

Persuasive Communication of Rumah Baca Komunitas (RBK) in Increasing Children's Reading Interest in Kanoman 2021/2022

Trias Desri Asmarita*, Sovia Sitta Sari

Department of Communication Science, Universitas Muhammadiyah Yogyakarta, 55183, Indonesia

*Corresponding author's email: trias.desri.fisip18@mail.umy.ac.id

ABSTRACT

Keywords

Persuasive Communication
Activists
Children

This study seeks to analyze persuasive communication carried out by the Rumah Baca Komunitas (RBK) to children to increase their interest in reading. The purpose of this research is to describe the persuasive communication carried out by the Rumah Baca Komunitas (RBK) to children in Kanoman, so that children's interest in reading can increase. This research is descriptive qualitative research. Sources of data obtained through observation and in-depth interviews. The informants in this study were the founders and activists of the Rumah Baca Komunitas (RBK) and teachers in Kanoman. This research was analyzed using persuasive communication techniques and methods according to Effendy and Gary A. Yukl. Based on the research, it was found that each activist used different persuasive techniques and methods to increase children's interest in reading. Mia uses pay of techniques, ingratiation techniques and coalition techniques and methods at different times. Hasyim uses ingratiation techniques. Meanwhile, Faiz uses pay of technique and coalition techniques. The response given by the children was quite good, such as the focus on playing the children was distracted and immediately looking for reading books, there were children's visiting activities, and the enthusiasm of the children to take part in practical activities held by the Rumah Baca Komunitas (RBK). The obstacles encountered came from the lack of parental support, time between activists and language.

1. Introduction

Reading is fundamental in learning process and intellectual development and efforts to improve the quality of life (Setyawatira, 2009). Reading activities aim to get knowledge or information that ultimately opens up deep insight knowledgeable. Reading as an activity related to text requires a reader to be able to understand the text. Information becomes results understanding based on the reader's perception by comparing information in the reading and knowledge possessed by the reader (Muntazori et al., 2020). Reading skill helps every individual to be able to develop the information that has been obtained into new information.

Need to know based on data released by UNESCO, Indonesia is in the second lowest order related world literacy. Community reading interest Indonesia is very concerning, with percentage of 0.001 percent, meaning only one of a thousand people who diligently read on Indonesia (dpr.go.id, 2021). Furthermore Educational, Scientific, and Organizations United Nations Culture or UNESCO says percentage children's reading interest in Indonesia is only 0.01 percent (Kompas.com, 2019)

Low interest in reading in Indonesia of course it's a big problem Serious. This shows that society has not made reading as a need for get information. So therefore, efforts need to be made foster interest in reading in society Indonesia. Realizing the problem, the role of government and community presence Literacy is very important in development public literacy in Indonesia.

Based on data from the Badan Pusat Statistik (BPS), in 2021, D. I Yogyakarta ranks first from eight provinces that have levels the highest reading habit in Indonesia, with a percentage of 70.55 percent (Karnadi, 2022). Yogyakarta bears the title of city students in Indonesia, so that makes Yogyakarta as a barometer of quality good education in Indonesia. Quoted from (Patmamedia.com, 2022), in event GPMB inauguration (Upgrade Movement Reading Interest) Head of Library Service and Regional Archives, Monika Nur Lastiyani, M.M., said that the level poverty in Yogyakarta is still sufficient high, namely 11.34 percent. Then with efforts are made to improve interest in reading in society is expected can reduce poverty as well improve community welfare. So that the high percentage of reading in Yogyakarta does not make us stop to increase interest in reading. Matter This is because there are still other goals, namely increase well-being and standard of living public. The government expects from reading activities can develop community creativity so that it has an impact good in their life.

