 5 Basics game. The rules are made simple so children do not feel burdened by the many rules when playing.

According to Samnur (2016), "when planning a game, it is better to make uncomplicated rules so that children can easily play them." A statement supports this opinion according to Esti Wu-ngu (interview, 2020), "complicated rules make it

difficult for children to understand the rules of the game while the goal of children is to play. If a complicated game cannot be called a play activity, it will become a learning activity."

- f. Interested in coming to the library because there is a modified ABC 5 Basic game.
ABC game 5 Basic modifications make children interested in coming to the library because of the fun games. As stated by [Musfiroh \(2014\)](#):
"Play is a fun activity usually played by humans from an early age to children. Play activities are carried out in various ways, types and purposes."

3.6. Modification of learning approach

At the stage of (i) Pre-research, a game has not been held in the library of SDN Cikeruh I. (ii) Action planning, the author designs the game by containing elements of the process of reading, asking questions, listening, and answering questions taken from excerpts of several introductory paragraphs in a book. (iii) The implementation of the action in the game ABC 5 Basic modification has consequences for the losing player. As for the consequences, the player must be able to answer the questions given by the game's parent to be free from punishment. The game's parent reads several introductory paragraphs in a book aloud, and all players listen to the reading. (iv) Observation, it seems that the students are skilled at reading aloud, then they are seen to listen to the essential paragraphs conveyed by the "main game" because they are enthusiastic about wanting to replace the previous "main game" position by trying to answer the questions asked. The main game is asked if the losing player cannot answer the question. Meanwhile, the losing players also try to listen to be free from the punishment given. (v) Analysis and reflection, modifications to the ABC 5 game learning approach. Essential modifications have met the success target of 80%. Of the 5 statements provided, there are 3 statements with a percentage of 100%. Then 2 opinions are interested in reading more books after playing ABC 5 Basic modification and repeatedly coming to play ABC 5 Basic modification because there is a desire to read with an agreed percentage of 98%.

Modification of the ABC game learning approach 5 Basic modification

- a. There are book reading activities in playing ABC 5 Basic modification.
In playing ABC 5 Basic modification, there are book reading activities by the game parent. Reading activities in play exist because elementary school-aged children can already read.
According to [Yusuf \(2000\)](#), "children with an age range of 6-12 years have been able to respond to stimuli related to intelligence in carrying out the given lesson load such as reciting reading material, taking notes and counting."
Reading ability in children can be increased by reading habits. Therefore, it is necessary to build interest in reading in children through games. This is supported by the statement of Esti Wungu (interview, 2020):
"Reading activities in games are good in encouraging children's interest in reading, but the books in the library should also attract new children so that the goal of building interest in reading can be realized."
- b. There are question and answer activities in playing ABC 5 Basic modification.
Children's abilities can develop by getting used to them to ask questions or opinions and answer questions about the material they have read. As the opinion of [Yusuf \(2000\)](#) "as an effort to train a child's potential, it can be realized by giving children the freedom to ask questions and submit rebuttals based on their views and observations of the reading materials obtained."

The habit of questioning and answering can also train children's discussion skills. The statement of Esti Wungu supports this (interview, 2020), "question-and-answer in play can train discussion and develop social skills for child development."

- c. There are listening activities in playing ABC 5 Basic modification.

Listening or listening activities need to be accustomed so that children can retell the material that has just been read. As stated by Azies and Alwasilah (2000) "A person starting from an early age needs to concentrate and develop listening habits to develop other language skills."

In the ABC 5 game, Basic modification of listening activities is needed so that children can answer the questions given and are free from punishment. This is supported by the statement of Esti Wungu (interview, 2020):

Listening activities in playing ABC 5 Basic modifications must exist for children to be free from punishment or to become a master of the game then for the development of children it is useful in training their attention."

- d. After playing the modified ABC 5 Basics interested in reading the book further.

Every player who plays ABC 5 Basic modification is expected to feel interested in reading other books after the game because interest can change if cultivated, studied, and developed. According to Darmono (2004) "interest in reading can grow and be developed by being formed." Therefore, reading interest in children can be formed through external factors, namely games. As the opinion of Siregar (2008):

"Building children's interest in reading can be supported through several factors, including internal and external factors. Internal factors include age, gender, intelligence, behavior, emotional desire, and reading ability. Meanwhile, external factors include the availability of reading materials, types of reading materials, ethnic background, economic status, and the surrounding environment."

This is also supported by the statement of Esti Wungu (interview, 2020), "interest in children can be influenced by environmental conditions in which they grow and develop."

- e. Come repeatedly to play ABC 5 Basic modification because of a desire to read.

Children who repeatedly come to play ABC 5 Basic modification are expected to have a desire to play and an interest in reading.