Currently, in D. I Yogyakarta already lots of community present with literacy movement, one of which is Rumah Baca Komunitas (RBK). Rumah Baca Komunitas (RBK) is independently at personal expense or volunteer. Rumah Baca Komunitas (RBK) have an identity as a community literacy that aims to increase interest read and cultivate concern for environment. Rumah Baca Komunitas (RBK) is a community with a background behind the literacy movement in D.I Yogyakarta, precisely in Kanoman Hamlet, Banyuraden, Gamping, Sleman. Rumah Baca Komunitas (RBK) was established on 2012 May 2nd in the Onggbayan, Bantul. As for the underlying formation Rumah Baca Komunitas (RBK) is the founder's special attention to literacy condition in Indonesia

Rumah Baca Komunitas (RBK) aims to increase interest read on children, so they become fond of reading. However, Rumah Baca Komunitas (RBK) still has a lot of internal constraints persuade children, such as preferences children at play, and adaptation time. Usually there are more children free time on holidays only. Rumah Baca Komunitas (RBK) make efforts to attract interest in children one of them with persuasive communication techniques. Persuasive communication is communications made to change a person's behavior or attitude (Prasetyo & Febriani, 2020). Communication persuasive is subtly persuasive. The purpose of persuasive communication to get change attitude, opinion, behavior and social change. In persuasive process, the communicator holds important and influential role in the course of communication (Tasnim et al., 2021). Therefore, the researcher is interested to do further research with the formulation of the problem how the process of persuasive communication by Rumah Baca Komunitas (RBK) in improving reading interest of children in Kanoman hamlet.

2. Method

This research uses qualitative methods. Data collection techniques were carried out through observation and in-depth interviews. Primary data obtained from observation and in-depth interviews, while secondary data from books and journals related to persuasive communication in increasing interest. Then the data that has been collected will be analyzed through three stages, namely data reduction, data presentation and drawing conclusions.

3. Result and Discussion

Rumah Baca Komunitas (RBK) is a vibrant community literacy field. Based on literacy behind every move community, community presence is expected to be of benefit to community to increase interest reading as part of literacy Rumah Baca Komunitas (RBK) Since in 2018 found that interest Children's reading really needs to be improved. So, Rumah Baca Komunitas (RBK) carry out communicate persuasively to persuade children to get to know reading and can influence on increased interest in reading. However, in process of increasing children's interest in reading, Rumah Baca Komunitas (RBK) has some problems. These problems include children who are still difficult to read, language barriers between activists and children, the difficulty of activities to adjust time together for carry out routine activities, and so on.

The form of communication carried out by the Rumah Baca Komunitas (RBK) to children is persuasive communication. Persuasive communication itself is a communication in the form of solicitation, persuasion which aims to influence other people, so that the person performs a behavior in accordance with the expectations of the communicator (Barata, 2003).

3.1. Elements of Persuasive Communication

1) Message Source

The communicator is a party that acts as a source or message sender to the communicant (Rusdiana, 2021). In the process delivery of persuasive communication messages, there are several things must be considered so the message of persuasion can be conveyed properly good for communication. The criteria for becoming a communicator are being trusted and liked by communicant, has closeness to the communicant. Trust effect on liking to be influenced by the communicator on the communicant (Suciati, 2018). This statement is consistent with the results of interviews with Rumah Baca Komunitas (RBK) activists. Based on the results of an interview with Hasyim who stated that it is necessary to pay attention to the person who will convey the message to the child. Because the background of activists who do not come from the same cultural as the children, so there are limitations in communicate especially language. So that's their approach coming from another culture will be different from the activist who has it the same cultural background as the children.

2) Message

The message is a series of words or symbols that are arranged form information. The message can be said to be effective when the message can cause anxiety, clarity of content message conveyed so that the recipient is also clear in understand the message and the trend toward its truth (Suciati, 2018). Based on this, efforts to invite, seduce and attract children's attention are carried out by Rumah Baca Komunitas (RBK) directly and through intermediaries. However, the message conveyed must be clear and easily understood by children. In increasing interest in reading for children, Rumah Baca Komunitas (RBK) does not directly create an agenda devoted to read. However, the efforts made are by attract the attention of children through activities that are practices such as planting, harvesting cucumbers, coloring and so on. In line with what Mia, Faiz, David and Mrs. Lina said that the invitation to read is carried out through practical activities, for example message direct invitation made by Mia when going there is an agenda or when the children come to visit is informed that the community reading house would be having a leisure walk, then the activist asked the children to convey it to other friends. The persuasive message delivers the meaning of the Rumah Baca Komunitas (RBK) will carry out activities and invite children to participate in these activities. While the invitation to read is done when it takes place activities, examples like what Mia did by inviting the children to open books Based on the data obtained, the researchers concluded that the persuasive communication message of the Rumah Baca Komunitas (RBK) done to attract the attention of children to participate in activities which will be held. While the invitation to read conveyed when the activity takes place and the usual days when children play or come to visit Rumah Baca Komunitas (RBK).

3) Receiver

In the persuasive communication process, of course Rumah Baca Komunitas (RBK) has a target audience that will be the target of the message to be conveyed. The target in the communication process is called the communicant (Oktarina & Abdullah, 2017). The position of the communicant as the recipient of message has several criteria to support effectiveness persuasive communication including intelligence and involvement in an issue. Therefore, the communicator needs to recognize the characteristics of the communicant as the target of persuasive communication. It is intended that communicators can determine which persuasive communication techniques exactly according to the characteristics of the target (Suciati, 2018).

This statement is strengthened by the findings of researchers based on interviews with activists of Rumah Baca Komunitas (RBK). Faiz and Mia said because of the children who still love to play make them need to convey the message persuasive through fun activities, no boring and on practical activities. Therefore, to attract attention and as a means of persuasion children, Rumah Baca Komunitas (RBK) conducts activities in the form of practices such as planting, harvesting cucumbers and also coloring. Thus, based on the activities carried out and has been adapted to the world of children, activists of the Reading Rumah Baca Komunitas (RBK) have recognized the characteristics of children who are still attached to the world of play.

3.2. Persuasive Communication Media

In conveying a persuasive message, Rumah Baca Komunitas (RBK) uses the media as a tool in communicating so that the message can be conveyed to the children. Gejir et al., 2017 states that the media in communication is a means or tool used by communicators to convey messages to communicate. Apart from tools, media can also be people (Dangeng in Switri et al., 2021) David as

the founder of Rumah Baca Komunitas (RBK) stated how to convey messages to children are done through interaction in the form of games, watching together and reading fairytale. In the interview, Faiz and Mia said that the message of persuasion is conveyed directly through face-to-face interactions and through an intermediary Mrs. Lina. Face-to-face persuasive communication is carried out when inviting children to take part in activities organized by the Rumah Baca Komunitas (RBK). In this activity, activists try to keep providing books and persuading children to read. Apart from going through activities, activists at the Community Reading House (RBK) also encourage children to read when they meet or when children visit the Rumah Baca Komunitas (RBK). This is done by Mia, Faiz and Hashim.

In this case, based on the data obtained, the researcher found that the persuasive efforts carried out by the Rumah Baca Komunitas (RBK) were carried out directly when meeting with children and through practical activities. Whereas the use of media carried out through Ms. Lina is more to convey persuasive messages to follow the agenda that will be held by the Rumah Baca Komunitas (RBK).

3.3. Persuasive Communication Barriers

Efforts to increase reading interest through persuasive communication carried out by Rumah Baca Komunitas (RBK) of course not always runs well. Obstacles and difficulties are certainly found by Rumah Baca Komunitas (RBK) which can affect the effectiveness of persuasive communication. There are several types of communication barriers, that are personal barriers, cultural barriers, physical and other barriers come from the environment (Milyane et al., 2022). In conjunction with this research, there are some data that have been found by researchers and in accordance with the statement. As for some obstacles of the Rumah Baca Komunitas (RBK) include:

1) *Personal Barrier*

Milyane (2022) mentions that personal barriers come from communicators, both communicators as message sources or the communicant as the recipient of the message which includes emotions, attitudes, stereotypes and so on. In this study, Hasyim in the interview had difficulty inviting children because the mood of the children who might come to the Rumah Baca Komunitas (RBK) not to read. The way that Hasyim did for solving this problem is to follow and try understanding the wishes of children is like playing a game. Faiz also found personal barriers with children who lack confidence when asked to read but they have not able to read. So, the way that Faiz did was strengthen interaction through storytelling and reading activities spare time. This aims to foster a sense of comfort and build relationships with children.

Meanwhile, from the communicator's point of view, the personal barriers that experience is the time to persuade children. Faiz said activists at the Rumah Baca Komunitas (RBK) who have other busyness so it's hard to match the time to make an agenda or routine activities with children. So, Rumah Baca Komunitas (RBK) has not been able to respond to the child's activities in a period of weekly or monthly.