3.7. Modification of skill variations

In stage (i) Pre-research, the library can see various kinds of books in printed and non-printed forms. However, the students have not fully utilized the availability of these books. (ii) Action planning in the ABC 5 game. The basis for modification is more emphasis on the variation of the material used. This is because the collections in the library are very diverse, therefore the collection is used in this game. (iii) Implementation of actions, in playing the main game, look for books he will read by utilizing all available collections. (iv) Observation, it looks like the main game is trying to find the book he wants to read. Each player who becomes the game's parent utilizes available books, encyclopedias, thematic books, or textbooks in various fields. They try to find important material in a book they feel has not been studied in class with different and varied material difficulties. (v) Analysis, reflection, and modification of the ABC 5 game learning approach have met the success target of 80%. From one statement provided, the percentage agrees as much as 100%.

3.8. Modification of variations of ABC 5 game skills Basic modification

The development of skill variations in the ABC 5 game Basic modifications is intended about the material's difficulty level. As per the opinion of [Pamuji Sukoco \(2010\)](#) "Variations in traditional game learning can be done by developing various levels of material difficulty."

The difficulty level of the material can be obtained through various kinds of books in the library because they consist of different and varied subjects. This is supported by the statement of Esti Wungu (interview, 2020):

"Variation in the game is important because elementary school-aged children get bored very easily, in the modified ABC 5 Basic game using variations in the use of books, the library should provide varied books to support playing activities." Then it is also supported by the opinion of Sudono (2000) "The school library functions as the "heart of the school" because it contains a variety of books that are neatly collected and managed with different subjects so that it contains various information that can help students in self-development."

4. CONCLUSION

Based on the results of the research that the researchers have done about Building Reading Interest through the Modified 5 Basic ABC Game at the Cikeruh I State Elementary School, the conclusions are:

1. Tool modification strategy in the ABC 5 game. The essential modification in question is in the form of changing the layout of the playroom, consisting of (i) moving the bookshelf to an area that does not cover the window so that natural light from outside enters the room, making the space bright so that it supports activities. Students in playing and reading and feel comfortable using the room for a long time, (ii) moving the reading table to the side of the room makes the middle area of the room wider so students can move freely in the room, (iii) adding carpets to the center area of the room so that students feel comfortable and safe sitting on the floor. A cozy library room makes children feel at home to linger in the library and makes them happy to read, supporting the process of building interest in reading in children.
2. Regulatory modification strategies in ABC games 5 Basic modifications include (i) playing in groups so that students are trained to interact, (ii) the game is led by a game parent so that the game is directed and trains leadership spirit. Students, (iii) freedom in determining punishment to develop student's social skills, especially in discussing, (iv) freedom to choose the books to be read so that students are trained to set strategies, and (v) freedom in mentioning common vocabulary. To raise students' creativity in language. Some of the flexible rules in the game make it fun, especially regarding the practices of freedom in the selection of books that can make children enjoy the reading materials of their choice to build their reading interest.
3. The strategy of modifying the learning approach in the ABC game 5 The basis of the modification consists of (i) reading activities to encourage students' reading interest so that they are interested in reading other books after playing, (ii) questions and answer activities so that students are -practice to discuss (iii) listening activities, thus training attention to student development. With reading activities in this strategy, a child must be able to take essential paragraphs from a book and then read it well, carefully, and seriously so that it can be understood by other players so that they can practice reading habits at school. Child-building interest in reading, question and answer activities and listening are also helping to support the student learning process.

4. Strategies for developing skill variations in the ABC 5 game Basic modification refers to the material's difficulty level by utilizing various kinds of books in the library. This is because the Cikeruh I State Elementary School library has an adequate and varied number of book collections that make students more interested and curious to read books they meet directly while playing.