2) *Cultural Barriers*

According to Milyane (2022) cultural barriers includes the background of communicants and communicators such as language. Based on the data that researchers have obtained, these obstacles felt by Hasyim who is not come from the island of Java, namely Sulawesi West. As culturally diverse activists, Hasyim admits that he has difficulty communicating and following the language style of children who use Javanese. So that in interactions with children, the closeness that is formed is not as good as other activists who come from the same culture.

In addition to the obstacles that have been mentioned, the inhibiting factors also comes from the form of parental support to children and also Rumah Baca Komunitas (RBK). This was conveyed by David and Mia who lack parental support to motivate children in literacy activities organized by the Community Reading House (RBK).

3.4. Persuasive Communication Techniques

Effendy in (Hendri, 2019) mentions that there are five techniques can be done in the persuasive communication process, namely icing techniques, association techniques, red-herring and reward techniques. From several communication techniques persuasive as mentioned above, the technique used by the Rumah Baca Komunitas (RBK) to persuade children are as follows

1) *Reward technique or pay of technique*

The reward technique is carried out by luring something profitable or promising to the target. Faiz did this technique because when the children were being led-lure, they get distracted and immediately look for books reading. This is based on the example of Faiz's lure by offering candy prizes to children who want to read. This technique is also done by Mia where in persuading children to participate in an activity their gifts offered to children. But in the end, the use of this technique makes children become dependent and dare to ask other activists.

Lure as a way of generating interest children to read and take part in the activities that will be organized by the Rumah Baca Komunitas (RBK). According to Sobry Sutikno in (Efendi, 2022) extrinsic motivation is motivation that arises because of influences from outside the individual, either in the form of solicitation, orders or coercion from other people so that they want to do something. While Elliot in (Efendi, 2008) exemplifies the lure can be in the form of value, prize or award. In line with Sobry Sutikno and Elliot's statement, the lure method used by the Community Reading House (RBK) includes extrinsic motivation where the lure is a motive or encouragement to children in Kanoman.

Based on the persuasive communication method mentioned by Gary. A Yalk can be known that the Rumah Baca Komunitas (RBK) do the following method:

2) *Ingratiation tactics*

This method mentions that in commit persuasive communication, the communicator has a strategy to please the communicant before submitting a request actually (Hendri, 2019). This is what the authors found in persuasive communication by activists of Rumah Baca Komunitas (RBK) where they carry out entertainment activities like penguin exercise. This is done by Rumah Baca Komunitas (RBK) to make children happy and encouraging them. As Mia said on September 5, 2022, entertainment such as penguin gymnastics is carried out to increase enthusiasm and make children feel happy. The same thing was done by Hasyim who tried to make the children happy by doing small activities such as asking the children to high-five

3) *Coalition tactics*

This method is done by asking for help from the party others to influence persuasive communication targets (Hendri, 2019). This is done by the Rumah Baca Komunitas (RBK). On persuasive process carried out to invite children to participate as well as participating in activities that will be held, activists of Rumah Baca Komunitas (RBK) involves other parties in the process persuasive communication. Robert Cialdini in (Maulana & Gumelar, 2020) mentioning that someone would be more receptive to messages persuasion when they like the person giving the message. Referring to the statement, to achieve that goal the Rumah Baca Komunitas (RBK) wanted Mrs. Lina as colleagues know partners to persuade children. Mrs. Lina is one of the figures and a well-known figure with the community and liked by children in Kanoman. The role played by Mrs. Lina is to help Rumah Baca Komunitas (RBK) in conveying messages persuasion when they want to do activities with children and also parents. Furthermore, Mrs. Lina also participated in the activities and help activists to attract attention and encourage children child.

4. Conclusion

This study aims to describe how persuasive communication is carried out by community reading houses to increase children's interest in reading. The results of the study show that in persuading children, Rumah Baca Komunitas activists use a variety of different techniques. Mia uses pay of techniques, ingratiation techniques and coalition techniques and methods at different times. Hasyim uses ingratiation techniques. Meanwhile, Faiz uses pay of technique and coalition techniques. The response given by the children was quite good, such as the focus on playing the children was distracted and immediately looking for reading books, there were children's visiting activities, and the enthusiasm of the children to take part in practical activities held by the Rumah Baca Komunitas (RBK). The obstacles encountered came from the lack of parental support, time between activists and language

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