5. REFERENCES

- Ariani, Niken; Haryanto, D. (2010). *Pembelajaran multimedia di sekolah*. Prestasi Pustaka
- Azies, Furqanul; Alwasilah, A. C. (2000). *Pengajaran bahasa komunikatif*. PT Remaja Rosdakarya.
- Badu, R. W. (2011). Pengembangan model pelatihan permainan tradisional edukatif berbasis potensi lokal dalam meningkatkan pengetahuan dan keterampilan orang tua anak usia dini. *JIV*. <https://doi.org/10.21009/jiv.0602.8>
- Dalman. (2013). *Keterampilan membaca*. Rajawali Press.
- Darmono. (2004). *Manajemen dan tata kerja perpustakaan sekolah*. Grasindo.
- Darmono. (2007). *Perpustakaan sekolah: Pendekatan aspek manajemen dan tata kerja*. Gramedia Widasarana Indonesia.
- Deni, A. (2011). Pengaruh permainan modifikasi terhadap kemampuan motorik kasar dan kognitif anak usia dini (studi kuasi eksperimen pada kelompok B TK Kartika dan TK Lab. UPI). *Jurnal UPI*.
- Emiliyana, D. M. (2010). *Peranan Permainan Tradisional Gobag Sodor dalam Pengembangan Aspek Motorik dan Kognitif Anak TK Pliangsari I Gesi Sragen*. Electronic Theses and Dissertations Universitas Muhammadiyah Surakarta. <http://eprints.ums.ac.id/id/eprint/9825>
- Hartari, F. (2015). *Disiplin anak dapat ditingkatkan melalui permainan memimpin bergilir pada anak kelompok A di RA Anak Sholeh Colomadu Karanganyar*. Electronic Theses and Dissertations Universitas Muhammadiyah Surakarta. <http://eprints.ums.ac.id/34556/>
- Hermaliza, E. (2015). *Geulayang : Permainan rakyat lintas usia sarat nilai*. Balai Pelestarian Nilai Budaya.
- Hidayah, A. (2017). *Modifikasi alat permainan woodball untuk pembelajaran pendidikan jasmani, olahraga, dan kesehatan*. Universitas Negeri Yogyakarta.
- Ismail, A. (2009). *Education games menjadi cerdas dan ceria dengan permainan edukatif*. Pilar Media.
- Kasbolah, K. (2006). *Penelitian Tindakan Kelas (PTK)*. Universitas Negeri Malang.
- Khomaeny, E., Latief, F., Aryani N., Wardhani, N., Roshonah, A., Romadheny, P., Zamzam, R., Wilyanita, N., & Rachmi, T. (2020). *Indonesian Parenting* (N. Hamzah (ed.)). Edu Publisher.

- Kurniati, E. (2016). Permainan tradisional dan perannya dalam mengembangkan keterampilan sosial anak. Kencana.
- Meleong, L. J. (2010). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.
- Miller, J. W. (2016). *World's most literate nations ranked*. CCSU NEWS RELEASE. Central Connecticut State University. <https://webcapp.ccsu.edu/?news=1767&data>
- Muliawan, J. U. (2009). *Tips jitu memilih mainan positif dan kreatif untuk anak-anak*. Divapress.
- Mulyati. (2010). *Hemat energi melalui pencahayaan dan penghawaan*. Sari Kahyangan Indonesia.
- Musfiroh, T. (2014). Bermain dan permainan anak. Universitas Terbuka. *Jurnal kajian informasi & perpustakaan jurnal sains dan seni pomits*.
- Nur, H. (2013). Membangun karakter anak melalui permainan anak tradisional. *Jurnal pendidikan karakter*, 4(1).
- Nur, M. (2019). Permainan tempo dulu. <https://books.google.co.id/books?>
- Perpustakaan UNS. (2018). *Revolusi industri 4.0, Perpustakaan harus berani bertransformasi - Sebelas Maret University Library*. Perpustakaan UNS.
- Siregar, R. A. (2008). *Pembinaan minat baca anak*. USU e-Repository.
- Solfema. (2020). Prosiding seminar nasional pendidikan masyarakat: Literasi digital pendidikan masyarakat dalam mencapai tujuan pembangunan berkelanjutan (SDGs). EDU PUBLISHER.
- Sugiyono. (2011). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sukoco, P. (2010). *Pengembangan permainan tradisional dalam pembelajaran pendidikan jasmani untuk anak berkebutuhan khusus*. Staff Site Universitas Negeri Yogyakarta. <http://staff.uny.ac.id>
- Supriyono, A. (2018). *Serunya permainan tradisional anak zaman dulu*. Kementerian Pendidikan dan Kebudayaan Badan Pengembangan dan Pembinaan Bahasa.
- Susanti, E., & Budiono, B. (2014). Desain interior perpustakaan sebagai sarana edukasi dan hiburan dengan konsep post modern. *Jurnal Sains & Seni ITS*, 3(1).
- Sutarno, N. (2006). Perpustakaan dan masyarakat. In *Perpustakaan dan Masyarakat*.
- Suyadi. (2009). *Permainan edukatif yang mencerdaskan*. Power Books.
- Wicaksono, A. A. (2009). *Menciptakan rumah sehat*. Penebar Swadaya.
- Yani, S. (2018). *Penerapan permainan tradisional Lima Dasar dan model pembelajaran Probing Prompting dalam meningkatkan hasil belajar siswa*. E-Theses IAIN Curup. <http://e-theses.iaincurup.ac.id>
- Yatun, S. (2015). *Menumbuhkan minat baca siswa melalui perpustakaan*. FIHRIS, X.
- Yusuf, S. (2000). *Psikologi perkembangan anak dan remaja*. Remaja Rosdakarya.